

Educational Leadership

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Abstract

The profession of educational leadership has improved significantly. Educators have a better understanding on how and in what ways, educational leadership has contributed in student achievement. An increasing base of knowledge from research and practice has depicted that the primary job of the educational leaders is to put emphasis upon student achievement by formulation of challenging, caring and supporting environmental conditions that are conducive to student learning. They develop and support teachers, create constructive working conditions, allocate the resources in an efficient manner, formulate appropriate organizational policies and systems and get involved in other kinds of in depth and meaningful work, outside the classroom setting. The meaningful work that educational leaders are involved in outside of the classroom and educational institution, has emphasis upon the activities and tasks that are implemented within the institution. The educational leaders need new directions to guide their practice and carry out their work effectually.

Keywords: Educational Leadership, Education, Leaders, Students, Values, Standards, Job Duties

Introduction

Educational leadership has become a priority in education policy programs worldwide. It plays a crucial role in refining school outcomes by influencing the motivations and capabilities of the teachers, as well as the school climate and environment. Operative educational leadership is vital to improve the efficiency and pertinence of education. Educational leadership responsibilities should be adequately defined through an understanding of the practices that are required to make an improvement in teaching and learning. In many countries, the school administrators and the principals have heavy work-loads, they are over-burdened with work. Most of these individuals are reaching the retirement age and it is difficult to find leaders with capabilities and competencies. Educational leadership functions can contribute in making provision of guidance on the main characteristics, tasks and responsibilities of proficient leaders in the field of education (Pont, Nusche, & Moorman, 2008).

The recruitment of educational leaders should be based on important characteristics. They should possess appropriate educational qualifications, capabilities, competency,

proficiency, effective decision making skills, leadership skills, and resourcefulness. It is up to the leaders to carry out the tasks and functions in an appropriate manner to achieve the desired goals and objectives of the educational institution. The increase in the responsibilities and accountability of educational leadership are creating the need for the distribution of leadership. This is within the schools and outside the schools. The policy makers and the practitioners need to make sure, the roles and responsibilities associated with the improved learning outcomes are at the centre of the educational leadership practice. With the impact of leadership skills, the individuals are able to strengthen the roles of management and administration. The individuals are able to adequately guide, direct and control the operations of the institution with the impact of effective leadership skills (Pont, Nusche, & Moorman, 2008).

Goals of Educational Leadership

Leading to the empowerment of other individuals to make significant decisions is regarded to be the primary goal of the leaders when the accountability mechanism includes, providing the members of the community, with the opportunity to speak about their issues and concerns. The other goals of educational leadership have been stated as follows: (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Creating and sustaining a competitive school - This is a goal for district and school leaders when they find themselves in competition for students, for example, in the education sector that include alternatives to public schools such as charter, magnet and private schools, which are supported through tuition tax credits. The educational institution has to conduct its operations so that it is able to maintain a good status within the community.

Empowering others to make significant decisions - This is a primary goal for the leaders when accountability mechanisms include making provision of greater voice to the members of the community, as in the case of school councils, in which parents also have a say, encouragement of data informed decision making should be a part of this goal. The leaders are required to generate capability amongst the individuals, so that they are able to make significant decisions, which may prove to be beneficial to the institution even in the long term.

Providing instructional guidance - This is an important goal for the leaders in almost all districts and schools with the main objective to advance student learning. But it takes on a distinctive feature in the framework of more unambiguous grounds for assessing the work of educators, as, for example, in the formulation of professional standards and their use for purposes of continuing professional development and evaluation of the personnel.

Developing and implementing strategic and school improvement plans - When the schools are required to put into practice the school improvement plans, as in most school districts in the present existence, school leaders are required to develop the skills associated with productive planning and the implementation of such plans. Almost all district leaders need to be capable in large scale strategic planning processes.

Supporting, evaluating and developing teacher quality - Educational leaders have to be capable enough to adapt the teaching programme to the local requirements of the teachers. The leaders have to implement measures to promote teamwork amongst the teachers and get engaged in teacher monitoring, evaluation and professional development. The teachers should be effectively trained and should possess the knowledge about how to meet the needs of the students, hence, important goal of the educational leaders is to support, evaluate and contribute in the development of teacher quality (Pont, Nusche, & Moorman, 2008).

Goal-setting, assessment and accountability – When the goals are formulated, then the educational leaders are required to assess the pros and cons, and make sure appropriate efforts are made that would lead to their accomplishment. It is vital for the individuals within the educational institutions to recognize their responsibilities and work professionally. Policy makers need to ensure that school leaders have preference in establishment of strategic direction and augment their capacity to develop school plans and goals and monitor progress, making use of the data to improve practice (Pont, Nusche, & Moorman, 2008).

Strategic financial and human resource management – The human resource management is considered to be the imperative area, which the educational leaders are required to take into account. Policy makers can improve the financial management skills of educational leadership teams by providing training to the educational leaders, instituting the part of a financial manager within the leadership team, or providing financial support services to the educational institutions. In addition, educational leaders should be able to have an impact on the teacher recruitment decisions to progress the match between the candidates and the requirements of the educational institutions (Pont, Nusche, & Moorman, 2008).

Collaborating with other schools - This is a new leadership dimension. It needs to be acknowledged as a specific role for the educational leaders. It can generate advantages to the school systems as a whole rather than just the students belonging to a single school. But the educational leaders need to develop their skills to get involved in matters beyond their school (Pont, Nusche, & Moorman, 2008). There are certain external market factors, which the educational institutions have to take into consideration. These may be, training and development of knowledge and awareness on the part of the teachers, development of

teaching aids, provision of technology in learning, salary and reimbursements of the teachers and staff members and so forth.

Educational Leadership Values

The values and standards of educational leadership have been stated as follows:
(Successful School Leadership, 2014).

Defining Vision, Values and Direction - Efficient educational leaders have a strong and clear visualisation and set of values for their educational institutions. These are comprehensively influenced by their actions as well as the actions of others, and recognized a clear sense of direction and purpose for the school. These were collective, clearly understood and supported by the staff members. They acted as a standard against which all new developments, policies or ingenuities were established.

Improvement in the Conditions for Teaching and Learning – Educational leaders identified the need to improve the conditions in which the quality of teaching can be made best use of and learning and performance of the students can be enhanced. They developed strategies to improve the school buildings and services. By changing the physical environment of the schools and improving the classrooms, educational leaders confirmed the vital connection between superior conditions for teaching and learning and the well-being and achievement of both staff members and students.

Restructuring the Organization: Redefining of Roles and Responsibilities - Educational leaders with determination and gradually redesigned their organisational structures, refined the roles and disseminated leadership at times and in ways that encouraged larger staff involvement and ownership. This in turn, made provision of greater opportunities for student learning. While the exact nature and timings varied from institution to institution, there was a reliable pattern of augmentation of participation in decision making at all levels.

Improvement of the Teaching-Learning Processes – Achievement oriented educational leaders frequently looked for new ways to improve teaching, learning and attainment. They provided a safe working environment for the teachers and other staff members to try new methods and strategies that might be more operative. Where this was put into practice, staff responded confidently to the opportunity. It affected the way they observed themselves as professionals and enhanced their sense of self-efficacy and job satisfaction. This, in turn, had a constructive influence on the way they communicated with students and other staff members.

Redesigning and Improvement of the Curriculum – Educational leaders put emphasis upon the redesigning and improvement of the curriculum as a way of developing and

prolonging engagement and improving achievement. Academic attainment was not looked upon to be in competition with the personal and social development. Rather the two should go simultaneously with each other. They modified the curriculum to increase learning opportunities and increase access for all students. The students take pleasure in learning and improve their effectiveness, when there is enrichment in the curriculum.

Enhancing Teacher Quality – The educational leaders made provision of the variety of opportunities that would cause professional learning and development. They contributed towards the raising of standards, sustain motivation and dedication and retain the staff members. The quality of the teachers can be enhanced by providing them training, organization of workshops regarding how they should implement teaching-learning processes in an effective manner, dealing with problems and difficulties, maintaining discipline within the school environment and so forth.

Building Relationships inside the Educational Institution – Building and improving the reputation of the educational institutions is considered important. The reason being, the institution is required to function in accordance with the internal and the external environmental conditions. When there will be establishment of mutual understanding and good relationships amongst the individuals within the organization, only then they will be able to cope up with the internal and the external environmental conditions. Conflicts and disputes should get minimized and there should not be any kinds of discriminatory treatments amongst the individuals. All individuals should be provided with equal opportunities.

Building Relationships outside the Educational Institution - Building and augmenting the reputation of the school and involvement of the wider community were observed as fundamental to achieving long-term success. Educational leaders and the other members of the organization, developed positive relationships with the community leaders and built a number of connections across the school with the other organisations and individuals. Strong connections with the key participants in the local community were seen to generate advantages for the school. Measures and policies are required to get framed so that the institution is able to create its reputation in the outside world.

Common Values – The recognition and proper implementation of the strategies and functions certainly assist the educational leaders in accomplishment of the desired goals and objectives within the educational institutions. The growth and development of the students is regarded to be the primary objective of the educational institutions. In educational institutions, it is vital for the teachers and leaders to make sure that students perform well and are able to achieve their goals. Besides the growth and development of the students, it is vital

for the educational leaders to promote a caring, considerate, supportive, amiable and an approachable environment.

Standards of Educational Leadership

Professional standards define the nature and the quality of work of the individuals who practice the profession, as in this case, there are educational leaders. They are created for and by the profession to lead professional practice and how specialists are organized, employed, advanced, administered and appraised. They inform government policies and regulations that administer the profession. By expressing the opportunity of work and the values that the profession stands for, standards recommend how practitioners can achieve the consequences that the profession demands and the public expects. Professional standards are not stagnant. They are frequently revised and accustomed to precisely reflect the evolving understandings of, expectations for, and frameworks that figure the objectives of the profession (Professional Standards for Educational Leaderships, 2015).

Proficient educational leaders articulate, advocate, and cultivate the core values that define the school's culture and problems that may arise in the implementation of the school functions. The education should focus upon the needs and requirements of the students, in other words, it should be made child-centred. Besides making the education child-centred, the educational leaders and the teachers should implement the rules and policies in an appropriate manner. The work or the assignments are required to be done in accordance to certain standards, for instance, untidiness in the work is not considered acceptable. Factors such as high expectations, student support, equity and inclusiveness, social justice, trust, and continuous improvement should be put into practice with complete dedication and enthusiasm (Professional Standards for Educational Leaderships, 2015). The organization of competitions and activities enable the students to put in more confidence in themselves and make efforts to enhance the performance of their tasks and activities. These not only generate enthusiasm and motivate the students towards learning but also serve as a source of recreation and enjoyment. For instance, students find competitions relating to extra-curricular and creative activities pleasurable.

In educational institutions, there are individuals who possess different natures and varying attitudes. Some are introvert by nature, some are extrovert and take pleasure in interacting with the people. Some individuals are calm and composed in the performance of all the functions and in interacting with the other individuals, whereas some are impatient and even get involved into conflicting situations with the other people. Within the workplace, individuals do encounter numerous kinds of problems and difficulties. It is the job of the

educational leaders to make sure that individuals get engaged into effective communication with each other. There should be implementation of norms relating to the maintenance of discipline, decorum, modesty and dignity. Safeguarding and promotion of the values of democracy, individual freedom, responsibility, equity, social justice, community and diversity (Professional Standards for Educational Leaderships, 2015) are the imperative standards that are required to be put into operation by the educational leaders. The grievances and occurrence of conflicts and disputes should be addressed with effective resolutions and techniques. The leaders have to make the individuals understand that they are required to work in harmony with each other and possess a friendly and an approachable attitude.

It is the job of the educational leaders to make sure they are able to challenge and modify institutional prejudices of student marginalization, deficit-based schooling, and low expectations associated with ethnicity, race, class, culture, language, gender and sexual orientation, and disability or special status (Professional Standards for Educational Leaderships, 2015). Within the educational institutions, there are students with special needs, such as, visual impairments, hearing impairments, speech problems, and so forth. It is vital that they should be made provision of assistance devices and facilities that would help them understand and learn. There are individuals who experience problems in walking, hence provision of wheel chairs and elevators would help them within the educational institutions. It is unlawful to discriminate against anybody on the basis of caste, creed, race, ethnicity, religion or socio-economic background. In the organization of seminars, events, and functions within the educational institutions, it is vital to include the participation of all the individuals. Within the classroom setting, the teachers should evaluate the students in accordance to their performance and any kinds of factors that lead to discriminatory treatment of the individuals should not come within the course of the teaching and learning processes.

One of the primary standards is the implementation of coherent systems of curriculum and instruction, teaching-learning methods, class tests and assignments, performance appraisal systems, work ethics, rules and policies, conflict resolution procedures, effective pedagogy, technology, innovative and modern strategies, and organization of workshops. In higher educational institutions, the heads of the departments and the deans have numerous responsibilities. They are even required to introduce new courses that would enhance the knowledge of the students. When students are engaged in the pursuance of Masters or Doctoral programs, they have the main objective of acquiring a job. They normally consult their supervisors to seek guidance from them regarding where to apply and look for employment. Therefore, it is vital for the educational leaders to possess knowledge and

information so that they can effectively contribute in helping specially those students who belong to disadvantaged sections of the society. When parents of the students are not much educated and aware and when these students pursue high educational qualifications, they need help from the educational leaders regarding awareness about future career opportunities. In the present existence, the usage of technology has effectively implemented the performance of the students. The usage of technology has largely facilitated the work of the leaders and the staff members. Therefore, students should be encouraged to make use of technology as internet is one of the most important areas that has contributed in the enhancement of knowledge.

Perspectives of Educational Leadership

Leadership is referred to the influence that is exerted by one individual over the others to structure the activities or the relationships within the groups or the organizations. It is referred to as the social influencing process. Leadership concepts are different in terms of who applies influence, the nature of the influence, the purpose of the exercise of that influence and its outcomes. Educational leadership is mainly associated with the formal organizational positions in schools. Therefore, the discussions about educational leadership focus upon principals, head teachers, these are classified into the categories of deputy and assistant head teachers, principals, heads of departments, subject leaders, and heads of the year (Educational Leadership, 2015).

There are also informal leaders such as the specialist leaders whose influence emerges from the subject knowledge and skills with the groups of learners, or individuals who have a social impact with their peers and influence interpretations and approaches. Leadership is not necessarily attached to the role but it can be looked upon as a process rather than a position of authority. The concept of educational leadership can also be extended to comprise the development of student leadership as one of the goals of the educational process. This is regarded to be an important skill in the lives of the individuals. Educational institutions are considered imperative within the community, they play an important role in promoting the development and growth of the individuals. They even support learning beyond the school boundaries (Educational Leadership, 2015).

The concept of educational leadership are categorized into six major areas. These are stated as follows: (Educational Leadership, 2015).

Instructional Leadership – Instructional leadership puts emphasis upon the primary job duties of the teachers within the schools. Their main job focuses upon providing instructions to the students and they are required to possess efficient knowledge about how to

instruct them in an appropriate manner. The teaching and learning methods, organization of class tests, exams, evaluation, advancement of the students, their achievements and rate of absenteeism come under instructional leadership.

Transformational Leadership – This leadership is concerned with the commitment of the colleagues and their dedication towards their job performance. The changes and transformations are required to be brought about within the educational institutions over a period of time. These transformations may be relating to rules and policies, teaching-learning methods, extra-curricular activities, evaluation techniques, training of the teachers, organization of competitions, and so forth. The leadership which is implemented to bring about transformations is termed as transformational leadership.

Moral Leadership – Besides academic learning, it is vital to train the students regarding the concepts of discipline, values, norms and ethics. The students should possess within themselves the traits of morality and decency within the educational institutions as well as outside. Moral leadership puts emphasis upon the significance of values, vision and ethical leadership.

Participative Leadership – In the making of decisions, bringing in new and innovative instructional methods, technology and implementation of other tasks and functions, require taking ideas and suggestions from the other individuals within the institution. Participative leadership involves consulting colleagues as well as subordinates, shared decision making and social resources. In educational institutions, useful ideas and suggestions are given by the other individuals to the leaders, which they should consider to put into practice effective leadership functions.

Managerial Leadership – Managerial leadership focuses upon the significance of defining tasks and behaviours of the other individuals. The individuals have different positions within the institutions, in accordance to which they carry out their job duties. The managerial leadership adequately put emphasis upon the tasks, performances, activities and behaviours of the individuals.

Contingency Leadership – This kind of leadership takes into consideration, how the leaders respond to the particular organizational circumstances and problems. There is existence of problems and difficulties within the educational institutions. The leaders are required to deal with them and find adequate solutions. The subordinates too approach the leaders when they have to seek solutions to the problems, hence, they should provide them useful solutions.

Job Duties of an Educational Leader

The job duties of the educational leader are focused upon the areas, which have been stated as follows: (Educational Leadership, 2017).

An educational leader is required to analyse the multiple sources of information and data about the current practice, prior to developing or revising goals and objectives. For this purpose, an analysis of the school is conducted. The individuals obtain data regarding various aspects of the schools, such as the teaching-learning methods, evaluation techniques, utilization of technology, organization of competitions and events, performance appraisal systems and so forth. The data, when collected on all these aspects, are analysed to find out the flaws and inconsistencies and where improvements are required to be made. Therefore, collection and analysis of data is considered to be one of the primary job duties of the educational leaders.

Implementation of vision and goals with high measurable expectations for all students and educators is an important area. It is vital to develop a plan for putting into practice, goals and objectives of the institution. The educational leaders determine, if the expectations are measurable, precise and are connected to the goals and objectives. It is vital to put into operation, appropriate measures that are required for the achievement of the desired goals and objectives. It is vital to differentiate between goals and objectives that are measurable and non-measurable for all the students. The goals that are measurable should be beneficial for all the students.

One should be able to converse and ask important questions about the purposes of education. It is vital to formulate proper measures that are necessary for the educational purposes. It is essential for all the individuals to possess vital knowledge about the goals and objectives, so that they will be able to implement important measures. The students, teachers, parents, aides, administrative staff members, school board members, central office administration, about the purposes of education should be consulted. In the achievement of the desired goals and objectives, it is vital to communicate all kinds of information to the individuals, as they are required to work in collaboration.

The job of the educational leaders also comprises of engagement of the staff and community members with different perspectives to implement the vision and achieve the goals. The identification of the individuals with diverse perspectives are from the internal and the external communities. Another area is identification of strategies to get the individuals involved belonging to the internal and the external communities. When the individuals participate in the achievement of the goals and they belong to the internal and external

communities, it is vital for them to acquire complete knowledge and information about the goals and how they would work to accomplish them.

The educational leaders are required to establish common obligations and responsibilities amongst the staff members and the community for selecting and carrying out of the strategies towards the implementation of the vision and goals. It is vital to build consensus and a plan for the distribution of responsibilities. The staff members within the educational institutions have their own job duties and responsibilities. They are required to carry out their job functions in accordance with the guidance and direction from the leaders. The leaders possess this responsibility to make provision of job duties to the individuals and allot them work assignments.

It is vital to communicate the shared vision and the goals in the ways that facilitate the abilities of the individuals to understand, support and act upon them. The communication system has to be proper and in accordance to the norms. The individuals are required to possess certain qualities while getting involved into communication with each other. These are effective listening skills, proper feedback, politeness and truthfulness. It is necessary to implement effective communication strategies for the particular individuals. The individuals may communicate with each other in a verbal or in a written manner. The communication strategies are implemented in accordance to the areas or the subjects regarding which communication takes place.

The educational leader develops a shared understanding of and commitment to the high standards for all students and for overcoming all the obstacles and barriers that may arise within the achievement of the goals and objectives. It is vital to create a culture of high expectations for all the students. It is vital to identify the achievement differences and develops plans to cause a reduction in the differences. Within the organization or an educational institution, the individuals are from diverse backgrounds, cultures, religions, ethnicities, race, nationalities and socio-economic status. They are required to understand organizational culture and work in co-operation with each other.

The educational leaders guides and supports job-embedded standards, based on professional development. The professional development of the individuals should be focused upon building the skills and abilities that would contribute in the enhancement of their job performance. The development of processes and procedures that supports the growth and interest amongst the teachers and which in turn supports the learning of the students is considered as an important function of the educational leaders. The situation within the classroom is required to be analysed by the teachers. If the students are not able to understand

the concepts through oral communication, then the problem should be communicated to the educational leaders and they suggest solutions. If oral ways of teaching do not work, then it is vital to implement written methods.

It is vital to create structures, procedures and relationships that make provision of time and resources for a collaborative teaching and learning community. The promotion of mutual benefits and distribution of responsibilities and accountabilities amongst the teachers and the learning communities. Promotion of the collaborative teaching and learning opportunities and involvement of the students within the school functions and teamwork. The teachers and the students should work in co-ordination with each other in order to facilitate the teaching and the learning processes. In case of occurrence of any kinds of problems, support and assistance is obtained from the educational leader.

Within the educational institution, it is vital to have a safe working environment, in which the staff members are able to carry out their job functions with keenness and enthusiasm. It is the primary job duty of the educational leaders to make sure the individuals are safe within their environment. When the individuals will feel secure within the working environment, then they will be able to put into operation, the norms, values, standards, principles and cultures. When one feels safe, he or she will be able to express their ideas and give suggestions. Safe environment generates opportunities to bring modern and innovative techniques and methods in the teaching-learning processes.

Leadership Effects on Student Learning

Within educational institutions, the primary objective is to improve student learning. For the purpose of improving student learning, the individuals are required to introduce well-organized curriculum and the instructional strategies. The teaching-learning methods should be appropriate and in accordance to the needs and requirements of the students. Effective communication between the teachers and the students, proper counselling and guidance should be made available to the students, for the purpose of helping them in providing solutions to their problems. The approaches to school reforms are entirely dependent upon the success for the motivations and capacities for school leadership. The leaders within the educational institutions should also be able to provide assistance to the colleagues in helping them perform their job duties in an adequate manner. It is vital for the leaders to obtain co-operation and support from the parents in order to facilitate student learning. The support from the parents can only be obtained by establishing support, understanding and co-operation (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

The students within educational institutions are different from each other in various perspectives. These are, they possess different learning abilities, skills, viewpoints, natures and way of communication. There are students who perform very well in class and do not need much training and guidance from their teachers. They are able to understand the concepts in just one class and practice makes them perform well and enhance their scores. On the other hand, there are students, who do not take much interest in studies, they find difficult to pay attention and focus upon their work. These students need counselling and guidance to help them perform well. For this purpose, the role of educational leaders is considered imperative. Proper guidance, counselling and training methods will contribute in improving the performance of these students. Widespread emphasis in improving educational leadership is the key to the successful implementation of the large-scale reform (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

The effects of educational leadership are considered the largest where they are mostly needed. For instance, within the educational institutions, besides the education, growth and development of the students, the implementation of managerial functions is also necessary. These functions are planning, organizing, leading, controlling, directing, and staffing. These functions should be put into operation in an adequate manner. The leaders should possess sufficient knowledge of how to solve the problems and difficulties. When the leaders possess appropriate knowledge and skills regarding how to solve the problems and implement proper functioning, this would lead to productivity and well-being. On the other hand, when the leaders are not able to bring about solutions to the problems, when they are not able to properly guide or direct students and other members of the organization and when they experience problems in effective decision making, then impediments would take place within the course of achievement of the desired goals and objectives. Therefore, the effects of leadership upon student learning would be positive through their capabilities, qualities, creativeness, resourcefulness and ingenuity.

Measures for Supporting Educational Leadership

Measures for supporting educational leadership within the institutions have been stated as follows: (Educational Leadership, 2015).

In educational institutions, there is a need to prepare, train and develop leaders. Effective leadership development is implemented in two areas, educational institutions and organizations. In both these areas, educational leaders need to work and practice to enhance their performance. However, the functions of the leaders should be accompanied by the activities that are organized out of the school. These include increasing a person's knowledge

and awareness of a range of leadership approaches, theories, reading, reflection, and interaction with the peers in other schools and areas.

Mentoring and coaching can prove to be advantageous to the leaders who are newly recruited. The leaders who are appointed may possess the necessary qualifications, capabilities and experience. In spite of these areas, it is crucial to mentor and train them about the jobs and functions, they are introduced to the personnel and the other staff members, and gradually they become skilled and proficient in the implementation of their tasks and functions. When the person is at the topmost position, then authority and control is vested within him, he has the power to make decisions and exercise influence on carrying out of all kinds of tasks and functions. In spite of having power and authority, mentoring and coaching from other experienced and proficient individuals certainly contributes in development of capabilities amongst the educational leaders. The leaders may too come across problems and difficulties for which they need assistance and support.

Making use of the skills and expertise of the leaders. The previous experience of the individuals who have served as leaders can make them skilled enough to render effective job duties in other institutions. The leaders, who are largely proficient in their tasks and performances do not always make good mentors or coaches. It is vital for the leaders to perform their job duties in a moderate way. They should not overload themselves with work, as too much work at a time do not generate the desired outcomes.

Identification of the leadership skills and potential. These should be observed as a part of the principal's responsibilities in every educational institution. In leadership, individual obtains the opportunities to make use of their skills, and abilities to lead to the welfare of the community. There are personnel within the institutions which do not possess the knowledge and information regarding making best use of the skills and knowledge. The leaders are required to make sure, their skills and abilities are made use of to generate welfare of the community.

Development of leadership teams is important. Distribution of leadership is considered important. Educational institutions need not just one leader, but there are numerous leaders, heads of the departments, chairpersons, deans, directors and principals. All the individuals have their own responsibilities, job duties and functions. They organize meetings, implement rules and policies and carry out numerous tasks for the effective functioning of the educational institutions. The distribution of leadership is required to get co-ordinated in an appropriate manner.

Consideration of student leadership programs is significant for the progress of the students. In educational institutions, students too are provided with the opportunities to assume leadership roles. They assume roles of class monitors, heads of groups, teams involved in some kind of project work, teaching assistants and so forth. The student leadership programs generate capabilities amongst the students and they learn how to exercise tasks and functions in an appropriate manner. In this manner they put in more confidence within themselves and put in more efforts to improve.

Conclusion

Educational leadership is primarily associated with enhancement of student learning and their growth and development. The other areas that educational leaders have to take into consideration are, mission, vision, values and standards of the educational institutions, ethics and professional norms, equity and cultural responsiveness, curriculum and the instructional systems, teaching-learning methods, usage of technology, performance appraisal systems, creation of the community that may work in co-operation towards the care and support of the students, building up of the professional capacity and skills of the school personnel, building up of the professional community of the teachers and the staff members, promoting meaningful engagement of the families and the community, supervising the administrative, technical, clerical, and managerial functions in an effective manner with the support and assistance from the other people and formulation of measures that would lead to improvement of the school.

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