

Human Resources for Quality Management in School Education Managerial Leadership Towards Development of Leaders

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Abstract

Effective human resource management is an integral part educational leadership and educational leadership has always played an instrumental role in assuring and developing the quality of schools and standard of an Institution. In the 21st century the evolving nature of school environment has placed new demands on educational leaders where competency development and knowledge of school management, finance, legal issues and state mandates are primary focus for preparation of school leaders. There prevails a widespread belief that raising standards of leadership and management practices can enhance the quality of the Institution. In this context this article has focused on managerial leadership in the development of effective leaders. It is essential to develop knowledge, attributes, and skills required to lead effectively and adapt to the changing demands of the role. In this context the author has highlighted on the importance of training and developmental procedure for an effective leader based on educational beliefs and integrating the values of a democratic society and has focused on managerial leadership towards the development of leaders.

Keywords: Human resource management, managerial leadership, educational beliefs, democratic society

Introduction

The Concept of Quality management in Education:

The International Commission on Education for the 21st century called for holistic development of individuals, thus optimizing physical, mental, intellectual and spiritual potentialities. Quality education must be supported by the four pillars of learning: learning to know, learning to do, learning to be and learning to live together (UNESCO, 1996).

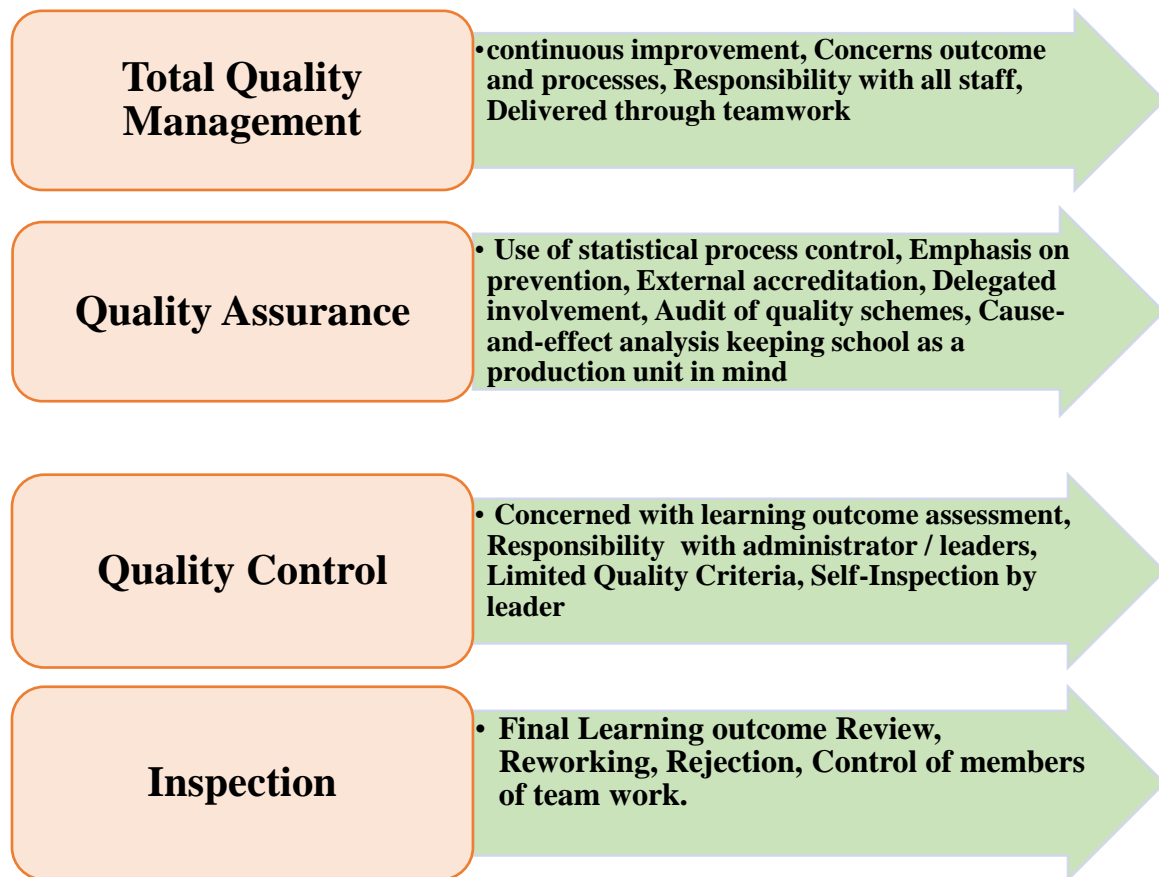
Sallis (2002) makes some meaningful difference between Quality Institutions and Ordinary Institutions. He takes the functional view point.

From the Indian philosophical disposition, a quality institution may be defined after Marmar Mukhopadhyay (2019).

‘A Quality institution transacts its business with happiness and smile on everyone’s face ensuring optimization of scholastic, co-scholastic and co-curricular talents of students by a team of satisfied and enthusiastic teachers and other staff passionately and continuously relearning their work surrounded by happy parents ready to give their best to school and to their children under the

inspiring leadership of principal; and thereby enjoys a good reputation among parents, community and super ordinate system of educational administrators.’

Dale and Plunkett (1990) reviewed quality control, quality assurance and TQM, preceded by quality inspection in a hierarchic model of quality management for school education and established such framework of approaches with related actions, as follows:



Source: Adapted and improvised from Dale and Plunkett (1990)

Leadership in Human Resource Management:

There is great interest in educational leadership in the early part of the twenty first century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners. As the global economy gatherspace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn, need the leadership of highly effective principals with the support of other senior and middle managers.

Leadership is critical for the growth, success and development of any company or Institution and it is equally important for educational management due to its greater effect on the achievements of educational

goals. Leadership and the different associated styles have an immense impact on how employees perform and grow, to lead positive organizational outcomes. For ages, Leadership has been a subject muchdebate and deliberation. Educational Institutes being the foundation of the building of a student's life and the Head of the Institution being the pillar of the Institute, the progress of the Institute andthe success of every human resource in the Institute solely depends the quality of leadership he displays in the Institute.

In 21st century finest leaders and coaches are essential in management as well as for the swift intensification of the education sector. Study shows that in the following era educational leaders are mostly required than professional teachers.

However, school are complex organizations that are constantly changing. Thus, new challenges continue emerging for school principals who are now aware of the need to make a definite turn from traditional forms of school management to a new pedagogical approach to teaching, learningand improving student's academic performance. School administrators are confirmed on a daily basis with a variety of issues from how to implement various strategies and innovations, to handling irate parents and supporting overwhelmed teachers. How they react to these issues to a greater extent determines their success and failure as a leader.

School Principals as Academic Leader:

Today improving school leadership ranks high on the list of priorities for school reform. In a detailed survey of 2010 school and district administrators, policy makers and others declared principal leadership among the most pressing matters on a list of issues in a public-school education. Teacher quality stood above everything else but principal leadership came next, outstripping matters including dropout rates, education, student testing and preparation of collegeand careers (Linda et, al, 2013). Head teachers of school are expected to address many tasks, including the appraisal of teachers, curriculum implementation, instructional supervision, school community relationships and school facilities.

Effective relationship and communication are important and vital in headship as principals need to work with all staffs of the Organization and this demands not only cordial relationship with all but also self-management. Through performance management and effective professional developmental practice, the principal supports all staffs to achieve high standards. They should be committed to their own professional development to equip themselves with the skills required to manage a responsible leadership role (Gronn et al, 2000). Principles or school heads are responsible to the governing body for school environment and work climate and a peaceful working climate will enhance a productive learning culture that will enable pupils to become effective, enthusiastic, independent learners and committed to lifelong learning (Murphy, Hallinger 1992).

Responsibilities of head teachers are addressed with the help of assistant head teachers. Support is also expected from school managing committees, a board of governors and a parent teacher association. In school, the principles, heads and directors are the ones, who are in leadership positions.

It is the job of the leaders to guide and direct the individuals in an appropriate manner towards the implementation of their tasks and functions, provide solutions to various types of problems and challenges, make effective decisions and create amiable environmental conditions, which would facilitate the achievement of academic goals and objectives.

Leadership, Human Resource Management and School Improvement

Leadership is often linked to school improvement. Almost two decades ago, Beare et al. stressed its importance: Outstanding leadership has invariably emerged as a key characteristic of outstanding schools.

There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority.

The evidence on school effectiveness and school improvement during the last 15 years has consistently shown the *pivotal role* of school leaders in securing high quality provision and high standards effective leadership is a key to both continuous improvement and major system transformation.

Harris (2005) reinforces this view by saying that ‘effective leaders exercise an indirect but *powerful* influence on the effectiveness of the school and on the achievement of students. The relationship between the quality of leadership and school effectiveness has received global recognition. The Commonwealth Secretariat (1996), for example, referring to Africa, says that ‘the head ... plays the most crucial role in ensuring school effectiveness’. The South African Government’s Task Team on Education Management Development also emphasizes the importance of education management. Davis (1996) argues that school improvement depends on the different approach to leadership that involves coaching and not control with widespread encouragement of leadership and management within the Organization.

Effective leadership and management are increasingly regarded as essential if schools and colleges are to achieve the wide-ranging objectives set for them by their many stakeholders, notably the governments which provide most of the funding for public educational institutions.

In an increasingly global economy, an educated workforce is vital to maintain and enhance competitiveness. Society expects schools, colleges and universities to prepare people for employment in a rapidly changing environment. Hopkins (2000) opines that school leadership and school development needs to be differentiated to take account of the different stages of school improvement journey. High quality leadership is highly acknowledged to be one of the most important requirements for successful schools (Bush, Jackson, 2002).

Teachers, and their leaders and managers, are the people who are required to ‘deliver’ higher educational standards.

There is a widespread belief that raising standards of leadership and management is the key to improving schools. Increasingly, this is linked to the need to prepare and develop leaders for their demanding roles. Though several concepts prevail on the leadership development process principals should be trained through a democratic and communicative form of leadership. Which leadership behaviors are most likely to produce favorable school and learner outcomes? The main models of school leadership that will subsequently bring school improvement needs to be considered. The concept of managerial leadership has been discussed keeping in view of the management of human resources in the context of school education.

Managerial Leadership towards Self-managing School:

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviors and that if these functions are carried out competently the work of others in the organization will be facilitated. Most approaches to managerial leadership also assume that the behavior of organizational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy.

The definition is remarkably close to that given for ‘formal models’ in the present author’s trilogy of books on this topic (Bush, 2003). Formal models assume that organizations are hierarchical systems in which managers use rational means to pursue agreed goals. Heads possess authority legitimized by their formal positions within the organization and are accountable to sponsoring bodies for the activities of their institutions. (Bush 2003)

Dressler's (2001) review of leadership in Charter schools in the USA shows the significance of managerial leadership: 'Traditionally, the principal's role has been clearly focused on management responsibilities. Caldwell (1992) argues that managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions:



Source: Caldwell (1992)

It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralized systems as it prioritizes the efficient implementation of external imperatives, notably those prescribed by higher levels in the hierarchy. Bureaucracy, and by implication managerial leadership, is the preferred model for many education systems, including the Czech Republic, China, Greece, Israel, South Africa has revealed managerial leadership is fruitful. Managerial leadership has certain advantages, notably for

bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If teachers do not 'own' innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure (Bush 2003).

Preparing and supporting leaders for Human Resource management for School:

Most of these countries, notably Canada, Singapore and the USA, were pioneers in the pre-service preparation of school principals while others, including much of Europe, were much slower to develop such programs. Many of these countries are among the richest in the world, as defined by gross domestic product (GDP) per head, and resource limitations are not a major constraint as they are in developing

countries. Decisions about the extent and nature of leadership and management development are based on national judgements of need rather than being circumscribed by a lack of resources.

- **Leadership succession**

In principle, there are two main strategies available to identify potential school leaders. First, those interested in such positions may be able to ‘self-nominate’ by applying for available posts and submitting themselves to the selection criteria. This approach is typically used by education systems with a high degree of decentralization. The main limitation of this strategy is that insufficient well-qualified candidates may submit themselves for scrutiny. In England, for example, the imminent retirement of the post-war ‘baby boom’ era of school principals has generated widespread concern that there may not be enough replacements, leading to a national ‘succession planning’ initiative, led by the National College for School Leadership (www.ncsl.org.uk).

The second strategy, typically used by centralized systems, is a planned approach, leading to central decisions about who should be considered for promotion. While this approach may be criticized on grounds of equal opportunity, it reduces the ‘chance’ element and provides the potential for smooth leadership succession. Watson (2003), referring to Europe, says that ‘in most countries, headship posts are widely advertised as they become vacant.

There are, however, still one or two systems where candidates are selected by the bureaucracy at municipal, regional or national levels and where there is no open competition for the post’.

- **Leadership preparation**

The notion of preparation suggests a preconceived orientation towards career development, by the deserving principals and/or system leaders. In many countries, aspiring principals must complete an approved pre-service qualification before being considered for appointment. This focuses the attention of ambitious teachers who know what is required to progress towards senior leadership. In other settings, there are no formal prerequisites except for the need to be qualified and experienced teachers.

- **Formal preparation as a requirement for headship**

One of the first countries to require a specialist leadership qualification for its principals was Singapore, which introduced the Diploma in Educational Administration (DEA) in July 1984. The National Institute of Education received an annual intake of 50 vice-principals, selected and sponsored by the Ministry of Education. The DEA was a full-time pre-service Programme, which included an internship of eight weeks at a mentoring principal’s school. The mentors model their practice and also provide feedback to the mentees on how they have handled a variety of school-generated tasks. It might be concluded that ‘taken together, the internship experience and management theory input acquired through coursework provides for a strong training background’. Chong et al. (2003) adds that the DEA ‘was known for its excellence in training school leaders’. The DEA was replaced in 2001 by the ‘Leaders in Education’ Programme (LEP). The rationale for the change is explained by Chong et al. (2003):

Whereas previously the compliant and efficient manager was valued in a system almost completely controlled from the center ... the new educational agenda demanded a new type of school leader who could cope proactively with a dynamic, complex and sometimes uncertain context. The old leadership thrived on conformity. NIEPA in India are doing wonderful job in the educational leadership areas and

conducted couple of national and international Programme in educational leadership focusing school education. The new leadership had to be ambitious and independent, innovative and able to succeed in conditions that were less clearly defined.

- **Induction for leadership**

Induction is the process by which new incumbents become familiar with the context in which they are leading, including the school culture. Some experts distinguish between professional socialization (preparing to enter the profession) and organizational socialization (learning how to lead in a particular context). All first-time principals need professional socialization and, for many, there is the additional challenge of leading an unfamiliar school, meaning that organizational socialization is also required. **Bush and Middlewood (2005)** develop this notion to argue that induction has three main dimensions:

- **Socialization:** enabling the new employee to become part of the organization
- **Achieving competent performance:** enabling the new employee to contribute to the organization effectively
- **Understanding the culture:** enabling the employee to appreciate the core values of the organization.

- **Leadership training and development**

Leadership development is often the generic term used to describe any form of preparation or training for headship. In this section, we use it specifically to refer to activities undertaken *following* appointment as principal, that is, in-service training. Induction is one phase in this process but leadership development should be seen as any professional activity undertaken once principals have taken up their posts. Such provision may be seen as complementary to pre-service preparation or as a substitute for it. In Italy, for example, ‘the lack of any initial preparation and training and the huge transformations that the headship has had to deal with in the last decades explain the outstanding development of in-service training initiatives.

Conclusion:

Several centralized systems have a planned approach to leadership succession, leaving little to chance, while decentralized countries leave the initiative to leaders, promoting equal opportunities but risking a shortfall in applicants. Demographic considerations, notably the imminent retirement of the ‘baby boom’ generation in Western Europe, and inadequate salary differentials in some countries, combine to create shortages of applicants, particularly in the less desirable locations. There is growing recognition that leadership is a specialized profession, distinct from teaching, and requiring specific preparation. Several countries, notably England, Singapore, France and much of Canada and the USA and for last two decades in India too, require aspirant principals to acquire a leadership qualification, although there is great diversity in the design and content of such programs. However, many nations still appoint their principals on the basis of a teaching qualification and teaching experience alone without regard to their leadership knowledge and skills. Good leadership is an essential requirement for successful schools and this is too important to be left to chance.

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