The Impact of Educational Leadership: An Analytical Study

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Abstract: This paper was based upon the impact of educational leadership regarding the importance and its effects on education. This article argued that people from diverse ideological and ethnic backgrounds conceive, perceive and practice educational leadership differently, drawing upon their beliefs, values and knowledge sources. This article also explored the impact of educational leadership on the elements of education and administration as well. Specify the perception and significance of educational leadership. It also discussed traditional approach to leadership as well as the frame work about the concept of controlling issues of an educational system while comparing the national and international perspectives about educational leadership. This research article showeds the prestige and skills of head teacher helps to enhance the development of professional learning, curriculum design, implementation of teaching strategies and methods, organized co-curricular activities and provide quality education to the generation.

Key words: Leadership qualities • Leadership traits • Leadership • Leadership Characteristics

INTRODUCTION

Educational leadership draws upon interdisciplinary literature, generally, but ideally distinguishes itself through its focus on pedagogy, epistemology and human development. In contemporary practice it borrows from political science and business. Debate within the field relates to this tension. Several countries now have explicit policies on Educational leadership, including policies and budgets for the training and development of Educational leaders [1].

An effective leader naturally leads through educational leadership theories daily and ensures that anyone that is under their leadership benefits from their knowledge and leadership skills [2].

Some sits and pontificates about whether leaders are made or born. The true leader ignores such arguments and instead concentrates on developing the leadership qualities necessary for success.

There are five leadership traits or leadership qualities that people look for in a leader. If you are able to increase your skill in displaying these five quality characteristics, you will make it easier for people to want to follow you. The less time you have to spend on getting others to follow you, the more time you have to spend refining exactly where you want to go and how to get there.

The five leadership traits/leadership qualities are:

- Honest
- Forward-Looking
- Competent
- Inspiring
- Intelligent

Your skill at exhibiting these five leadership qualities is strongly correlated with people’s desire to follow your lead. Exhibiting these traits will inspire confidence in your leadership. Not exhibiting these traits or exhibiting the opposite of these traits will decrease your leadership influence with those around you [3].

In education when it comes to development, so like any other department in this department success depends upon a one single person who is the head of the department. The progress of school and its result depends wholly on its principal, his personality and leadership skill plays a dynamic role to motivate the educational staff. The responsibilities of the leader are more challenging compared to others and he plays a unique and important character. His support is very much important in order to change the environment of the institute and develop new ways of thinking among his staff.

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A balanced leadership should consist of all the profession related ingredients which explains each and every aspect and can easily handle all the cultural and educational values together because the purpose of education is to prepare a biological organism which further turns into a better Bio-social-organism, so a system should be proposed in which issues related to the cooperation among societies and within the societies and educational problems are discussed in details and it should also provides the solution for such problems. Development and enhancement is not possible without the expertise and knowledge of the head.

“As principal and teachers, we must attend only to our own students’ learning but also to our own and to that of the adults around us. (Lambert, 2003). Pluralistic approaches to preparation and development are being replaced by centrally determined training courses (NPQH: National Professional Qualification for Head teachers; and LPSH: Leadership Program for Serving Head teachers) under the control of the new National College for School Leadership. The social sciences have already been stripped away from initial teacher training and impatience with postgraduate study with its emphasis on both the use and production of knowledge and theories for both action and understanding, has led to the promotion of research and models of leadership that are about what works. Knowledge production increasingly lies more with commercial consultancies than with professional researchers in universities or researching professionals in schools and colleges (Forde et al., 2000). Gross (1997) describes some of the stabilizing characteristics or preconditions of educational leadership: (a) success according to traditional definitions, (b) safety, attendance and building maintenance well in hand, (c) good communication between site and community and (d) team spirit. These characteristics suggest that a stable environment where learning is occurring and where morale is high and beyond the school are places likely to push to the next higher level of development. Leadership in educational settings is a crowded and busy terrain both in terms of policy texts that seek to redefine roles and tasks in schools as leadership and the growing amount of literature that tends to be concerned with presenting and testing models of effective transformational leadership functions and behaviors” [4].

**Review of Literature:** There is no denying the fact, that there is no single best way to lead and inspire in the field of education. Each educator, as well as schools, view leadership strategies differently, as certain situations, features and actions seem far more favorable than others at different levels and times. Broadly, three strategies that can also be summed as types of leadership styles in education are used individually or as a versatile combination. They are hierarchical, transformational and facilitative.

**Hierarchical:** Hierarchical leadership type styles are based on the traditional method of education that lays more emphasis in a top-down approach in which all course of action is asserted and carried out with formal authority and has little scope for participatory analysis. Here, the administrative head, namely the principal, carries out all duties of a planner, supervisor, analyst, resource allocator, etc. It is a very straightforward type of leadership styles, with major emphasis on efficiency, control and routines.

**Transformational:** Transformational leadership styles are based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too. Although, most decisions are taken individually or by a small group of people, this leadership style opens the door wide for intellectual excitement, motivation through values and a shared vision by participation in leadership activities. A leader who follows transformational leadership fosters a sense of purpose and meaning to unite people for a better cause.

**Facilitative:** Facilitative leadership styles are very similar to the strategies used in transformational styles, but more democratic as well as interactive in practice. A facilitative educational leader works with the entire management, offering them partnership in preparing for the future and by promoting collective ideas by being a part of the crowd, rather then being at the center. Empowering the entire education system is the primary goal of the leader practicing facilitative leadership [5].

**Definition Ladership**

**According to Us????:** “Leadership is not limited to a position or job; it is a worldview and a way of being in the world. It takes vision and imagination as well as knowledge, to be a leader.”

We define Leadership as the ability to bring people, tools and resources together to solve problems and achieve results. In the world today, we need to bring people together across national, geographical, cultural and other boundaries, using communications technologies tools to achieve results.
Leadership is the ability and readiness to inspire, guide, direct or manage others. It is a process of influencing the activities of an organized group in the task of goal achieving.

“Employees and share holders of the massive corporate failures at the beginning of this century know to their cost that leadership matters. Those who lost their jobs, pensions, or saw billion wiped off the value of the organizations they had a stake in will be aware that the plight of these organizations was not caused by externalities such as world recession or competitor activity. These failures were the direct result of poor leadership. And traits such as narcissism, greed and criminally by have all been recruited to help explain the behavior of the leaders involved. Corporate failure or the collapse of share values is of course, extreme manifestation of poor leadership. More common place human outcomes of poor leadership include; employee stress, un-enhancement, lack of creativity, cynicism, high staff turnover and low productivity. Poor leadership, as two researchers argue, ultimately destroys the ‘human spirit’ essential to ensuring organizational effectiveness [6].

The focus of much leadership research has been on the relationship between a leader and his or her team. It attempts to answer basic questions. Why can some leaders and supervisors develop relationships with their team which enable them to gain their cooperation and best efforts? How do others manage to gain only a moderate amount of cooperation, or even attract open hostility? There is not surprisingly a great deal of interest in the answers to this question. This hierarchical structure means that organizations continually have to face the problem of selecting and training people to assume positions of authority over others. At every level in organizations and in every department there will be a group of “subordinate’s under the control of superordinates”. In other words, there will be “leadership situations”. But the answers of these questions do not just benefit corporate; they are not simply about getting more out of staff. These are fundamental issues of employee well being involved. Some leaders are adept at reducing stress whilst some leaders manage to become a significant stressor themselves, adding to others employees have to cope with.

We all appear to have an ‘implicit theory’ of leadership, common sense assumptions about what constitutes an effective leader. This more often than not includes the idea that certain people are born with a set of key personality characteristics, or traits, which make them ‘natural leaders’, indeed this view of leadership is sometimes termed the “great man” theory of leadership. Seemingly inconsistent support for a trait explanation of leadership effectiveness prompted many academics to study not what sort of person the effective leader is, but what he or she actually does. In other words, the behavior of leaders becomes the focus of interest. This research has given us a reasonably clear idea of the main dimensions of leadership behavior. What has been more difficult is the discovery of strong relationships between these dimensions and organizational variables such as productivity, job satisfaction and staff turnover. The recognition that no one pattern of leadership “one best way” consistent situational and contingent theories of leadership predict that key features of the situation, such as the motivation and competence of subordinates, interact with a leader’s styles ‘fit’ which situations. One theory assumes leader’s styles are relatively fixed reflecting deep seated motivational and temperamental differences. The acid test of leadership theory is its practical relevance and we will conclude with examination of the extent to which over a century of research has translated into effective training programs.

One of the most interesting questions raised by leadership research is how the forms of authority experienced by individuals in organizations correspond to how it is exercised more broadly in society. In most industrialized societies there have been increases at least in expectations for openness, access to information, collaboration, communication and consultation. These expectations and the democratic ideals they stem from can mean there is a stark contrast between these normative assumptions on authority and the way authority is actually exercised in organizations [7].

**Characteristics of Good Leadership:** To define such leadership characteristics will not be simple. But, there are some requirements an exemplary leader should have. A good leader would be able to identify the organization goals or specific targets. The leader then should be able to impart this goal to his team members and commit them to work hard and intelligently to achieve the desired organizational goals. For this purposes, we identify the leader being task oriented leader or a people oriented leader. The task oriented leader will place emphasis on training and performance with the ultimate aim in achievement and winning. The people oriented leader will focus on interpersonal relationship to achieve the success and achievement.
A good leader is not about merely commanding people around but rather the ability to rub off or imbibe his characteristics to the team he is working with. An example of characteristics of good leadership will be discipline and self confidence. A good leader will know that his characteristics are being observed and followed by those around him. Being careful in their work and activities will bring to fore front the Characteristics of Good Leadership.

Some Good Leaders may have inherent abilities but their success is due to hard work. An important component of characteristic of good leadership is hard work and intelligence. A good leader will avoid procrastination. Whenever a complex situation arises, they will make a thorough analysis and will display their abilities and intelligence to make apt and appropriate decisions. The considerations here is to knowing how to select right strategy, adapting to situations around and understanding the need to accept changes are vital to leadership success.

Good Leaders will always create task excitement in their teams and this itself will serve as motivation for success. A hallmark of a characteristic of good leadership is when the subordinates can approach and discuss any issue with their leader with ease and confidence. By that it can be said the leader is one who is able to communicate and listed to his team members. This is called two way communications and is a must in any form or successful leadership.

Every member in the team will have their own unique abilities. One Characteristics of good leadership is in identifying the different member’s skill and abilities and getting them to work together towards the common goal of achieving the set goals and targets.

As said earlier an able leader is one who will refrain from commanding but rather will coax and encourage the team members. With such an approach, the good leader has been able to provide a platform where all the team members are able to further develop and sharpen their abilities. The vision of the leader must be strong and hold true.

Other characteristic of good leadership include qualities such as strong self esteem, the desire for achievement and goal oriented. With self esteem the good leader will able to face tough challenges and complex situation. Whereas being goal oriented means the leader will not shirk from hard task but use the abilities of Him and his team members to achieve success. Risk taking is part of the task but it should be moderate risk taking and not extreme risk task.

Opportunities abound but only the good leader will be able to see them. The leader should use this grasp any opportunities, missed by the competitors and bring benefit to the team.

Even in tiring times or situation an important requirement in Characteristics of Good leadership is Optimism. An able leader will be brimmed with reasonable optimism. To them problems are challenges and an opportunity to make new directions and seek pasture grounds [8].

Educational Leadership and Administration: The Aga Khan University, Institute for Educational Development (AKU-IED) initiated some studies on the role of school leadership in Pakistan internationally and in partnership with Sheffield-Hallan in UK in 1996. Interest in teacher leadership has grown considerably since the second wave reform efforts of the late 1980s. Few definitions of teacher leadership exist in the literature. Based on data from multiple case studies, Silva, Gimbert and Nolan [9] define teacher leadership which is seen as the ability of the teacher leader to engage colleagues in experimentation and then examination of more powerful instruction practices in the service of more engaged students learning. They further state that teacher leaders, in their study, focused their work on instructional improvement and did this by collaborating with colleagues on challenging instructional issues. They also propose that teacher leader’s work in the class room for a part of the day because they need to experiment with instructional practices and share what they learned with their colleagues.

According to us: “Educational Leadership is one of the powerful ways to achieve dynamic educational goals, transmit new knowledge to new generation and to ascend the whole system of education.”

Educational administration is a human process very much influenced and controlled by ration provides the personnel necessary to run the enterprise smoothly and effectively. Various factors such as philosophical, psychological, sociological, historical and political Educational administration are concerned with the development of human personality. It takes into account life as a whole ranging from child hood to manhood. It is thus a difficult and delicate task which Educational administration undertakes. Educational administration consists of facilitating the development of goals and policies basis to teaching and learning stimulating the development of appropriate programs for teaching and
learning and procuring and managing personal and material to implement teaching and learning [10].

Grayson Kefauner has observed in “The Forty Fifth Year Book” as “Educational administration approaches statesmanship when there are clearly formulated long term policies and objectives and when day to day activities and problems are deal with under the guidance of the perspective given by such long term policies” [11].

Stephen I Knezevich describes Educational administration as: “a process concerned with creating, maintaining, stimulating and unifying the energies within an educational institution towards realization the predetermined objectives” [12].

Educational administration is concerned with the management of things as well as with human relationship, i.e. better working together of people. In fact, it is more concerned with human beings and less with in animate things. It is therefore, primarily a social enterprise. The Educational administration is not only concerned with files procedures and techniques but also with tackling of human relations. Educational administration should be such that it makes the teacher believe in his work, brings out the best of which he is capable, stimulates him to bigger and better efforts comes to his rescue when his courage begins to fail. It must enable the right pupils to receive the right education from the right teachers under conditions which will enable the pupils best to profit their learning.

The term Educational administration, due to variations in usage indicates different levels and types of application of management to educational problems and situations. In its broadest sense, it applies to the full range of administrative control in education, ranging from classroom operation, school management, administration of educational institutions and programs in a locality to the control of educational policy of a nation as a whole. Educational administration, in a narrow sense, refers to the operation of the administrative bodies set up for providing various educational services or facilities with regard to “the direction, control and management of those aspects of administration, such as teacher and pupil personnel, program of studies program of activities, curricula, methods instructional aids and guidance” [13].

Scope of Educational administration is very vast. It includes within its scope the building up of personnel, appointment of men running the administrative machine, seeking the cooperation of the people, informing and educating the public and finally, organizing a sound system of planning based as much on the participation of people at each level as on the best technical, economic and statistical information available. Educational administration includes everything regarding the functioning of educational institution securing the greatest benefit to the greatest number through an adoption of practical measures. It interprets and clarifies the functions and the activities of an educational program in fruitful relationships and harmonies their mutual action. It ensures sound planning, good direction and efficient execution. Objectives of education and consequently objectives of Educational administration are determined by the type of political set up of a country.

Traditional Approaches to Leadership: “Throughout most of the 20th century, public schools have been structured according to the principles of classical organizational theory [14] efficiently and effectiveness was the criteria for school success. As school leaders, principals had the sole authority to make decisions, which were to be implemented by teachers without questioning them while this organizational model has continued to characterize most public schools; varying leadership models have influenced the ways in which principals have led schools for the past century. A review of major leadership perspectives will provide a context to the current call for the new kind of leadership by teachers which is the focus of this study.

Over fifty years of research on leadership has suggested that effective leadership is the essential factor for the success of an organization [15]. Leadership theorists have sought to discover what makes a leader effective. Transformational leadership also referred to as charismatic leadership, focuses on leaders serving as agents of social change, who work to transform organizations or societies. Theorists maintain that transformational leaders behave in a way which results in formation of special relationships with their followers. Transformational leaders tend to have an excellent communicational skill, are able to propose a vision and a clear plan for attaining that vision, show high willingness to take risks for their cause and express great concern for their followers needs. As a result, followers are willing to work beyond expectations and sacrifice personal interests for the sake of the leader’s goals [16]. Each of the traditional leadership models has influenced school leadership during this century the models can be considered traditional, because they share a common theme; the leader (usually the principal) uses his or her power or influence to make others (teachers) do something, like achieve organizational goals.
While a few teacher leadership positions had been available in the past such as the department chair, textbook adoption coordinators and union representative. The recommendations in these reports created renewed interest in teacher leadership position, expansion of leadership roles for teachers and a new hope for what these roles might accomplish.

Attaining a leadership position and being effective in it might be not so much a reflection of intellect or personality but a manifestation of an individual’s needs or motivations. Leadership from this perspective could represent individuals projecting various psychological needs onto organizational settings conversely, being dependent on a leader could represent a regressive state - a desire to return to a period in our lives when we were completely taken care of.

Having gained the leadership role, a leader may need at some point initiate activity that does deviate from group norms. This is made possible by earning what are termed idiosyncrasy credits. The leader acquires these by being perceive as displaying competence on the group task and conformity to group norms. Maintaining credit is crucial to survival in the leadership position. It appears that once individuals have acquired the leadership role they may have less latitude to deviate from particular role obligations [17].

Significance of Effective Educational Leadership: A good leadership not only motivates staff, it also plays a dynamic role to create team spirit among people working in a staff. A mutual cooperation and understanding among teachers and principal plays a vital role in maintain a healthy environment to make the leader and staff work in a united and more professional manner. The educational institutions of Pakistan also required such leadership which must benefit the system to revise it self and its curriculum, teaching methods and management, results a good team which will prove to be a healthy sign for the upcoming breed. An effective leadership achieve the main objectives regarding the progress of the system and make employee extremely professional in order to perform his duties in a more professional ways, he must easily cope up with day to day changes coming in the society and his knowledge should be updated in order to implement new strategies and methodologies to introduce a healthy and professional educational system [18].

“Now a day it is very strange to discuss education with out mentioning change and innovation. That the social context of education is ever changing and at an increasing rate there is no doubt. That education is changing also appears a valid conclusion but the speed with which it is changing is open to considerable debate. Certainly it is conventional wisdom to speak of widespread and spontaneous change and innovation in education as though the processes are self-evident. Henderson and Hawthorne [19] state progressive leadership requires the school administrator to look beyond short-term gains (e.g. higher score on next year’s proficiency tests) and focus on conditions that will ensure no only steady achievement gains but also improve teaching and learning for years to come, rather than depending on top-down administrative directions, it encourages teachers and learners to engage in collaborative problem solving, collegial professional development and shared decision making for the good of student”.

“Hence, like any complex activity, educational leadership can seem overwhelming. Even if a school or district wants to take greater responsibility for the learning agenda, how can they best begin? According to Stoner [20], there is what might be called preconditions for educational leadership. Thinking of the hierarchy devised by Maslow [21], it would be difficulty to ask a school or district to become self-actualized if basic issues such as safety were not taken in to consideration. Educational leadership is not meant to fix a broken system. It is meant to respond to the demands of the future. Establishing an innovative agenda for learning assumes other structure exists.

Accepting this position, Meredydd Hughes [22] rejects ‘the opinions’ that Educational administration is a unique activity, differing greatly from business, military, hospital and other varieties of administration and endorses a “general theory which enables a researcher to describe, explain and predict a wide range of human behavior within organizations. They bring people and resources together so that the goals of the organization and presumably of an encompassing social order may be met [23]. Acting on this conviction, scholars in Educational administration have sought to understand how organizations really work and to use this knowledge towards the improvement of educational practice.

Educational Leadership in Pakistan: Upon independence, many Muslim societies including Pakistan found themselves poor, much of the population ill-equipped, uneducated and illiterate to function in a world dominated by the supremacy of science and run by technology, to emulate the western nations, especially their economic prosperity and indeed as requirements
to participate in ‘world civilization’ (speech by Quaid-e-Azam Mohammad Ali Jinnah to the First All Pakistan Education conference, 1947, became the de facto policy of the various Muslim Government. Institutions of repute established by the British that had been inherited by Pakistan upon independence in 1947 were maintained and became important centers upon which the educational provision was expanded. In 1947 fledgling state of Pakistan outlined a bold new course for the nation. The new course was very much akin to the colonial provision that had been resisted for almost half a century. An uneasy and inauspicious mix of vision and ideology was attempted that replaced one set of ideas was attempted that replaced one set of ideology was attempted that replaced one set of ideas with another in which the basic provision was not considered, contextually or pragmatically. In 1947 in the country did not have the institutional infrastructure or the resources to serve the rhetoric of the leadership does it exist today after more than five decades. The majority of the population in 1947 (80%) did not have access to modern sector schools and today there is a great demand for primary schooling which has not been met by the public sector; interestingly virtually 100% of children continue to access the madarassah education as discussed further below. An unpublished thesis by Anil Khamis, the various impact of the Institute for educational development in its co-operation schools in Pakistan, [24].

“In Pakistan, there is no sustainable system for management capacity building of head-teacher before he/ she is promoted as a head teacher, realized that teaching/ learning and administration are entirely different things. Head teachers should train for his/ her jobs”. There is some training to the head teacher but it is happened rarely and benefited only a very limited number. This takes place under foreign funded projects. Current institutions of Pakistan are “The Academy of Educational Planning and Management” established in 1982, has an aim to provide training to the administrators at all level of education. This institute cannot provide management training to head teachers (170 thousands heads in the country) due to limited resources and Budget.

In order to restructure the educational system, the first Pakistan educational conference was held in Karachi from November 27 to 1st December, 1947, to develop an explicit frame-work for restructuring the education system in Pakistan. In his message, the founder of Pakistan Quaid-e-Azam Mohammad Ali Jinnah emphasized the need for introducing relevant and meaningful education policies and programmers embedded in the Muslim philosophy, culture and civilization. The conference proceeding served as and explicit conceptual framework for developing subsequent coherent education policies quantitative improvement in the education system of the country, however, the above conference did not seem to have any specific recommendation for transforming the school management system, which has been one of the main factors in the deterioration of education system in Sind [25].

On the basis of the underlying principles of the Pakistan educational conference 1947, seven education policies (i.e. 1959, 1970, 1972, 1978, 1992, 1998 and 2009) were formed. These policies initiated educational reforms to improve school education through restructuring of organizational and management structure of Pakistan’s education system. These policies emphasized the role of education as an instrument for bringing about social change, preserving and inducting Islamic values and ensuring national unity and cohesion in the country. However, a common thread of the educational policies was; (i) the conversing of ‘Primary education’ and (ii) decentralized effective school management and leadership. However, these policies could not have an impact on improving the quality of education, school management and governance structure, rather these served as political and philosophical statements of the rulers.

The education policy (1970) also raised the concern about in effective educational management in the country. It commented that:

“The present administrative setup of education in Pakistan inhibits initiative and creative self-expression which can flourish only in an atmosphere of relative freedom and responsible participation. It is, however, considered essential that measure should immediately be initiated to decentralized the administration of educational institutions in order to allow community participation and ensure academic freedom and administrative and financial autonomy needed by educational institutions for their proper development” [26].

The policy further proposed ‘decentralized structure of Educational administration’ ensuring academic freedom, administrative and financial autonomy of administrators. In reality decentralized school management initiatives were never implemented in letter and spirit. The national education policy (1992) also endorsed the ineffective educational management, which seems to be responsible for deterioration of educational standards in the country. In order to improve the existing state of-art school education, governance
and management there is need to improve the capacity of management and supervision through decentralization and empowerment. The above scenario of education system in Pakistan necessitated reviewing the structure and functions of the existing management of school education before bringing about any educational reform for improving the organizational and educational management system that could lead toward enhancing the quality of education [27].

Let’s analyze the defects and deficiencies of the system of education prevalent Pakistan so that we may evolve a system which is best suited to our genius. To begin with, a word about the existing conditions is necessary. At present both the quality and quantity of education provided at different levels are unsatisfactory. The orientation of education is revealed by the underlying principles of educational practice, curricula and methods of teaching is unrelated to need of the country and radical alteration is called for, in order that the all-sided development of the country within the possible means. Unsatisfactory economic conditions of the country are partly responsible for its educational backwardness but economic backwardness is itself a consequence of defective system of education.

“The educational system prevalent in Pakistan is an historical anachronism. It is not a system at all: it is merely a patch-work. It has to be scraped up and replaced by a comprehensive and closely integrated progressive program of national education from the nursery school up to the university stage. “Degree Distribution Companies” as the educational institutions run on commercial basis may be and only these institutions are responsible for educational blindness and bungling.

It is axiomatic that the educational system of a country should meet the individual and the collective needs and aspirations of its people; it must be so designed as to equip them with the capabilities of making their lives more productive according to their talents and interests. Moreover, it must ensure that gifted individuals have full opportunity to develop skills and provide scope for the promotion of leadership. At the same time it must also provide for the development of the vocational abilities needed for the creation of progressive, democratic society. Besides our educational system must play an important part in the preservation of the ideals which led to the creation of Pakistan and in strengthening its concept as a unified nation [28].

Members of the educational community understand that in order for teachers to excel in the classroom, they must be provided tools that are essential for growth. This requires more than extensive professional development; it requires community officials to help teachers to understand their strengths and limitations and to recognize the power of connecting with students.

The educational leader’s ability to possess a vision facilitates the opportunity for a reshaping and reframing of perspectives, crucial for the schools success. However, it is not enough simply to have a vision and hope to effectuate change. According to Bolman & Deal [29], the educational leader must continually ask what can be done to make the school a better place. This person must challenge the established paradigm and constantly reframe its vision while promoting quality to those served. As Kuhn [30] notes, a new paradigm emerges when expectations continually challenge the forces that resist change.

The effective educational leader understands that the school environment impacts the community, the staff and the students. Timely implementation of appropriate policies helps the leaders meet their obligations to adequately prepare students for the future and enables students to meet the community’s needs. To actualize the organization’s vision, the educational leader employs effective decision making structures, staffing policies and continually facilitates improvement of student learning.

CONCLUSION

As a conclusion, the importance, effectiveness and the impact of educational leadership possessing all above discussed aspects, it can prove that a good and successful leadership can play an important role to enhance administrative structure, management and professional development. To enhance the impact of effective leadership various types of workshops, seminars and training programs should be organized.

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