

## Educational Management and Leadership in Contemporary International Literature (Research)

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### Abstract

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The present paper examines the development of Educational Management and Leadership through the relevant Greek and international literature. English is used in foreign language publications, given the fact that the very subject matter originated in America and England. The findings of the study suggest that the field of Educational Management and Leadership attracts great interest, as evidenced a) by the founding of relevant university Departments, b) by the organisation of conferences on the Training of Executives in School leadership and Educational Management, c) by Undergraduate Courses that include modules on “Educational Administration”, and d) by Postgraduate Courses on “Educational Management and Leadership”.

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**Keywords:** Education, management, leadership, educational management, educational leadership

### 1. Introduction

Educational Management has been – and still is, highlighted by many present day scholars, who have tried to study the scientific foundations of the field (Sytziouki, 2013; Katsaros, 2008; Giannakopoulou, 2008) and the chronology of the first academic curricula in Educational Management both in the USA and Europe, namely in England (Taylor, 1976; Bush, 1999)<sup>3</sup>. The terms ‘Management’ and ‘Leadership’ in Education have been considered by numerous scholars, both domestically and internationally, as evidenced by the ample relevant literature. It is therefore essential to refer to the connection and difference between these two terms. Management and Leadership, within the parameters of the present paper that focuses on Education, are two terms with distinct roles that overlap to a certain extent and have complementary and mutually influenced functions. Everard et al. (2004) consider leadership as an integral part of management, without there necessarily being definite boundaries. Burns (1978) points out that the aspect that differentiates the two concepts, i.e. Management and Leadership, is that of objective, whereas others (Deliligka, 2014; Fasoulis, Koutroumanos et al., 2008; Bourantas, 2005; Bush, 2005) suggest that a Leader aims at establishing ‘policies’ for substantial change.

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<sup>3</sup> In 2008, the Greek Ministry of Education, through the Pedagogical Institute, implemented a programme entitled ‘Training of Executives in Educational Management’ (3<sup>rd</sup> Community Support Framework/Operational Programme for Education and Initial Vocational Training). A number of doctoral theses (e.g. Stravakou, 2003) as well as postgraduate dissertations (e.g. Melissopoulos, 2006) on ‘Executives in Educational Management’ have been carried out at the Democritus University of Thrace. ‘Educational Leadership and Management of Educational Establishments’ has been the subject matter of seminars run by experts in the field (e.g. University of the Peloponnese), of postgraduate programmes at the University of Macedonia (Educational Management and Leadership 2015-2016), and the National and Kapodistrian University of Athens – Department of Philosophy, Pedagogy and Psychology (Educational Policy and Educational Management) etc.

Based on the aforementioned, one can ascertain that leadership has to do with policymaking and directing courses of action, whereas management assumes the role of an administrator so that as a result of the suitable administration and execution of certain courses of action, any set goals and subsidiary aims can be achieved.

## 2. Educational Management

The Organisation of Educational Systems started developing towards the end of the 19<sup>th</sup> century, which in turn resulted in the emergence of a new academic subject matter, that of Educational Management. The foundations of this field were laid in the early 1950s, and it gained further recognition in the 1960s (Giannakopoulou, 2008; Sytziouki, 2013).

Educational Management is a systematic process, which is planned, organised and implemented by the Ministry of Education, and refers to a course of action that is comprised of the sensible deployment of resources, both human and material, in order to realise the objectives aimed at by educational organisations (Parlakidou, 2012). The **aim** of this paper is to ascertain, through the existing Greek and foreign literature, the stage which the field of Educational Management and Leadership is currently at. Until the 1950s knowledge pertaining to Educational Management was based solely on empirical studies. It was in the mid-1950s that the “Theory Movement in Educational Administration” made its appearance (Heck and Hallinger, 2005). The approach adopted in Educational Management followed that of Business and Industrial Management, which resulted in those instructed in Education behaving in ways that defied fundamental educational principles (Bush, 1999). Educational Management is accredited with the task of policy implementation and the task of maintaining the organisation’s functionality and effectiveness on a day-to-day basis (Dimmock, 1999; Parlakidou, 2012).

The conceptualisation of school as a rational-technical “system of production” prevailed until the early 1980s (Goldring, Greenfield, 2002) and throughout all this time the very concept of Educational Administration and Leadership has been shaped by various influences. Experts in the field have suggested a temporal classification and categorisation of these ideological influences (Murphy, 1999; Saitis, 2002). More specifically, Murphy (1999) identifies the following four major ideological influences throughout the history of Educational Management: a) the early ideological grounding in Philosophy and Religion that lasted some 80 years and was prevalent from the 1820s until the 1900s, b) the period between 1901 and 1945 that focused on the efficiency of functional administrative tasks, c) the period spanning from 1946 to 1985, during which Educational Management was perceived in the light of the Behavioural Sciences, and d) the “dialectical” approach, from 1986 onwards, which concentrates on improving schools.

Saitis (2008a) makes the following historical categorisation of Theories of Educational Management: a) Classical Management, developed in the late 19<sup>th</sup> and early 20<sup>th</sup> century, b) Neoclassical Management, which developed in the second quarter of the 20<sup>th</sup> century, and c) Contemporary Management, which developed mainly in the 1950s. Heck and Hallinger (2005) are concerned with the “Theory Movement in Educational Administration” of the 1950s, as problems within the field of Educational Management became evident and Educational Management itself did not concur with societal needs and wishes. It was Heck and Hallinger who first researched this **theoretical model** empirically, in particular the indirect effects that a Head (leadership) may have on the school’s desired results, which are influenced by external factors (Geraki, 2013).

## 3. Educational Leadership

As a result of a state initiative aiming at decentralisation, a new echelon of educational administration has been developed, comprising of the operation of 13 Regional Education Authorities, one for each of the country’s Regions (Law 2986/2002 Official Government Gazette 24A/issue A/13-02-2002). To ensure the success of these Authorities, executives with relevant expertise and knowledge have been appointed. Educational Leadership refers to ‘a visionary process, which aims at discerning the values of an organisation, at rendering them exemplary, and at inspiring them...’, it is the interpersonal influence that is exerted and directed, through communicative processes, in order to achieve the set aim and targets’ (Brinia, 2008; Parlakidou, 2012). The concept of Educational Leadership refers to: **a) the teacher’s (leader) administrative role** that is mainly related to his/her personal vision. The decentralisation initiative in the form of this new echelon of educational administration is basically limited to the administration of educational policy, as planning and decision making remain under the remit of central management.

**b) the teacher's political role as leader** (Kufidu, Petridou, et al, 1997; Stravakou, 2003) through educational policy, which refers to “the sum total of choices, actions and means used by the state with a view to achieving specific educational targets (Saitis, 2008), which in turn determine the general direction for the achievement of educational targets. Educational policy is concerned with the allocation of power and the coordination of decision making that impact on the efficiency of Education (Stamelos et al, 2015), therefore policy choices and planning are pivotal in the organisation of our education system (Katsaros, 2008). Leadership therefore, on a general level, has to do with policymaking, with directing processes, whereas management aims at suitable administration, the implementation of policy and the combination of human and material resources for the attainment of specific goals.

**c) the teacher's social role** within his/her sphere of leadership for the attainment of the school's development and efficiency, which constitutes an absolute necessity (Hallinger, Huber, 2012). Educational Leadership has the task of policymaking, the task of dealing with changes and with the goals that have to do with personnel improvement. Leadership is characterised by inspiration, a factor that is related to someone's personality and specific qualities, it is an art form, whereas management is a process, a scientifically defined set of rules, which can be taught and passed on, something that does not apply in the case of leadership (Fanariotis, 2001; Dimmock, 1999; Parlakidou, 2012). There is also however the argument that separation between leadership and management should be replaced by another ‘term’, one that fuses leadership with management. An effective leader is one who gives emphasis to merging leadership and managerial skills... ‘it is only the development of managerial skills that lends the quality of manager in this instance, whereas the existence of a vision alone, does not allow for the realisation of set objectives (Raptis, Vitsilaki, 2007). The progression of **Educational Legislation** also features in the relevant literature on Educational Management and Leadership. Therein, the similarities and differences of acts and articles pertaining to the institution of the Regional Heads of Primary and Secondary Education, from their very passage and thereafter, are referred to and commented on. Also referred to and commented on are the (sub) paragraphs whereby the state affirms (with or without success) the independence of institutions, the similarities that each act/article confers (Katsaros, Typas 2005; Yfant, Vozaitis, 2005), as well as the (sub)paragraphs that endeavour to amend and improve any shortcomings.

#### 4. Conclusions – Findings

Our broad review of the relevant literature has identified the following:

- There has been substantial research interest in Educational Management and Leadership, as attested to by the increasing number of national and international publications.
- The necessity to consider Educational Management from different perspectives has led to the development of numerous theory-based Schools.
- The organisation of Conferences on Training Executives in School Leadership and Educational Management confirms the field is gaining recognition. In addition, many Schools of Education Sciences now include Educational Management in their courses of study.
- The vast majority of foreign-language publications is in English, something to be expected, considering the fact that many scientists have studied in the USA and England, not only the “birthplaces” of this theoretical field, but also the countries which offer under- and postgraduate studies in the said field.
- The question of “whether a leader is born or made” has been the focus of attention for researchers in the field, which in turn has led to the development of various theories in relation to leadership.

In conclusion, both Greek and foreign scholars have been concerned with the scientific field of Educational Organisation and Management in recent years and Educational Management as a course is study, leading to both undergraduate and postgraduate degrees (at Master's and Doctoral level) is being offered at many institutions of tertiary education.

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