The Perspectives of Research in Educational Management and Role of Leadership

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Abstract: *This article reviews the perspectives of research in educational management and role of Leadership, as an area of study during the period from 2000 to the present. The article discussed the role of research assessments, as well as, future directions for research and sets in thiscontext as a system of recognizingearlier trends, presentdifficulties, and future tips for effective educational leadership and management. The review addressed major factors in this context including:Educational management and leadership in regard to research; directions of educational leadership and management as a humanistic and ethical effort rather than a scientific solitary; methodological tools accessible for inquiry; evaluation of different conceptual and methodological approachesagreeing with an accepted set of academicmeasuresfor researchers, policy-makers and practitioners; the prospective influence of the development of a future generation of researchers for superiority of educational management; and current situation.*

Keywords: Education management, Leadership, Research on education, Education administration

1. Introduction

Research is the procedure of achieving as dependable solution to a problem through the strategic and methodical collection, analysis and interpretation of a data. Research is the most important process for progressing knowledge for stimulating development and to enable people to share more effectively to their environment to achievetheir purpose and to solve their conflicts.Although research is not the only way, it is one of the most effective ways to solve problems (Scott and Tad 1994;OECD 2002).Analyses of research are valuable resources for identifying advances in knowledge development, understanding developing issues in the field of practice, and evaluating methods used by researchers. Over the past few decades of its progress as a hypothetically learnt domain of study, the field of educational management and leadership has benefited from a number of valuable reviews of research (Gunter, 2001; Hallinger, 2003; Richmon and Allison, 2003; Coral and Wendy, 2015).

Even though the themes of educational management and leadership have made a great deal of scholarly attentionglobally over the recent years, assessors have generally proposed it has not been a field given to difficultexperiential investigation and knowledge growth (Felix, et al., 2015).

The aim of this review is to focus on educational managementand leadership as anarea of conflicting views, focusing particularly on the past 14 years. This in addition to the fact that, this review was designated to describe changes in scholarly direction as well as to deliberate whether accumulativeimprovement noted in the basic effects literature that reflects progress in the field of research in education leadership and management.

2. Educational Management and Leadership in Regard to Research

Management works through five basic meanings; planning, organizing, coordinating, commanding, and controlling. On the other hand, leadership is the ability to lead and be responsible formanagementof a specific group (Stroh, et al., 2002).Researchleadership is defined as the influence of one or more individuals on the research-associated behavior, attitudes or intellectual capacity of others. There are three specific features of educational researchleadership which examining: influence that improves people's ability to make suitable choices, to complete requisite criterions, and to affect procedures within research action (Linda, 2014).

Research is closely connected to theory which provides a conceptual model for management and leadership. Research in turn strongly contributes to the concept of theory. Therefore, it is important to differentiate the current scientific usage of the word theory from other meanings the word theory may have. In common parlance, theory is commonly recognized with speculations, what is theoretical is unrealistic, visionary. This is an incorrect belief; theory is the accumulated stored facts. It may be defined as a set of systematically correlated concepts,definitions and propositions that are advanced to explain and predict phenomena (facts) (Creswell 2008).

Directions of administrators' plans, such as, work undertakings, decision-making, problem solving, resource sharingcan makethe differencesin leading amendment, encouraging organizational education, influencing administrativeprocedures and outcomes.These facts have long caught the attention of researchers (Glatter and Kydd, 2003). Researchers in educational management and leadership have copiedcopiously from scholars who became identified with theories of scientific management, human relations, transformational leadership, and institutional education during the past century. In several ancient years, the knowledge base in administration largely and educational administration in particular was not resulting from experiential studies. The potential of a scientific knowledge base underlying the practice of educational management, however, was extremely difficultly achieved. Over thesubsequent decades, the intellectual supporting, methods of inquiry, and value of practical results of the theory measure came under harsh criticism from scholars working with a diverse model (Jeremy, et al. 2012).

On measuring these factors in reality, it was found that research on school administrators for the period before 1980 repeated one of the statements: 'The more things change, the more they remain the same'. While researchers apparently display a more interest in outcomes than was the case in the earlier period, they continue their extremedependence on survey designs, questionnaires of dubious reliability and validity, and relatively simplistic kinds of statistical analysis. Furthermore these researchers keep onhandling research problems in a random rather than a programmatic way. In spite of the rather loose definition of theory that was used in classifying the sample of research, most of it verified to be atheoretical. Similarly the research appeared to have little or no practical effectiveness (Karen, et al., 2011). Some reviews documented the necessity to move inquiry from descriptions of educational managers' work and explorations of the antecedents of their behavior to the effects and impact of what they do in managing and leading educational institute. In the recent years there is significantly more empirical research in this domain than in previous years, as well as evidence of progress towards higher levels of scientific quality. It was also noted that at least some of the key weaknesses noted by the earlier reviewers were being addressed by subsequent researchers. For example, the wider use of welldelineated conceptual models describing ways educational managers influence school processes and outcomes (and more sophisticated methods of investigation Marks and Printy, 2003;Ronald and Philip, 2005).

3. Directions of Educational Leadership & Management and Methodological Developments

In recent years, research direction in the field of education leadership and management has been conceptually delineated. During the 1990s, there was a notable rise in scholarly inquiry from different perspectives including critical theory, postmodernism, and feminism (Ribbins and Gunter, 2002; Gunter, 2001; Anderson, 2004; Marshall, 2004). This work constructed upon previouscriticisms by researchers such as Foster (1986). This workinitiated the production of a new form of empirical work that reflected a widerpattern of social concerns (Bloom and Erlandson, 2003) withgrowing diversity in the methods of investigation, such as,quantitative modeling, social critique, fieldwork, case study, discourse analysis, biography and narrative. The movement towards greater research diversity in structures and methods, however, has created a new set of complexity for scholarship in this field. Scholars employing diverse conceptual and methodological approaches often appear to pass each other thoughtlessly in such context. They deliver different queries and base their questions on broadlydivergent epistemological expectations. However,more diversity has not added up to a greater growthin knowledge. One unexpectedoutcome has been the inability to incorporateoutcomes of studies conducted from such miscellaneous perspectives into real evidence that practitioners and policy-makers can use with confidence (Gunter, 2001; Richmon and Allison, 2003).

However, there is a gap between the capacity of theoretically experienced investigation and the application of research in this area of leadership and management in education. The concept movement's promise which was developed by Former innovators, may have been excessively ambitious in prospect. Assessments of research across a number of periods obstinately identified a wide ranges of instability in regard to application of theory and research methods to empirical studies in this particular area. Yet, theories may be more challenging when searching to examine the actual detail and efficiency of leadership and management in specific administrations (Ronald and Philip, 2005).

A number of limitations have been proposed when studying social and educational inquiry. In several countries there no effective efforts carry out to comprehend the nature of knowledge production in educational leadership and management (Philip andDarren, 2013a; 2013b). Some aspects of educational leadership were disused as matters of inquiry because they were greatly subjective or indefinable. This is apparently apparent evidence when there has been programmatic testing of specific theoretical or conceptual frameworks regarding institute management. This appeared to happenmostly in areas where there were externally driven demands for educational institute accountability and improvement.Social research is now influenced by rules concerning the production of knowledge, as well as, historical and cultural settingsfrom which the inquiry is set. Different metaphors currently compete to place the field's disciplinary practices (Ribbins and Gunter, 2002; Richmon and Allison, 2003; Hartley 2009).

Furthermore, several aspects of educational management and leadership have attracted scholars' attention including;social values, cognitive perspectives, outcomes' improvement strategies, documentationrealisms and difficulties of management. Nowadaysthere ismore and moredominantdiscrepancy over the field's proper direction. The dominance of scholarship focused on the goal of successful educational practices is ever moredisputed. Several scholars now claim that the field's essential questions concern the role of educational leaders in managing the educational system towards the goal of reaching social justice (Anderson, 2004; Marshall, 2004). Researcherschasing these conclusions do not only focus on the study of leadership and management as discipline, but also as ethicaleffort. Focused inquiry is still required, however, representing the efficacy of leadership actions taken that effect in the form of social transformation that is sought after (Anderson, 2004; McKenzie, et al., 2008).

4. Methodological Tools

The purpose of research is to find answer to enquiries or solve problems through application of scientific measures. Research starts from a question such as, why, what, how etc. The type ofquestions greatly varies according to the type of research and methods of approaches. Research can be categorizedapproximately, according to its major intent or the method of conduct. According to the intent, researchmay be classified aspure research (basic research), applied research, exploratory research,descriptive study, action research etc,. According to the method of study, research may be classifiedas experimental research, analytical study, historical research and survey (University of Calicut, 2011).

Social science research is a systematic method of discovering, investigating and conceptualizing human life in order to

spread, correct or substantiate knowledge of human behavior and social life. Social research seeks to find explanations to unsolved phenomena, to clarify the suspicious and correct the misconceived information of social life. This comprises the application of scientific method for understanding and exploring of social life in order to correct and validate the existing knowledge as a system. The main idea behind socialresearch is to discover new inter relations, innovative knowledge, new facts, as well as, to verify old ones(OECD 2002; Creswell 2008).

The development in methodology also runs in several different directions. The enthusiasticvision of this is that researchers have started to make improved use of more diverse analytical tools. Furthermore, there is substantial evidence indicating the presence of sufficient methodological tools and techniques to study the complexity of educational management. Patterns range from quantitative models describing leadership's influence on educational institutepractice and outcomes to criticisms of social inequities that marginalize some students and findmeans that conventional institute leadership supports these social structures (Marshall and Oliva, 2009).

5. Evaluation of Methodological Approaches

Methodologies such as critical ethnography, discourse analysis, and radical feminism have started to improve our understanding of how leadership processes are constructed, as well as what is desired to make educational institute more independent and socially fair (Anderson, 2004). Othercontinued empirical research should be stimulated, however, to form the efficacy of severaldifferent perspectives in understanding educational leadership. Critics of the theory movement characteristicallydebated that it was positivist oriented, though in subsequent years there were severalmodels of theory-driven case studies in the literature on educational management and leadership. From another perspective, much more consideration is now being given to note and review than to progressive empirical study that establishes the impact of strategies to simplify educational problems, irrespective of methodological perspective(Ronald and Philip, 2005; Howard and, Galena 2012).

6. Future Generation of Researchers

The researcher demands imagination, analytical capability creativity, skill, ability to discover the hearts of the problem. Researcher's ability and attitude are more important than the method of approach. Ambitions interest and insistence are very essential requisite to go on successfully with research. Researcher should have scientific objective and professional qualification andpersonal quality and interest(University of Calicut, 2011). Although it is evident that researchers are beginning to carry out studies from more diverse methodological perspectives, there isa reason to question whether satisfactory research skills are being transferred to the subsequent generation of researchers. Progress in knowledge growth within the field of education depends upon the conduct of eminence research by doctoral students as well as the next generation of fellows(OECD 2002; Creswell 2008).

Changes in prospects of researcheducation have perceived the growth of new demands beyond supervision worldwide and have emphasized the necessity for academic leadership in researcheducation. It argues that although there is growing clarity of what is required, there are substantialpressures in the nature of the management role and how harmonization is to be implemented. In particular, what leadership roles are applicable and how can they be locatedefficiently within educational institutes. It is argued that without acknowledgement of the influences that managers need to utilize and the locating and support required to reach this, the modernprogram for researcheducation will not be recognized (David, et al., 2014).

7. Current Situation ofresearch in Educational Leadership and Management

The greater multiplicity and flexibility in theoretical models and approaches have carried a sense of disputed space about the field's direction. Epistemology, conceptual frameworks, and methodology all are at the core of how theknowledge is constructed. These patterns were noted in the use of quantitative methods for studying particular domains in educational institute leadership and management over the past era. Moreover, significant progress was observed with reverence to the acceptance of designated qualitative methods over the past few years in examining a wider range of issues in educational leadership and management. Case studies, ethnography, and naturalistic inquiry have acquiredsensibly widespread, and acceptance within the educational institutes. The primary epistemologies have been clarified, methodsdesignated and argued, and technologies have been advanced by which to evaluate the merit of the research process and consequences. Scholars engaging other 'new methodologies' have a comparable responsibility to explain their methods, gain acceptance within the academic community on their performance, and then to train future researchers in their procedure(Bloom and Erlandson, 2003; Anderson, 2004). Concentration in leadership nowadays is focusing on the ends of leadership including moral and ethical, rather than on the effects of leadership. Additional approaches have notifiedresearch to the importance of how the policy or cultural factors interacts with institute leadership and management. One concern of increased diversity without agreeing evidence of utility in resolvingvital problems to the field, is the lack of constructive thinking about problems and methods of performing research.There is currently less stress on knowing how to do something, as opposite to knowing the interests and values that inspire why the changes should be made (Robinson, 2002; Hawley, and James 2010).Nowadays researchers continue to be moreinsensible of the important difficulties that challenge practitioners. Furthermore, when they address such problems, they frequentlystructure them in a different way from practitioners. The outcome is that researchers, policy-makers, and practitioners repeatedly talk past each other (Schiesser, 2015).

The future of leadershipresearch is linked directly to a technical method of knowledge production that yields indication to support ongoing reform. Whereas the situation looks depressed many researchers examined strategies for those who believe in educationalleadershipresearch to be used to address challenges and to generate alternatives. They

debate for undertaking intellectual work and being a public intellectual so that what 'counts' as leadership and noble practice research is challenged and questioned in ways that both hostage and offer alternatives to genuinely entrenched conventional benefits concerning community facilities (Helen and Tanya, 2008).

8. Conclusion

There histrionically escalating progress in the field of educational leadership and management. Researchers implementinginnovative intellectual perspectives have a responsibility to encourage programs of disciplined research. Still there is a number of threats that may delay the progress in the field's intellectual development. These will involvepractical responses from researchers and their institutes, as well as, from educational policy-makers and practitioners who are chiefplayers in the knowledge generation within the field of educational leadership and management.

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