

Effective Leadership in education sector:

A case study at St. Aloysius College U.G. student council female members

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Abstract

The growing impact of women in the workforce has kept the leadership style of women on the research agenda. There are certain reviews on some of the current thinking on women and leadership, drawing on general and educational management literature. Particular attention is paid to management in education because of the continued pressure on the higher educational sector generally to be publicly accountable that indicates a specific need for effective leadership; the fact that at the school level, leadership is a central theme in the literature on organizational improvement and educational reform; and education is a field numerically dominated by women, yet despite some evidence of a growing willingness of women to take up leadership positions in the field, educational leadership is noted with the help of objectives undertaken for the study. The main objectives are to review leadership in the education sector, to analyze the effective leadership among graduate students. To frame a model on how UG female council members are effective.

*Key words : **Effective leadership, Educational sector, Management leadership***

Introduction

The growing impact of women in the workforce has kept the leadership style of women on the research agenda. There are certain reviews on some of the current thinking on women and leadership, drawing on general and educational management literature. Particular attention is paid to management in education because of: the continued pressure on the higher educational sector generally to be publicly accountable that indicates a specific need for effective leadership; the fact that at the school level, leadership is a central theme in the literature on organizational improvement and educational reform; and education is a field numerically dominated by women, yet despite some evidence of a growing willingness of women to take up leadership positions in the field, educational leadership is still a male preserve.

With regard to politics, according to the World Economic Forum's Gender Gap Index (2014), India ranks 15th

out of 142 countries in regards to women's political empowerment. In the world's largest

democracy, women still hold a mere 11.9% of seats in India's Parliament. Yet at the same time, the struggle to enact the Women's Reservation Bill, which would allot 33% of seats in state legislatures and parliament for women, continues. As of today, the passage of this bill is close to becoming a reality. Although women politicians will continue to face different barriers and certain disadvantages before and after taking political office, it is imperative that they are able to receive sufficient training and knowledge with which to prepare them for greater political involvement. The India-Women in Leadership (i-WIL) programme provides women with the knowledge, skills and tools essential for becoming a leader in India's shifting political landscape.

Objectives

1. To review leadership in the education sector
2. To analyze the effective leadership among graduate students.
3. To frame a model on how UG female council members are effective.

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Methodology

The methodology adopted in this paper is both Primary and Secondary data. Using the appropriate tools the collected information has been analyzed.

Results and discussions

Good leadership is critical to a successful school. Success comes from aiming high with the clear vision, ethos and communication that good leadership brings. We will act to support high quality school leadership and inspired, ambitious school communities. Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student outcomes, there is also increasing recognition that effective school leaders and managers have to be developed if they are to provide the best possible education for their learners.

Review of literature

Vanita Patwardhan's study on Personality of Indian Women Leaders aims at exploring personality of Indian women leaders. Sample of 90 Indian women leaders was selected following specific criteria, who are leading in fields, namely, administration, education, industry, performing arts and sports, politics, sciences and social work. The instruments used are, California Personality Inventory (CPI), Social Intelligence (SI) Tests, Leadership Checklist (LPC), and a brief interview. The conclusions of the study are, (A) the personality profile of Indian women leaders exhibits moderate level of the traits. However, the women leaders are a little high on Dominance and Good Impression. It denotes that they are confident, assertive, dominant, task-oriented and want to make a good impression They are low on Flexibility and Social Presence, which suggests that they are less changeable, like a steady and well-organized life and are somewhat rigid. At times they are cautious and hesitant to assert own views or opinions. They are not sharp-tongued. 90% of Indian women leaders have an external or outward interpersonal orientation, and acceptance of conventional social values. (B) Similar personality pattern is observed along the 7 leadership fields. (C) The two urban- rural

comparisons - Pune and Cuttack - indicate similar personality profiles of Indian urban and rural women leaders. This study leads to many avenues and stresses the need of leadership training for Indian Women.

With this analysis it's noteworthy to note that the female leaders can be very effective to deliver their role in the development of education sector and pump the administration effectively.

Leadership in Educational Sector

- Diverse leadership plays an important symbolic role in shaping the aspirations of young people. Failure to provide positive role models can lead to social exclusion, which carries with it very high social and economic costs.
- Under the right conditions a more diverse leadership has the potential to raise the performance of the sector to the benefit of learners, staff and the business community.
- Visible minority school leaders can be strong role models to visible minority students and can help promote minority students' academic success, which in turn is essential to economic and social development.
- Visible minority teachers and administrators also have the capacity to promote stronger relationships with visible minority students and communities. In part, this is a consequence of "Cultural synchronization"-superior ability to read and understand students' language, cognitive abilities, worldviews and communication styles.
- Principals in high schools set the tone for diversity practices. In general, white principals are perceived as being less effective in doing this than visible minority principals. Visible minorities are better positioned to deliver culturally responsive pedagogy and to help prepare students to succeed in a world that tends to marginalize them. Unlike the US, research shows that in Canada six of the highest achieving groups at the post.

How Effective Is Leadership in Education Sector

Power and title does not a leader make. By having the power as 'supervisor' or boss does not automatically place you on a pedestal as a leader.

Leaders motivate their followers to set high, attainable standards that result in successful product outcomes. In education we have higher roles within school districts that require people with leadership skills. These roles must be filled with competent, confident people that understand true effectiveness of being a leader, not just a warm body filling a supervisory position. A view that leadership is about personal attributes and therefore about a single person playing a leadership role into which is built notions of competition and power does not sit easily with the collaborative approaches upon which early childhood practice is predicated. Early years prior-to-school services are often non-hierarchical and most employees are women. This fairly flat structure means that distributive leadership models tend to be preferred in early childhood settings, this can only be done through 'visionary leadership'.

Leadership in early years services very often (though not exclusively) resides in female heads of centre. The gender of leadership may be a way in which leadership in early childhood is set apart from other sectors of education. Women have problems identifying the concept and need for leadership: they may lack understanding of what leadership may mean in an early childhood service.

In the Effective Leadership in the Early Years Study, highlights the effective leadership practices identified in the settings that took part in the study:

- Identifying and articulating a collective vision
- Ensuring shared understandings, meanings and goals
- Effective communication
- Encouraging reflection
- Commitment to ongoing, professional development
- Monitoring and assessing practice
- Distributed leadership
- Building a learning community and team culture
- Encouraging and facilitating parent and community partnerships
- Leading and managing: striking the balance

By this its noteworthy that how effective is leadership among the women and it has lead to the influx of confidence and it lead to over all development.

The major findings of the research paper

Table 1: Showing the composition of the student council

Sl. no	Gender	No. of students (in %)
1.	Male	40%
2.	Female	60%
Total no. of students:		100%

Source: Primary data

Table 2: Indicators of effective leadership amongst student council members of St.Aloysius College (Autonomous) Mangalore

[Males out of 40% and females out of 60%]

Sl.no	Indicators	Gender	Per centage (%)
1.	Confident decision making	M	40%
		F	10%
2.	Listening skills	M	30%
		F	50%
3.	Mature leadership	M	10%
		F	40%
4.	Accepting responsibility	M	20%
		F	60%
5.	Motivation skills	M	20%
		F	40%
6.	Communication skills	M	20%
		F	40%
7.	Good relationship with teachers and peers	M	20%
		F	40%
8.	Can accept failure	M	40%
		F	40%
9.	Group accomplishments	M	0%
		F	40%
10.	Ready to solve complex problems	M	30%
		F	20%

Source: Primary data

Findings from the study

1. All 60% of women leaders have previously served as representatives. However only 30% of men out of 40% have served as a representative before.
2. Out of the 100% :
40% -believe women are more effective.
10% -believe men are more effective.
50% -believe that both men and women are effective and that it depends on the situation.
3. 90% -have democratic form/style of leadership.
10% -have autocratic form/style of leadership.

Conclusion : An array of leadership style which has both masculine and feminine characteristics is required for an effective management. This study will be a supportive resource to any reader interested in identifying the women's leadership qualities to manage the educational sector and in finding out the ways to remove the barriers of women's entry into managerial positions.

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