

## Role of Leadership in Student Learning Process

Dr. Amandeep Kaur<sup>1</sup>, Raskirat Kaur<sup>2\*</sup>

### ABSTRACT

In the current context of global education reform, however, recent inquiries have focused on identifying how teams of school leaders contribute to school improvement and student learning. Over the years the research and theory of leadership and its role and impact on student learning showcase an increasing level of support for the Fifty years of theory and research offer increasing levels of support for claiming that it makes a difference that principal leadership makes a difference in the quality of schooling, school development, and student learning. The research of the current chapter extends its finding by offering support for a more refined conception that casts the role and impact of leadership on student learning as a process and also its real meaning. The research findings of the literature review conceptualize a holistic and collective area of leadership in the student life. The current paper aims to define leadership individually and also in its relation to the student learning process.

**Keywords:** Leadership, Student Learning, Teaching Learning Process

The word “leader” brings up a number of images in one’s head. Be it one’s role model or a teacher that someone looked up to or a film star that someone follows. Leader is not a person who moves ahead or forward of someone; it is infact, an individual who would take everyone forward with him. In a crux, he is someone that inspires people. An efficient leader is the one who help themselves as well as other people to do the correct things. They set course, manufacture a motivating vision, and make something new. However, while leaders set the course, they should likewise utilize the board aptitudes to control their kin to the correct goal, in a smooth and effective way. Authority implies diverse things to various individuals around the globe, and distinctive things in various circumstances. For instance, it could identify with network authority, religious initiative, political administration, and authority of battling groups. Leadership is in all sense defined as indicated by the possibility of transformational initiative, a viable pioneer is an individual who does the accompanying Makes a moving vision of things to come. It spurs and moves individuals to draw in with that vision. It oversees conveyance of the vision. The mentors and manufactures a group, with the goal that it is increasingly compelling at accomplishing the vision. The administration unites the aptitudes expected to do these things. In lieu of creating an inspiring the vision of the future. In business, a dream is a sensible, persuading and alluring delineation of where you need to be later on. Vision gives guidance, set’s needs,

<sup>1</sup>Assistant professor, RIMT University, Punjab, India

<sup>2</sup>Research Scholar, RIMT University, Punjab

\*Corresponding Author

Received: June 09, 2022; Revision Received: September 13, 2022; Accepted: September 21, 2022

## Role of Leadership in Student Learning Process

and gives a marker, with the goal that you can tell that you've accomplished what you needed to accomplish. An administration is proactive – critical thinking, looking forward, and not being happy with things as they seem to be. When they have built up their dreams, Leaders must make them convincing and persuading. A convincing vision is one that individuals can see, feel, comprehend, and grasp. Powerful Leaders give a rich picture of what the future will look like when their dreams have been figured it out.

They recount to moving stories, and clarify their dreams in manners that everybody can identify with. Here, authority joins the systematic side of vision creation with the enthusiasm of shared qualities, making something that is extremely significant to the general population being driven. In order to propelling and inspiring people, a convincing vision gives the establishment to initiative. In any case, it's Leaders' capacity to propel and move individuals that cause them convey that vision. For instance, when you begin another task, you will most likely have loads of eagerness for it, so it's regularly simple to win support for it toward the start. In any case, it very well may be hard to discover approaches to keep your vision moving after the underlying excitement blurs, particularly if the group or association needs to roll out huge improvements in the manner in which that it gets things done. Leaders perceive this, and they buckle down all through the undertaking to associate their vision with individuals' individuals needs, objectives and desires. One of the key ways they do this is through Expectancy Theory. Powerful Leaders connect together two unique desires such as the desire that diligent work prompts great outcomes. And also, the desire that great outcomes lead to alluring prizes or motivating forces.

This rouses individuals to endeavor to make progress, since they hope to appreciate rewards – both inborn and outward – subsequently. Different methodologies incorporate rehashing the vision as far as the advantages it will convey to the group's clients, and accepting continuous open doors to impart the vision in an alluring and connecting way. What's especially useful here is when Leaders have master control. Individuals respect and trust in these Leaders since they are master in what they do. They have believability, and they've earned the privilege to request that individuals hear them out and tail them. This makes it a lot simpler for these Leaders to spur and move the general population they lead. Leaders can likewise persuade and impact individuals through their common charm and claim, and through different wellsprings of intensity, for example, the ability to pay rewards or dole out undertakings to individuals. Notwithstanding, great Leaders don't depend a lot on these sorts of capacity to rouse and move others. The overseeing delivery of the vision is the territory of administration that identifies with the board.

The leaders or the Leaders must guarantee that the work expected to convey the vision is appropriately overseen – either without anyone else, or by a committed administrator or group of chiefs to whom the pioneer assigns this duty – and they have to guarantee that their vision is conveyed effectively. To do this, colleagues need execution objectives that are connected to the group's general vision. Our article on Performance Management and kpis (Key Performance Indicators) clarifies one method for doing this, and our Project Management area clarifies another.

Leaders likewise need to ensure they oversee change viably. This guarantees the progressions expected to convey the vision are executed easily and completely, with the help and support of the general population influenced. The training and building of a team to achieve the vision of both the individual and group supports the improvement that have to be followed. Taking the both forward is sometimes we refer to as a transformational leader,

## Role of Leadership in Student Learning Process

someone who transforms everything into good around. To build up a group, Leaders should initially comprehend group elements.

A few entrenched and prevalent models portray this, for example, Belbin's Team Roles approach, and Bruce Tuckman's Forming, Storming, Norming, and Performing hypothesis. A pioneer will at that point guarantee that colleagues have the important aptitudes and capacities to carry out their responsibility and accomplish the vision. They do this by giving and getting input consistently, and via preparing and instructing individuals to improve individual and group execution. Authority additionally incorporates searching for initiative potential in others. By creating authority aptitudes inside your group, you make a situation where you can proceed with accomplishment in the long haul. What's more, that is a genuine proportion of extraordinary administration. The words "pioneer" and "initiative" are regularly utilized inaccurately to depict individuals who are really overseeing. These people might be profoundly gifted, great at their occupations, and profitable to their associations – yet that just makes them fantastic administrators, not Leaders. Thus, be cautious how you utilize the terms, and don't accept that individuals with "pioneer" in their activity titles, individuals who portray themselves as "Leaders," or even gatherings called "administration groups" are really making and conveying transformational change.

A specific threat in these circumstances is that individuals or associations that are being overseen by such an individual or gathering believe they're being driven; yet they're most certainly not. There may really be no initiative by any stretch of the imagination, with nobody setting a dream and nobody being roused. This can cause significant issues in the long haul. An Initiative can be difficult to characterize and it implies distinctive things to various individuals. In the transformational initiative model, Leaders set heading and help themselves as well as other people to make the best decision to push ahead. To do this they make a moving vision, and after that spur and rouse others to achieve that vision. They likewise oversee conveyance of the vision, either straightforwardly or in a roundabout way, and manufacture and mentor their groups to make them ever more grounded. Powerful administration is pretty much the majority of this – and it's energizing to be a piece of this voyage. Leadership is an influence relationship among leaders and followers who intend real changes and reflect their mutual purpose. Leadership is not an act or set of acts, it is a process.

Leadership is not just influence, yet it involves influencing others through the leadership. While between the leader and followers, the influence is mutual, together, they influence the environment around them in some way. Leadership goes beyond goals. There is a purpose a cause which is broad enough to create a vision that connects followers who might have different individual goals. The concept of leadership has been quite visible in areas such as military operations, politics, and management. Within work organization, leadership is no longer exclusively spontaneous or emergent. Leadership can be assigned as a part of the requirement of exclusive jobs of individuals, teams or it can be part of the expectations that members of a role set have from individual teams. Leadership as a managerial function is no longer limited to the top officers. To become a great leader, check out this business speaker.

### ***Types of Leadership***

Leadership is an influence relationship among leaders and followers who intend real changes and reflect their mutual purpose. Leadership is not an act or set of acts, it is a process.

## Role of Leadership in Student Learning Process

Leadership is not just influence, yet it involves influencing others through the leadership. While between the leader and followers, the influence is mutual, together, they influence the environment around them in some way. Leadership goes beyond goals. There is a purpose a cause which is broad enough to create a vision that connects followers who might have different individual goals. The concept of leadership has been quite visible in areas such as military operations, politics, and management. Within work organization, leadership is no longer exclusively spontaneous or emergent.

Leadership can be assigned as a part of the requirement of exclusive jobs of individuals, teams or it can be part of the expectations that members of a role set have from individual teams. Leadership as a managerial function is no longer limited to the top officers. To become a great leader, check out this business speaker. There are the different types of leadership styles that exist in work environments and advantages and disadvantages exist in each leadership style. Some companies offer same leadership style while others follow different leadership styles depending upon what task to perform. It is only the culture and goals of an organization that determines which type of leadership suits to the firm. Following are the types of leadership styles -

- **Authentic Leadership:** The recent authentic Leadership approach seems to have evolved in the light of major scams and scandals, a blind race for profits and personal gains and short term prospective, involving the CEO's of top organizations. It focuses on the character of the leader as the driver of positive interrelationships. Authenticity is about being genuine and not attempting to play a role; not acting in a manipulative way.
- **Autocratic Leadership:** Autocratic leadership allows autocratic leader to take the ultimate control of taking decisions without consulting others. An autocratic leader possesses high level of power and authority and imposes its will on its employees. This type of leadership proves to be useful where close level of supervision is required. Creative employees morale goes down because their output is not given importance and is often detest by employees. Since they are unable to take any part in decision making, these results in job satisfaction and staff turnover.
- **Laissez-Faire Leadership:** Under this type of leadership, a laissez-faire leader do not exercise control on its employees directly. Since employees are highly experienced and need little supervision, a laissez-faire leader fails to provide continuous feedback to employees under his or her supervision. This type of leadership is also associated with leaders that do not supervise their team members, failed to provide continuous feedback resulting in high costs, bad service, failure to meet deadlines, lack of control and poor production.
- **Transformational Leadership:** The Transformational leadership highlights a leader as a facilitator of change occurring, when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. The process of transformational leadership aims at influencing changes in attitudes and assumptions held by organizational members and building commitment for organizational goals and objectives. High level of communication exists between managers and employees and it is under the guidance of leaders that employees meet their goals and enhance productivity and efficiency.
- **Transactional Leadership:** Transactional Leadership contrast, involves management – by- exception, intervention, and punishing those who made errors. This can lead to negative emotions and performance on the part of the subordinates. This approach would also require close monitoring of the subordinates, who would surely not like

## Role of Leadership in Student Learning Process

it, and if they felt constrained, their performance might not be best. Additionally, some of their voluntary behaviors, like citizenship behaviors would be reduced. A manager leads a group of highly motivated individuals who follow his leadership and achieve their goals. Employees are trained or rewarded such as bonuses depending upon their performance.

- **Bureaucratic Leadership:** Under bureaucratic leadership, a leader believes in structured procedures and ensures that his or her employees follow procedures exactly. This type of leadership leaves no space to explore new ways to solve issues and in fact work by book. This type of leadership is normally followed in hospitals, universities, banks (where large amount of money is involved) and government organizations to reduce corruption and increase security. Self-motivated individuals who are highly energetic often feel frustrated due to because of organization inability to adapt to changing environment.
- **Charismatic Leadership:** The charismatic leader is visionary and works by infusing high amount of energy and enthusiasm in his team. He sets as role model for his team and drive others to show high level of performance. This type of leader is committed to the organization and believes more in him rather than his team. The presence of charismatic leader works as a boost for rest of the employees and therefore such type of leader should be committed to the organization for the long run. A charismatic leadership may pose as a risk to the company if he decided to leave to explore new opportunities and it might take lot of time and hard work by the company to win the confidence of its employees.
- **Participative Leadership:** Also known as democratic leadership style, participative leadership consults employees and seriously considers their ideas when making decisions. When a company makes changes within the organization, the participative leadership style helps employees accept changes easily because they had given a big role in the process. Participative Leadership may be required for tasks that are non-routine or unstructured, where relationships are non-authoritarian and the subordinate's locus of control is internal.
- **Directive Leadership:** Directive Leadership provides guidance about what should be done and how to do it, scheduling work, and maintaining standards of performance. Thus, it may be inferred that directive leadership is effective as the subordinator has an external locus of Control, lacks experience, has a high need for clarity or a low need of achievement. Also, when the task is unstructured, or there is conflict between work groups, a more directive style would be useful.
- **Supportive Leadership:** Supportive Leadership show concern for the needs of the employees, leader is friendly and approachable. Supportive Leadership would be more suitable for highly structured tasks, under bureaucratic and formal authority relationship. In supportive Leadership, leader support to their subordinates officially and sometime personally also. Leader always tries to fulfill their requirements, it boost employees moral also.
- **Achievement Oriented Leadership:** Achievement oriented Leadership encourages employees to perform at their highest level by setting challenging goals, emphasizing excellence and demonstrating confidence in employee's abilities. Achievement Oriented Leadership is largely suitable for unstructured tasks, where the subordinate need for achievement is high.

### ***Role of Leadership on Student Learning***

In the review the history of the social scientific study of leadership and the prevailing theories of leadership that enjoy empirical support. It has been demonstrated that the development of knowledge concerning leadership phenomena has been truly cumulative and that much is currently known about leadership. It has been identified that the contributions of the trait, behavioral, contingency and neocharismatic paradigms and the results of empirical research on prevailing theories. In a study by Robinson in (2008), its methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis. They found out that the first meta-analysis indicated that the average effect of instructional leadership on student outcomes was three to four times that of transformational leadership.

Inspection of the survey items used to measure school leadership revealed five sets of leadership practices or dimensions: establishing goals and expectations; resourcing strategically; planning, coordinating, and evaluating teaching and the curriculum; promoting and participating in teacher learning and development, and ensuring an orderly and supportive environment. The second meta-analysis revealed strong average effects for the leadership dimension involving promoting and participating in teacher learning and development and moderate effects for the dimensions concerned with goal setting and planning, coordinating, and evaluating teaching and the curriculum. The study concluded that the comparisons between transformational and instructional leadership and between the five leadership dimensions suggested that the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes. The article concludes with a discussion of the need for leadership research and practice to be more closely linked to the evidence on effective teaching and effective teacher learning. Such alignment could increase the impact of school leadership on student outcomes even further.

Eagly (2001) found that there are differences in leadership styles between men and women, as women increasingly enter leadership roles that traditionally have been occupied mainly by men, the possibility that the leadership styles of women and men differ continues to attract attention. The focus of these debates on sameness versus difference can obscure the array of causal factors that can produce differences or similarities. Adopting the perspective of social role theory, we offer a framework that encompasses many of the complexities of the empirical literature on the leadership styles of women and men. Supplementing Eagly and Johnson's (1990) review of the interpersonally oriented, task oriented, autocratic, and democratic styles of women and men, we present new data concerning the transformational, transactional, and laissez faire leadership styles.

Leithwood (2008) Conducted a study that aimed to improve our understanding of the nature, causes and consequence of school leader efficacy, including indirect influences on student learning. We asked about district contributions to school leader efficacy, whether leader self- and collective efficacy responded to the same or different district conditions and the effects of leader efficacy on conditions in the school and the learning of students. School leader's sense of collective efficacy also had a strong, positive, relationship with leadership practices found to be effective in earlier studies. The Implications and results of his study suggested

## Role of Leadership in Student Learning Process

that district leaders are most likely to build the confidence and sense of collective efficacy among principals by emphasizing the priority they attach to achievement and instruction, providing targeted and phased focus for school improvement efforts and by building cooperative working relationships with schools.

Wahlstrom (2008) examined the influence of principal leadership in high schools on classroom instruction and student achievement through key organizational factors, including professional capacity, parent–community ties, and the school’s learning climate. It identifies paths through which leadership explains differences in achievement and instruction between schools and differences in instruction among teachers within the same school. Multilevel structural equation modeling was used to examine the relationships among principal leadership, school organizational structures, classroom instruction, and student grades and test gains on ACT’s Education Planning and Assessment System. Measures of principal leadership and school organizational structures were collected from teacher surveys administered to all high school teachers in Chicago Public Schools in the 2006–2007 school years. It was found that within schools, variation in classroom instruction is associated with principal leadership through multiple pathways, the strongest of which is the quality of professional development and coherence of programs. Between schools, differences in instruction and student achievement are associated with principal leadership only via the learning climate. This suggests that in high schools, establishing a safe, college-focused climate may be the most important leadership function for promoting achievement school-wide.

Leithwood (2010) summarized a chapter that the recent evidence about the links between successful leadership and student learning. Results of a wide-ranging review of literature, initially completed several years ago (Leithwood, Louis, Anderson, & Wahlstrom, 2004) and regularly updated, are combined with key findings from a large-scale study of leadership and student learning currently underway in US schools. The results from the study reported in this chapter are based on responses by more than 3,400 teachers and 130 school administrators to the first of two rounds of surveys. Also included are selected results the first three rounds of district and school site visits including observations of instruction in more than 165 classrooms and interviews with 32 principals and 180 teachers, along with based members, community members and district staff.

Leithwood, 2004 reported by researchers from the Universities of Minnesota and Toronto examines the available evidence and offers educators, policymakers and all citizens interested in promoting successful schools, some answers to these vitally important questions. It is the first in a series of such publications commissioned by The Wallace Foundation that will probe the role of leadership in improving learning. As the first step in a major research project aimed at further building the knowledge base about effective educational leadership, available evidence in response to five questions was reviewed.

They are:

- What effects does successful leadership have on student learning?
- How should the competing forms of leadership visible in the literature be reconciled?
- Is there a common set of “basic” leadership practices used by successful leaders in most circumstances?
- What else, beyond the basics, is required for successful leadership? ; and
- How does successful leadership exercise its influence on the learning of students?

## Role of Leadership in Student Learning Process

This review of the evidence suggests that successful leadership can play a highly significant—and frequently underestimated—role in improving student learning. This evidence also supports the present widespread interest in improving leadership as a key to the successful implementation of large-scale reform.

### CONCLUSION

Leadership is a very important aspect of the student life and with all the importance of a holistic development of a student at all levels; leadership is an aspect that caters to a holistic development. Leadership is not a skill which is to be inculcated, but it is a process which comes with experience while in a student life, as student life is the time where one is flexible and is open to all new ideas around and wants to explore and experience each new things and opportunities around. The role of leadership in one's life has a vast scope but mentioning its specificity in the student learning process it is then a very vital aspect that contributes greatly to a holistic development of the students.

### REFERENCES

- Eagly, A. H., & Johannesen Schmidt, M. C. (2001). The leadership styles of women and men. *Journal of social issues*, 57(4), 781-797.
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School leadership and management*, 30(2), 95-110.
- House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis?. *Journal of management*, 23(3), 409-473.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How Leadership Influences Student Learning. Review of Research. Wallace Foundation, The.
- Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational administration quarterly*, 44(4), 496-528.
- Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. In *Second international handbook of educational change* (pp. 611-629). Springer, Dordrecht.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational administration quarterly*, 44(4), 458-495.

### **Acknowledgement**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Kaur, A. & Kaur, R. (2022). Role of Leadership in Student Learning Process. *International Journal of Indian Psychology*, 10(3), 1103-1110. DIP:18.01.121.20221003, DOI:10.25215/1003.121