

The Role Of The Educational Leader In Strategically Leading The Institution And Their Influence On The Community: A Review Of Literature

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Abstract:

The ability of leaders to drive change and make significant, quantifiable contributions to the improvement of education has led to the recent global emphasis on educational leadership. Since education reform affects all parties involved in different ways, it is considered a long-term and difficult project. Thus, through community interaction, this desktop research investigated the connection between the leadership role and changes in education.

Researchers who conducted investigations, case studies that examined how leadership roles impact educational development, correlational research, longitudinal studies, and assessments of relevant literature, comprised the population for this study. Several databases, including search engines such as SAGE, Google, Google Scholar, ProQuest, Taylor & Francis, and others were used methodically to collect data.

To undertake data analysis, the secondary data that was collected was summarized and assessed concerning the study questions. The results of this study demonstrated a direct relationship between improvements in education and leadership in the field of education. It was acknowledged that a leader's duties in education include establishing reasonable, doable objectives, carrying out reform initiatives, guaranteeing a high standard of instruction, and maintaining positive community ties in support of educational change.

Key Words: Educational leadership, Educational changes, Leadership position, Academic achievement, Community engagement, Staff empowerment, Culture building, Teaching, Learning.

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I. Introduction

The educational system of a country determines its progress. Education is a means by which a country can be transformed. Every educational institution must encourage change, which is sparked by leadership, to undergo this transition (Ibrahim & Al Mashhadany, 2012). The necessity for educational reform has grown recently due to the effects of both societal expectations and technological improvements. Educational leaders must so consistently encourage the waves of change. Change is necessary for both development and, more crucially, survival because it is inevitable and constant (Ndlovu, 2017).

Divergent viewpoints exist about the role of education leadership. Concern over the first leadership role's inadequacy to address the challenges facing educational institutions today is growing on a global scale (Ndlovu, 2017). The role of leadership in schools has evolved as a result of the increasing demands of stakeholders and society (Smith & Squires, 2016). It has been established that to encourage change, institutions require transformational leadership (Thompson, 2010).

According to Hao and Yazdanifard (2015), leadership is the process by which individuals employ their abilities and expertise to influence the behaviors and attitudes of their subordinates to help their organizations achieve their goals and objectives. Due to the need to change educational legislation, enhance teaching methods, and preserve good ties among academic institutions and their stakeholders, education leadership has recently gained international importance. in educational policy (Ndlovu, 2017).

Increasing the effectiveness of education delivery is the cornerstone of education leadership. Since change is the foundation of leadership, one would think that without change, leadership would cease to exist. The guiding principles of leadership are connected to the knowledge of change. In an ever-changing world, leaders in the education sector are anticipated to be change agents who can recognize, initiate, and carry out change.

Conversely, individuals who lack effectiveness as leaders will struggle to deal with change and will find it difficult to manage it. The growth of educational institutions will require the appointment of aspirational leaders

in education who are completely conscious of their roles in initiating, carrying out, and supervising change (Clawson, 2008).

Though it has long been a topic of discussion, the need for leadership to effect change in education has recently garnered increased attention due to the constant demand for academic institutions to enhance their overall performance and functioning (Connolly et al., 2000). Educational leaders are regarded as the most crucial element in influencing how effectively and successfully education is delivered (Smith & Squires, 2016). There exists a close link between people's leadership responsibilities and enacting changes in the educational system. Although education leaders are often seen as agents of change, it is imperative to acknowledge the potentiality of their functioning as impediments to positive transformation.

Research indicates that by promoting change, educational leaders can contribute significantly and in measurable ways to the improvement of education (Ibrahim & Al-Mashhadany, 2012). Educational leaders should set an example of leadership that makes it clear to their staff, students, parents, and the broader community that they are vital elements of the culture of the organization (Smith & Squires, 2016). Transformational leadership techniques are appropriate for educational leaders to use to accomplish this as these techniques influence the culture of their institutions. Since society demands rapid institutional change, leadership has proven to be more difficult than expected.

The responsibilities of an educational leader have changed in the last few years from managing administration to becoming a transformational leader, one needs to possess the expertise, abilities, beliefs, and attitudes required to effect change in the educational field (Smith & Squires, 2016). However, many administrators hold the opinion that if something functions, it doesn't need to be fixed. They view past success strategies as a way to maintain the current success of their institutions. The issue with this is that leaders who remain in their comfort zones have a much-decreased likelihood of success (Clawson, 2008).

It is possible to claim, given empirical data, that some reform projects have only had a few marginally positive effects or, in certain cases, have completely failed. But it's crucial to remember that rather than being a one-time occurrence, change is a gradual process of transformation that builds upon itself. Change procedures can take anywhere from a few days to several years to complete. Rapidly implementing educational change will fail since it will skip several transformational steps. Education leaders must thus have a thorough awareness of the phases involved in the transformation process as well as the challenges associated with each one. Through this action, educational leaders are capable of successfully navigating organizational change (Kotter, 2007).

The major roles that educational leaders have played have resulted in changes to education systems. The effectiveness of an institution is determined by the role that its leaders perform (Ndlovu, 2017). This makes the position crucial to the reform of education. In academic settings, the role of leadership is crucial. The way that leadership encourages changes in education is the main topic of this study. Thus, the goal of this desktop study is to ascertain how leadership influences comprehensive changes in education. It is meant to define the roles that education leaders need to participate in leading change in the field successfully.

The following study questions will serve as the basis for this investigation:

- 1) To strategically lead the institution, what duties does the education leader need to perform?
- 2) How can the community be included by the education leader to impact improvements in education?

The Leadership Position in Education

Stakeholders in education and related disciplines have during the past 20 years paid close attention to educational leadership. Any educational institution's effectiveness and success depend on its leadership. Education systems wouldn't be able to operate without them, which would be chaotic and might even result in their collapse (Livingstone, 2019). Education leadership is an ever-evolving, dynamic process. The establishment of the institution's culture depends on the many leadership approaches that teachers must use (Smith & Squires, 2016). To completely understand the significance of leadership in education, we must first recognize the primary categories of leadership positions: informational, decisional, and relational (Kapur, 2021).

First and foremost, education leaders are supposed to serve as liaisons and nominal supervisors. Education leaders need to take on the role of nominal heads to successfully guide their schools toward academic achievement. This can be achieved by interacting with their subordinates to foster a success-driven environment. Leaders are supposed to foster traits like dedication, inventiveness, and invention in their team members and pupils, in addition to assisting them in achieving their academic goals. Additionally, educational leaders serve as intermediaries to encourage cordial relationships among stakeholders. They are expected to serve as mediators and aid in the peaceful settlement of disputes where there is a conflict of interest (Kapur, 2021).

Secondly, education leaders are expected to carry out informational duties in their capacities as communicators, spokespersons, and information monitors. As spokespersons, leaders have the responsibility of effectively disseminating important information and assisting individuals in achieving academic achievement. In addition to serving as spokespersons, leaders need to promptly convey critical information to those in their institutions. Leaders must also act as moderators of information that is important and helpful to educational

institutions to keep the peace and guarantee that both staff and students are working toward academic success (Kapur, 2021).

Thirdly, negotiation, resource distribution, and disruption management are all related to the entrepreneurial role that leadership plays. Leaders must hone their improvisational skills as professionals. To enhance the effectiveness of education, they need to employ more innovative and cutting-edge techniques. When unanticipated challenges develop in their institutions, education leaders must act as disturbance handlers. It is the duty of leaders handling disturbances to ascertain the most workable and effective ways to resolve the issues at hand and facilitate a peaceful conclusion. Leaders have an equally important role as negotiators in ensuring that the atmosphere is pleasing for all. Effective staff and student communication is essential to ensuring that everyone collaborates to create a positive learning environment (Kapur, 2021).

Educational Leadership and Culture Building

Establishing a culture that supports academic achievement is essential and requires strong educational leadership. Educational leaders need to foster an environment where administrators, instructors, and students feel empowered to take on leadership roles (Ndlovu, 2017). To cultivate leadership abilities across their institutions, leaders need to disseminate the requisite knowledge. Leaders must ensure that their employees make the most of the resources and expertise available to them to enhance the effectiveness of education. They must also make sure that classroom supplies, such as the infrastructure and instructional materials, are up to date and kept in good condition to offer education successfully (Kapur, 2021).

Educational leaders are crucial in shaping an institution's culture, which has a direct impact on staff and student performance. They have to foster a positive culture since it determines the environment in which instructors and pupils must work. Learning institutions' cultures will change as their stakeholders interact and work together, offering a range of perspectives, activities, and ideals. One way to determine whether a school has a good or bad culture is to look at how much interaction there is between staff and pupils. Academic institutions that have high levels of staff and student participation are more likely to maintain higher academic standards (Dinsdale, 2017).

Educational Leadership and Staff Empowerment

The degree to which educational institutions meet their goals for outputs and outcomes is what defines their success. It encompasses not just student accomplishment but also staff and faculty satisfaction (Boonla & Treputtharat, 2014). To motivate their groups to do their duties in a way that will enhance the academic achievement of the students, education leaders must demonstrate effective leadership (Barrett & Breyer, 2014). When educators employ encouraging and motivating leadership strategies, staff members are more likely to do higher-quality work, which directly supports their academic institutions' success (Boonla & Treputtharat, 2014).

When their leaders give them credit for their work, employees are more motivated to produce valuable outcomes that will raise the efficacy of instruction. Not only must we be conscious that leaders must modify their approaches to fulfill the needs of their followers in terms of motivation in certain circumstances, but we also need to be aware that this adaptation must occur naturally (Boonla & Treputtharat, 2014).

It is also perceived that instructors' motivation and demotivation are influenced by the social environment in which they reside. Teachers live in a social environment that is shaped by the collective support they receive from their leaders; more significantly, their leaders have an impact on their overall job satisfaction. Teachers' leadership also stimulates and nurtures their professional growth and impacts their participation in decision-making.

Furthermore, a substantial body of recent scientific research has validated the payoff for staff members who are linked to good education leadership. Empowering employees and exercising successful leadership go hand in hand. When employees feel empowered, they will solve problems, participate in administrative decision-making, have open discussions with their educational leaders, and exhibit views and actions that are vital to their educational institution's expansion (Nasra & Arar, 2019).

Academic Achievement of Students and Educational Leadership

One indicator of educational efficacy is the standard of students' academic performance. This is to enable educational organizations to carry out their duty of delivering effective teaching and learning. The primary goal of any educational organization is to assist effective learning to improve students' academic achievement. Administrative theory holds that an effective educational leader is essential to providing high-quality instruction, which in turn leads to academic success (Boonla & Treputtharat, 2014).

Even though there isn't a direct link, effective education leaders significantly influence students' academic progress by fostering a relationship between leadership and student attainment results. The task of creating a learning environment that helps teachers and students succeed academically is attributed to educational leaders. It is noteworthy that there exists a strong correlation between an institution's leadership achievement and

its academic accomplishment (Guerrie, 2014). Also, educational leaders can influence students' academic accomplishment by helping to create the optimal setting and conditions for instruction and learning (Ndlovu, 2017).

Educational leaders can help create conducive learning environments by using their administrative powers to guide, oversee, and motivate teachers to accomplish the main goal of improving student performance. Education leaders can also have a positive effect on students' academic growth by setting reasonable educational goals, keeping an eye on students' progress, methodically organizing and assigning resources for education, as well as working with all parties involved to ensure success in their schools (Ndlovu, 2017).

Educational leaders are nevertheless responsible for students' academic success, according to Ross and Gray (2006), even if research demonstrates that there is no meaningful connection between their leadership and academic success. Leaders must also exercise creativity in designing learning spaces that facilitate effective teaching and learning. Leaders must also hold teachers to a high level when it comes to offering appropriate and sufficient learning opportunities to support their student's academic performance.

Educational Leadership and Community Engagement

Educational leaders serve as a link between local communities and educational institutions, assisting them in adjusting to their unique conditions. According to research, educational leaders should exercise leadership not only inside their buildings but also outside of them, where the pupils they work with are in environments that they can affect. Education professionals have always been the most powerful community leaders (Ndlovu, 2017). Ndlovu (2017) went on to say that even though it's possible to argue that there is less of a bond between educational institutions and their communities. Educational leaders play a critical role in creating and maintaining that bond. Researchers have discovered that a lot of successful educational institutions have leaders who actively seek out the help and support of the community at large as well as the parents of their students.

Establishing a Professional Learning Committee

The education leader must create a professional learning community (PLC) of people who share the same vision. Cooperative leaders would involve the community, students, and staff to create plans that will benefit their educational institutions and bring about sustainable, beneficial improvements (Zepeda, 2019). Sparks (2005, as cited in Ibrahim & Al-Mashhadany, 2012) asserts that institutional leadership matters and has an impact. An institution's performance is significantly influenced by the choices and actions of its leadership. The educational leader is responsible for encouraging staff cooperation to steer the institution in the appropriate direction.

Creating Institutional Culture

Educational leaders are responsible for fostering a supportive institutional culture, according to a study. An educational institution's culture has a direct impact on its effectiveness and performance (Ott & Yang, 2011 as cited in Smith & Squires, 2016). Leaders may have a direct impact on the institution's culture, as well as on teaching and learning methodologies. Leaders may directly influence how people are taught and learn through teacher training programs and support networks. Additionally, by creating conducive learning environments that will raise student performance, leaders can indirectly influence how courses are taught. To advance educational reform and maintain administrative success, leaders must take on teaching responsibilities (Ibrahim & Al-Mashhadany, 2012).

Leadership in Education and Community Involvement

It is possible to mobilize community resources while considering their needs and desire to transform education. Effective leaders in educational institutions create physically and socially welcoming environments for parents and the larger community. The education leader must support the achievement of every student, and they can accomplish this by appropriately including parents and other stakeholders. The educational leader must, in particular, create institutional cultures that make community members and parents feel appreciated and respected, regardless of their educational or cultural origins. In productive institutions, emphasis is placed on cultivating a feeling of camaraderie between all parties involved, especially locals (Ibrahim & Al-Mashhadany, 2012).

Developing productive partnerships with institutions, companies, and sectors of the community at large is one of the main duties of educational leaders. To promote educational reform, leaders in the field of education need to build strong bonds with all parties involved, including working together with organizations and companies. Education leaders can then look for ways to support their institutions' educational progress by enhancing the institution's interactions with its stakeholders (Al-Mashhadany & Ibrahim, 2012).

II. Material and Methods

Research Design

Data collection and analysis are necessary for the generation of data that serves as a decision-making tool (Ajayi, 2017). The information utilized in this desk research came from secondary sources. Secondary resources provide insights from other academics who either articulate or infer details from the primary materials they consult. Competent researchers take advantage of secondary resources (Streefkerk, 2022). To gather secondary data, the researcher read journal articles in-depth. According to Krull and Duart (2017), a systematic review provides an overview of the results from both qualitative and quantitative studies.

The researchers used a methodical process to ensure that the papers under review were focused on the research topic and queries. A five-stage bibliometric methodology was employed in this review (Febriani & Churiyah, 2022). The process consists of five steps: choosing search terms, initiating a search, honing it, and obtaining and evaluating the information.

Educational leadership, its function in education, the connection between leadership and the efficacy of education, leadership's impact on educational efficacy and the role of educators in strategic leadership, the responsibility of the education leader in guiding the community, in advancing teaching and learning, and in enhancing school effectiveness were the search terms that were used as keywords.

The leadership role in educational reforms was one of the articles that were chosen from the first search. After the first search, a more targeted search was carried out using the inclusion and exclusion criteria. The more comprehensive search produced 34 results. The bibliographies for each article contained the following details: the year of publication, an abstract, publisher information, authors, and title. More details on the research's theme, goal, theoretical and philosophical context, methodology, study design, data collection strategy, and target population were provided by the articles.

Data analysis is the last stage. At this point, trends from earlier research as well as gaps were looked for. The researchers utilized a systematic methodology to guarantee that the research articles were focused on the study's difficulty and inquiries. Snyder (2019, as cited in Aisyah & Afrizal, 2022) states that a systematic review gathers and examines the summaries of multiple subject matters.

Research Population

In a specific study, the research population is the total set of elements from which conclusions are derived based on information received (Asiamah, 2017). These secondary sources are expert academic writings written for other experts or scholars by professionals who use scholarly language and industry-specific jargon.

All selected articles were scholarly works written by experts in the relevant fields and were retrieved from databases of publications from search engines such as Google Scholar, SAGE, ProQuest, Taylor & Francis, and others. The journal articles that were utilized were either indicative of the most recent empirical findings of researchers or were systematic reviews of past studies conducted by other academics. Furthermore, the academic journals and conference proceedings used in this research were penned by objective writers and represented actual research.

Sampling Methods and Procedures

According to Xiao and Watson (2019), researchers must create inclusion and exclusion criteria based on the study questions, which should also serve as the foundation for the search terms. Following the initial search, 119 articles were discovered. A more targeted lookup that used the inclusion-exclusion criteria produced 83 articles. Using the abstracts from the publications, a secondary review was carried out, and 34 papers were selected for gathering and analyzing data. Data was taken from the 34 papers and organized into subheadings by the researchers. The researchers documented the methodology, principal findings, and conclusions of each investigation. After that, information was gathered and examined to address the research questions. The investigation's goals led to the establishment of the following criteria for the enhanced search.

Table 3.1 displays the inclusion-exclusion standards for the narrower search.

Criterion	Inclusion Criteria	Exclusion Criteria
Research Population	The study topic serves as the foundation for all scholarly academic works.	Articles that are not scholarly or are opinion-based.
Language	English.	Other languages.
Level of Education	both postgraduate and graduate	Undergraduate.
Research Design	Combining qualitative and quantitative methods.	Unclear research techniques.
Availability	Complete publications regarding the research topic are accessible.	Articles with incomplete accessibility.

This desk research looked at published works that evaluated leadership's role in changing education. A subset of the general population makes up the study sample, from which important population-level inferences may be drawn (Mujere, 2016). After a review of the abstracts, titles, and inclusion-exclusion standards of the discovered publications were examined. The sample contained all of the papers that met the requirements. It was also found that the researchers used a combination of qualitative and quantitative research approaches to help us understand how changes in education are influenced by leadership in education. All of the articles that were used to compile this desktop study are listed precisely in the reference list.

Tools Used in the Data Gathering Process

Secondary data were obtained for this desktop research from journals with peer review, articles from studies conducted at universities, study reports from educational organizations, and books written by well-known authors. The publication date, the author's credentials, the reliability of the source, the text's depth of discussion and analysis, and the significance of the data in the field of study were all taken into account while selecting the data sources.

There are several advantages to using these instruments: efficacy (since it does not take into consideration inadequate or delayed data documentation), quick data analysis, cost-effectiveness, and convenience of use (because there are a lot of resources available). However, there are some disadvantages as well, like not being able to control the survey process, running into issues if the data isn't available, the data not providing the required originality and uniqueness, and the data expiring over time (McLaughlan, 2022). To confirm that the articles chosen for this investigation met the necessary criteria for answering the research questions, the investigator made sure the downloaded materials were pertinent.

Validity of the Instrument

To verify the validity of this research and its findings, every scholarly publication was scrutinized and evaluated to ensure that it had been objectively established through a rigorous, methodical approach. In this inquiry, scientific literature and peer-reviewed journal papers were utilized.

Peer-reviewed journal articles made up more than 90% of the scholarly articles used in this inquiry. The review process is one of the finest ways to make sure that conclusions and supporting data are true. Manuscripts must pass a rigorous review process to be approved for publishing in peer-reviewed academic periodicals. The work is meticulously closely examined throughout this process to make sure the conclusions are supported by facts. An analysis was conducted of the journal's indexing and listing in the leading field bibliographic databases. A search was also conducted to find out when the journal was published. The impact factor of the journal was likewise highly sought-after.

The used articles underwent meticulous scrutiny to verify the objectivity and lack of bias in both the publication and the source. Articles with bias express the author's opinion without taking into account alternative perspectives. The publications' citations and references were also checked. Only books that had a marked reference page at the conclusion and citations acknowledged inside the body of the work were used in this analysis.

Every author of the articles that were used was scrutinized to make sure they were professionals in their domains. Their credentials and educational history were examined to ensure they had a solid reputation. To make sure the research was accurate, the researchers not only checked the reference page but also cross-referenced information from the article with specifics from other sources. These sources verified the dates and content of the articles.

The Instrument's Reliability

The publications were examined to confirm the accuracy and currentness of the data and to confirm the instrument's dependability for this study. The researchers only used reliable writers and sources. It was also ascertained if the data were correct and if they had changed over time.

The reliability of the instrument was evaluated by asking the following questions: Who is the writer? What qualifications do they hold? Do they have a thorough understanding of the subject matter they have written about? When compared to credible sources, is the author's information accurate? Are the references correct? Are there biases in the data? Does the content fit the research's criteria and is it pertinent to the subject? Furthermore, several carefully considered study process elements, such as sample size, response rate, questionnaire design, and data processing techniques, all have an impact on the dependability of secondary data.

III. Results

The duties that an educational leader needs to perform to strategically guide the institution.

Scholars assert that strategic leadership is a crucial component of an institution's ability to grow successfully. According to empirical study findings, strategic leaders should be in charge of establishing policies, carrying out plans, granting employees the autonomy to develop and carry out the plan, identifying the most

effective areas for interventions, and developing strategic aptitudes (Davies & Davies, 2006). The creation and establishment of a vision, mission, educational goals, professional learning community, and institutional culture are the five primary responsibilities of a strategic leader, according to literature (Ibrahim & Al-Mashhadany, 2012).

Above all, the development of a vision statement is critical to both strategic leadership and the growth of an educational institution. All interested parties must be included in this statement, which should also address the institution's current standing and future objectives (Lunenburg & Irby, 2006). Because an institution's goals are attained through a process rather than an event, the leader must routinely evaluate the educational process to ensure the vision stays relevant (Goldman et al., 1991).

The strategic leader's second responsibility is to draft a mission statement that outlines the goals and primary responsibilities of the business. The mission statement describes the daily work objectives that staff members must meet to perform their jobs. The educational leader must regularly involve the employees in performance reviews to guarantee that the mission statement stays relevant (Ibrahim & Al-Mashhadany, 2012).

Realizing the institution's vision, which requires including all pertinent stakeholders in the establishment of educational goals, is the strategic leader's third responsibility. Education leaders bear the primary responsibility of guaranteeing the attainment of an institution's objectives while considering the various phases of institutional changes, executions, and desired outcomes (Locke & Latham, 1990).

The fourth duty of a leader in strategic leadership is to establish a professional learning community of people who share similar goals (Zepeda, 2019). Leaders should involve students, teachers, and community members to create sustainable policies that yield beneficial results (Ibrahim & Al-Mashhadany, 2012).

Establishing a supportive institutional culture is the fifth duty of the strategic leader, and it directly affects the efficacy of the organization (Smith & Squires, 2016). By developing networks of support and with initiatives for teacher preparation, leaders can directly influence the process of teaching and learning. Leaders need to create a dynamic culture that connects educators, students, and other stakeholders to progress educational innovations and sustain administrative success (Herrera, 2010).

Furthermore, Quong and Walker's (2010) research revealed that to establish a culture and climate that are conducive to educational changes, strategic leaders need to embrace the following principles:

- Create a culture at the school that values growth and acknowledges achievement.
- Conduct routine reviews to ensure that the policies and guidelines guiding their organizations are up-to-date and efficient.
- Effectively and efficiently oversee the unit's budget and staff to meet the learning objectives and school's priorities.
- Assign staff members appropriately by making the most of them to enhance student learning results, manage their workloads, and enhance their skills and knowledge.
- Establish and enforce effective policies and procedures for staff training, professional development, and performance management.
- Set up and maintain the classroom in a way that complies with curricular standards as well as occupational health and safety laws.
- Ascertain that all resources—including ICT—are utilized, analyzed, and assessed to raise the bar for educating each student.

How can the community be involved by the education leader to impact improvements in education?

By fostering relationships between their educational institutions and the local communities, educational leaders can effectively promote change in the field of education. Since this enables them to affect the surroundings and, consequently, the pupils under their supervision, leaders must lead both internally and externally in their institutions (Ndlovu, 2017). Making use of the community's resources can contribute to educational reform. The role of the education leader is to ensure that every student succeeds and to do this, they must collaborate with parents and other stakeholders efficiently (Ibrahim & Al-Mashhadany, 2012). Administrators ought to establish hospitable conditions for parents and the neighborhood at large at their schools (Keetanjaly et al., 2019). More significantly, regardless of their educational or cultural background, leaders must provide learning environments where parents and community members feel valued and respected (Ibrahim & Al-Mashhadany, 2012).

The literature indicates that leaders are thought to be the cornerstone of educational transformation. Therefore, educational leaders must look for ways to improve the educational success of their institutions by fortifying the institution's relationships with the community in which it operates (Keetanjaly et al., 2019). To carry out educational reforms successfully, education officials must give top emphasis to building a sense of community among educators, parents, students, and the community (Ibrahim & Al-Mashhadany, 2012). In addition, leaders must cultivate strong connections with various societal groups to advance educational reform. Collaborations with

private organizations and companies as well as official authorities like law enforcement and social services should be a part of these connections (AL-Jabari, 2014).

IV. Discussion

Research Question 1: To strategically lead the institution, what duties does the education leader need to perform?

The results of this study indicate that a leader's strategic leadership entails more than only seeing the ideal future. It includes understanding that the future is complex and unpredictable. Therefore, rather than just planning for the known, strategic leaders need to be involved in developing plans to prepare for the unexpected. The five main responsibilities of a strategic leader are to: establish a culture of support within the institution that connects educators, learners, and stakeholders to propose and carry out educational innovations; together with the staff, create a mission statement that outlines the daily goals of operations and includes performance reviews; form an expert community for learning to create policies that will last and produce good results; to fulfill the institution's vision; and establish instructional objectives.

This suggests that strategic leadership shapes the composition and course of educational institutions. In addition to managing the present, strategic leaders also need to concentrate on formulating a framework and providing direction for the institution's future. In addition, strategic leadership entails planning forward with efficiency, reflecting thoughtfully, weighing well-considered options, assigning resources, and creating plans by bringing together all of the resources at hand.

The study's inferences also showed that to effectively support educational reforms, strategic leaders should put the following guidelines into practice: create a culture in the classroom that values change and achievement; routinely evaluate policies and procedures to ensure their efficacy; manage resources to meet learning objectives; assign staff in a way that maximizes learning outcomes; develop and adhere to effective policies for staff training and performance management; and maintain an environment that complies with safety standards and curriculum requirements. This suggests that a key factor in the reform of education is strategic leadership.

Research Question 2: How can the community be included by the education leader to impact improvements in education?

According to the study's inferences, education leaders are essential in bringing about change in the field of education by fostering closer links between their institutions and the communities they serve. To have an impact on the surroundings and the pupils they are responsible for, they must exercise leadership both internally within their organizations and outside of them. Organizing community resources has the power to improve education and increase achievement for all parties engaged in the educational process. Consequently, parents and community members need to be properly involved by education authorities. Leaders should set up learning environments where everyone feels appreciated and respected to welcome parents and the community.

Education leaders are also essential to the transformation of education, and it is up to them to look for ways to improve learning inside their organizations. Putting a priority on a sense of belonging among students, instructors, parents, and community members is essential for the successful implementation of educational changes. To further strengthen educational reforms, educational leaders should develop solid alliances with social services, law enforcement, public institutions, and business organizations.

V. Conclusion

It takes strong educational leadership to support educational improvements. Education systems wouldn't be able to operate without it, which would cause chaos and maybe result in their collapse. This suggests that educational leaders directly influence educational innovations. The study's findings demonstrated that, because good leadership is essential to promoting educational efficacy, it is crucial to decide on the direction and design of educational institutions. Therefore, leaders must possess future-focused planning, thoughtfulness, and the ability to assess options carefully, allocate resources, and develop plans that involve the coordination of all available resources.

Rather than focusing solely on administration, educational leaders today play a transformative leadership role. Leaders must create an environment that supports putting good ideas into action and overcoming setbacks for education to thrive. Educational leaders have three primary duties: they have to provide an environment that is conducive to innovation, ensure that instruction of the highest caliber is delivered, and create school cultures that are supportive of educational reformation policies that improve student learning.

Educational leaders, as change agents, need to enhance how knowledge is imparted. This study's findings revealed that, with the primary purpose of boosting student performance, leadership has a direct impact on the teaching and learning process. Establishing environments that support learning and empowering staff members are two ways that leaders might do this. As a result, to ensure the best teaching techniques, leaders must design realistic learning goals, monitor students' performance, allocate teaching and learning materials, and provide

mentorship to teachers through staff development initiatives. Education leaders can also foster change by creating a supportive institutional culture through goal-setting, delineating roles within the institution, creating a shared vision, mobilizing the community, and forming a professional learning community to enhance curricula.

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