



EDUCATION LEADERSHIP PERSPECTIVES: POSITIVE WAYS

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ABSTRACT

Is it true that traditional education, information instructional infrastructure are main issues of quality leadership education in the society? Research has shown that these entities are important to stabilize the political, social and economic embroidery of our institutions or organizations? What contribute to the success of leaders in the society? It is found that a sound broad education or mind, experience and knowledge are the key ingredients of positive ways in educational leadership. The accessibility of leadership education by learners may tend improve the functionality of leaders in our institutions or organizations. In educating our leaders, the scope of education delivery and performance must be enforced to justify the expectations of the inhabitants. This research portrays the methods or ways leaders can lead their "flocks" positively and successfully.

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INTRODUCTION

Education often serves as a leadership cover against improprieties of leading the way to chaotic situations. Many people in the society believed that leadership skills are innate, but this is not always the case. Leadership skills can be learned through rigorous training. As leadership skills can be learnt, they can also be unlearned if they are not put to practice or not updated as one proceed through the stages of life. Education is an important aspect of providing leadership education to people, especially adults, in the society. Adult education is a stage where what was learnt in childhood is improved upon and where new skills are acquired or learned. If one is to lead successfully in the community, one must have to learn new skills and also update his or her old skills every now and then (Vella, A. S. 2005). Education must be considered as a way of living our lives in the society. In order to live our lives and to lead ourselves and others, we need to be educated to do so. Everyone must be aware of the leadership bible as previously expressed. Everyone in the society is a leader some way or the other. Although this is a controversial issue but it can be substantiated.

To lead successful, a leader must collect information from his or her followers and also from other leaders and listen to their advice. He or she will have to use his or her initiatives and judgments to make a decision or lead the way. When looking at this immensely and thoroughly, the leader is not the only one leading, he or she is leading with his people. The leader's followers can also be considered as leaders because they do contribute their own quotas to the principles and strategies in some ways. With this, we can imply that the leaders are followers and that the followers are also leaders one way or the other. Leadership is somehow an elongated educational means of achieving prosperity and power, but it is a well to do way of attaining success. The leadership processes and strategies are usually based on the strengths that build the foundations of a group or community involves in management and governance. The governance and management of an organization or community can be straightened by thoroughly examining and improving the education of its leaders and members. The leaders in the community can attain ultimate powers by listening to the people and adhering to the law of the community. Leaders would be able to exercise power and control, if and only if the leadership principles and strategies are explored and enforced in positive ways. Adult education will play a vital role in providing leadership education to people in the modern society (Knowles, 1980).

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Adults are more experienced in leading the way to success because they are more matured and most of adults are opened to new ideologies. Adults are also willing to update their old skills in a safe, secured and sound environment. Educating the adults to assume leadership roles in the society is a means by which the society can cure its socio-economic maladies. Leadership education should be introduced to adult learners at all levels of the departments in our institutions. Many Adult learners and educators should be delegated to assume leadership in their specializations. As education is a conglomeration of various subjects, so is leadership. Leadership can be said to comprise the execution of strategies and decisions by group of incumbents in an organization or community (Merriam & Cafferella, 1999). Educational leadership is a process where a driver steers the passengers in a safe way to their desired destination or destinations. It is a way of leading the flocks to success with little or no glitches.

EDUCATION AS LEADERSHIP EMBROIDERY

Ethical leadership emerges where leaders consume and make respective decisions based on ethical values of the people in the community or organization. Virtue leadership is when leaders lead through moral virtues of the decisions and concessions of the people. Prudence leadership may be termed as leadership where the leaders make a firm decision without the rappings of the members or people not considering the decisions made by the members (Hesslbein & Cohen, 1999). This is where the decisions of the people or members are overruled or vetoed. Actually, the tension between moral dwellings and the demands of leadership achievements made many in the society to despair the relationship between prudence, ethic and virtue leadership. The ethic, virtue and prudence leaderships often focus upon the obligation of a leader to achieve moral self-mastery, adhere to the context of a situation via deliberation and careful judgment to explore concrete outcomes that are positive and durable (Hesslbein & Cohen, 1999). Leadership entails ethics because leaders have responsibilities. The persons in position of leadership make a difference. They must bring about changes in behavior that would not occur without their presence and actions. Leading is not always linked to official authority – leadership opportunities, in fact, exist throughout political and organizational life.

Individuals, organizations, communities and institutions rely on leaders to accomplish tasks. Colleagues, fellow citizens, and subordinates depend on a leader; and they are vulnerable to the consequences of the leader's actions. These people rely on the competence of the leader and his or her promises. Citizens often depend on leaders to protect their security, welfare, and basic interest. Colleagues and other officials depend on leaders to enable them to perform their work. Leaders who hold office are responsible for respecting the reliance, vulnerability, and the dependence (Vella, 2005). Prudence leadership encompasses foresight, openness to experience and reason, timing, linking means and ends, exploring durability and right outcomes, and building community. Prudence does not, however, encompass all public ethics – it does expand the range of moral embroideries available to leaders. Leadership may be aligned by the responsibility to others and by the lack of problems posed by hostile and threaten situations, but it does differ from everyday morality in a way. The awareness of prudence as a shaping and active virtue connected to foresight and dynamic

judgments justifies that prudence does not reduce to caution or conservatism. Prudence should be understood as shaping answers within constraints which queries the importance of the circumstances and necessities as the overpowering moral force. Leadership prudence may deeply inform ethical leadership. Starting with the obligation for self-mastery, leadership prudence often generates checklist of concerns that responsible leaders have moral obligation to be responsible for in their judgments or decisions. Leadership prudence is not simply a disposition of character to act, or a narrative of exemplars, but a virtue linked to moral responsibilities of overall leadership to discern the prudential aspects of a situation. Leadership prudence intellectual content arises from full dimensions of excellence of achievements. The nature of achievements generates a family of justifications for actions which carry moral weight and to which leaders have obligation to attend. The justifications provide guidance for a leader and standards of judgments for others to assist or criticize actions of the leaders. These justifications may be enumerated as follows:

- Disciplined reason and openness to experience and knowledge.
- Foresight and attention to the long term.
- Deployment of power and resources.
- Timing, momentum, and direction.
- The proper alignment of means and ends.
- The durability and legitimacy of outcomes.
- Building and sustaining community.

With the implementation of these justifications, if leaders account for all or each of the justifications, then they have lived up to part of their ethical responsibilities as leaders; if they fail, they are then guilty of moral negligence and irresponsibility (Bates, 2002). It should be noted that leadership prudence does not cover all morality and neither does it guarantee success. It is possible that negligence leaders can succeed accidentally, by luck or by the incompetence of others and prudence leaders can fail. Leadership prudence flows from responsibilities of leadership and power, and provides a necessary but not sufficient ground for ethical leadership.

The knee era of providing leadership education in all directions of our life is now. Leaders should embrace all activities affecting the well beings of the society. This is an era where there is a call for positive or “substance” leadership in our society. The political, social and economic maladies occurring in our midst are due to lack of leadership training or education in all specialties at our institutions (Howes, 2000). It is time now to be aware of these setbacks. Institutions should provide people, especially adult learners the opportunity to reach for the stars. Opportunities to be provided should be in terms of economic, political and social supports. To produce the best leaders for today and tomorrow, we must ensure that faculty or educators are competitive. We have to vie for enormous or sufficient faculty endowment funds, since these kinds of fund are the jewels of any educational institutions, as they enable the best educator or faculty to have the resources to complete ground breaking research and teach with enthusiasm and cutting edge leadership tools. The leadership era is absolutely the time to create an environment of excellence by letting organizations and educational institutions have environment and facilities projects of all sizes (Langdon, Whiteside & Mckenna, 2002).

Smaller environment projects that can be funded with Colonnade level donations, such as laboratory and conference equipment and other capital projects are very important and should be established or encouraged. This is the time to support innovations to change the world around us – this is the era of leadership challenge. Educators, especially of the adults in our society should now take charge of leading the flocks to the promise land of success and prosperity. For this to happen, leadership educational programs should be established with various levels of our schools and organizations. Educators are trained professionals and managers; they should have substantial control over their personal, professional lives and the life of the institution as a whole (Kejawa, 2013). Although, educators must be allowed greater leadership responsibility, they should not carry these burdens alone. To increase the ability to serve as leaders, leaders need partners, encouragements and education, so that their skills and knowledge can be enhanced. Leaders as learners and their family are educators' most important partners. Other partners include universities, libraries, museums, other community organizations with educational missions, and businesses.

Organizations and educators should find common ground – working with the community to provide high quality leadership development or education. Educators and organizations should form long-term, genuinely collaborative relationships (Knowles, 1980). Such cooperation could fulfill the obligation of each of the educational, cultural, or private organizations to the public. Rich resources should be made available to support all educators and learners. Every community should enhance or create long-term partnerships for educators, leadership development or training (Bates, 2005). Moreover, the federal government should establish a national institute for educators' leadership development. The political system in our society should imperatively be indulged in leadership education. If a political system is embraced by leadership education at all levels, then we would be able to have leaders with a broad education, which would in turns embellish performance in all their endeavors (Kejawa, 2011). Politics and leadership education have a momentum in accomplishing the social and economic objectives of our lives. Leadership education may serve as the backbone of the political system. With leadership education, the community will be able to function in all avenues of its economic and social needs by yielding well rounded leaders; the leaders that would be able to apply knowledge of various entities and experiences (Ross-Gordon, 2002). In leadership education, politics must play a big part. Conversely, in politics, leadership education must play a bigger part. The behaviors of organizations with that of political establishments and educational institutions are intermittent. If we are to create a solid foundation for the betterment of the society, then organizations behaviors with that of political establishments and education establishments should be prone to obstacles. The behaviors of all organizations should be one that can be of benefits to all in the society. As often say to people, "Life is like that of a fish in the ocean and a bird in the air, life takes you everywhere or anywhere." If all organizations are to create a rapport between each other, then everyone in the society will find it not antagonizing to belong to any of the establishments in the society. If we do not create a rapport between each other, then some of the inhabitants in the society would exempt themselves from belonging to any establishments or organizations. We would create a chaotic society which would

create a bad atmospheres or situations for the present and future generations.

Methods of providing leadership education

These discussions are surrounded with facts and the methods of providing leadership education to adults in our communities. The real purpose of adult education is for someone to feel absolutely good about oneself (Knowles, 1980). Education is the right resource for someone to get a good training in making decisions about his life. The methods of educating the learners in our communities about leadership can be enumerated as follows:

Community Development

Community development can serve as a format for learning. Community development is closely related to action project as a format for learning. As stressed by Malcolm Knowles in his book, an increasing number of adult educators are coming to see total communities as their classrooms – as laboratories for learning and to see their educational objectives as being not only to help individual learn to deal more effectively with their life problems, but to help communities as organism learn to deal more effectively with their problems, and to see the process of community problem solving as a vehicle for accomplishing both educational objectives. In the words of one of the pioneers in shaping of community development as a format for learning, Dr. Howard Y. Mclusky of the University of Michigan, stated as the follows: . . . The adult educator is primarily interested in community development as means of educating the community and the people who live there. . .

Clubs and Organized Groups

Another way of providing such education is the formation of clubs and organized groups. The striking thing about clubs is that almost all of them have the education of their members as a central objective, according to Malcolm Knowles. As part of a comprehensive program of adult education, the clubs format for learning has several unique advantages. Because it is less formal in structure and has larger social or fellowship component than most other formats, it is the method of reaching adults who might otherwise shy away from educational experiences. The acquisition of knowledge can be achieved by reading-discussion program; for example great books, lecture-discussions, motion pictures, exhibits and tours. The refinement of certain skills, such as communication skills, group participation skills, leisure-activity skills, leadership abilities and human-relations skills in general can be furthered by providing opportunities for members to practice these skills and receive supportive feedback on their performance.

Orientations, Conferences and Conventions

With the provision of orientations, conventions and leadership conferences, adults in our communities are able to learn more effectively; they are also able to assume more responsible positions within the community establishments. Conference or convention is one of the backbones of informal education in our country today according to Knowles. It will be necessary to understand the various educational purposes a conference can serve; among the possible functions a conference can perform are summarized as follows:

- Presentation of Information.
- Inspiration.
- Exchange of Experiences.
- Problem Solving and;
- Commitment to Action.

Exhibits, Fairs, and Festivals

One way of promoting leadership education among learners is featuring festivals, exhibits and fairs in our communities. The essential feature of this format for learning is the display of ideas, products, or processes. It is an effective format for reaching people who don't read publications, listen to broadcasts, or attend meetings, for the purpose of giving information. The exhibit is basically a stationary sequential display, while the fair is a non-sequential mixture of exhibits and activities, and the festival a moving display.

Conclusion

All organizations including political and educational organizations should be prepared to assume an equal role in the management of the society at large. As an old saying, "What comes around goes around" and "What goes around comes around." Everyone may find themselves in any atmosphere or situation. If we are to function as a whole, then everyone in the society would be able to live their lives as they please without antagonizing each other. The behaviors of all organizations should be partisan and democratic. Not only would it be of benefits to us all at the moment but also in the future. The majority of leaders provide everlasting umbrella or cover to the followers or the society in its entirety. The furlough of a leader could be regarded as a way to mend the gap of their leadership and the works of others – others may either be followers or leaders. It is actually during the leave of absence of a leader that new ideas do surface and rare decisions are made quickly and implemented to avoid being opposed by the absent leader, if he or she is to return to office, and by future new leaders (Weinstein, 2001). Leadership education is to learn to accumulate all the necessary ingredients of governing from the people, and to implement new ideas regardless of the obstacles that may be encountered during the process of leading the flocks (Weinstein, 2001). Leadership furlough is nevertheless the time to reflect and to document all the fruitful and unfruitful decisions made during the leadership process.

It allows the present and future generation of leaders to learn from the mistakes made by former leaders and to improve and embellish their fruitful decisions and accomplishments. New leaders arise from old generation of leaders and its followers within the furlough of leadership. A great number of people in the society should be prepared to assume leadership roles before furlough of a leader. Everyone is capable of leading, thus providing opportunities to lead in the society of ours should be economical, social, political, and democratic. Conservatism does not play an enormous part in leading the people in our society

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