

“Educational Leadership in Philosophical Perspective in Management: Concept and Theories”

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ABSTRACT

This piece discusses the Concept and Theory of Educational Leadership through a Management Philosophical Lens. The aim is to serve as a resource for leaders regarding philosophical views in leadership management within education, assisting them in directing an organization to support and aid their followers or subordinates in an educational setting. A philosophical foundation implies that performing tasks or enforcing control is grounded in a mindset that acknowledges both the advantageous and disadvantageous aspects. Educational leadership, viewed through a philosophical lens, can be described as ontology, a segment of metaphysics that addresses all that exists naturally on earth; and axiology, a realism theory emphasizing value, specifically that humans possess power and have objects. Fundamental character regarding knowledge; and epistemology encompasses all that is grounded in human understanding. The techniques used in this study involve gathering digital library research materials from digital books and journals across various websites prior to their presentation for publication. The outcome of this study, educational leadership from a philosophical viewpoint in management, concepts and theories grounded in ethics, focuses on the execution of leadership roles and functions within educational institutions, emphasizing conceptual and critical thinking skills. How to manage, coordinate, control, and oversee their role as a leader to operate effectively and efficiently for reaching the organization's goals and to ensure future growth. In guiding their leadership with love, aesthetics, art, beauty, and goodness within the institutional organization. As a leader in performing their job through a management-based approach, critical thinking, ethics, and compliance, it is crucial to value and honor individuals as integral parts of a social organization. Ethics is equivalent to morals. A strong leader should exemplify positive progress for their subordinates and followers within an organization.

Key words: Leadership; philosophical perspective; management leadership; concepts and Theories, leadership styles

INTRODUCTION

Education is indicated by the terms impact and emotion in a learning process. Education encompasses a range of knowledge, and all policies and regulations pertain to this (Arnold, Foulis, 2002:437), including the theory and practice of instruction. Details regarding or education in a specific topic () (Smith, 2004); (Collin, 2004:106). Education is an action that involves instructing someone in a school or college setting, or providing them with necessary information. School education includes various activities and objectives designed to promote students' intellectual, social, and emotional development. Educational institutions offer organized education via a curriculum that features essential subjects like math, science, language arts, and social studies. The curriculum plays a crucial role in the advancement of education in various societies globally. Educators and teachers depend on theoretical frameworks in research concerning the school curriculum (Syomwene, 2020). Education fosters critical thinking, information analysis, and problem-solving skills in students, equipping them to face real-world challenges based on the curriculum. Different philosophical viewpoints in education have been presented as

educational theories. In a publication of school and society focused on educational theories, various theories grounded in philosophical views were examined (Beauchamp, 1975).

Plato's philosophical theories in educational leadership emphasize the intellectual framework that shapes leaders' approaches to education, learning, and managing institutions. The fundamental understanding of reality is influenced by thoughts and concepts. In educational leadership, there is a focus on character and moral growth; Leaders serve as exemplars of integrity; the curriculum prioritizes enduring values and truths. Plato asserted that through experiences and concepts, knowledge could be acquired by comprehending the significance of words and their context (Kleinman, 2013).

In educational leadership, there exists a leadership framework within educational institutions aimed at organizing, sustaining, structuring, and coordinating management in these organizations. As a teacher within an educational organization, leadership guides and enhances faculty in executing the administration of teaching responsibilities in schools through their individual skills and knowledge in an educational setting. Guiding teachers in effective instruction is the most impactful method for aiding students in reaching elevated academic standards. Through an unusual superstition, education primarily associated with preparing for notable idleness, teaching, literary professions, and leadership has been seen as non-vocational and somewhat specifically cultural (Dewey, 1859-1952) (Bergman, 2005); (Manis, 2001). Schools act as social settings where students engage with peers, form friendships, and grasp societal cultural structural norms.

The area of educational leadership and management is diverse, containing numerous conflicting viewpoints and an unavoidable disagreement regarding the precise characteristics of the field (Bush, 2007). Philosophically, education investigates the fundamental principles, values, and aims of both teaching and learning. In a philosophical context, John Dewey was a pragmatist, progressive thinker, educator, philosopher, and advocate for social reform. He believed firmly that individuals hold a duty to improve the world by means of education and social reform (Gutek, 2014). As per Schiro (2012), Dewey viewed education as “an essential component in social and moral growth” (p. 174). Dewey's views and philosophy regarding education and learning have influenced numerous educators throughout history have influenced various learning theories, including progressive education, constructivism, learner-centered theory, and experiential knowledge, all of which contrast with Dewey's depiction of a conventional classroom environment (Dewey, 1938; (Schiro, 2012). Critical thinking prompts leaders to participate in thorough analysis, challenge assumptions, and contemplate their beliefs and actions. To inspire them to generate the ideas and concepts that successful leaders cultivate situations where ongoing learning processes and knowledge exchange are emphasized.

What is the most significant event in the classroom, given that teachers influence student development and success the most? Recent developments like access to a wide range of educational options for historically underserved groups are now gradually (and at times quite overtly) transforming curricula, especially in universities (Hodgkinson, 2016). Christopher Hodgkinson stated and included further concepts that educational leadership is fundamentally the ability to guide and manage. He claimed that 'acquiring power' is a natural occurrence. Hodgkinson highlighted that his party recognizes that education involves indoctrination into the status quo, including moral indoctrination, it suggests that educational systems often reinforce existing social structures, values, and norms rather than encouraging critical thinking or challenging societal issues in the community (Christopher, *ibid.*, 2016).

The philosophical basis suggests that carrying out activities or domination is rooted in a perspective that recognizes both the beneficial and detrimental elements (Bredo, 2002). Dini (Dini, 2020) suggests that educational leadership can be examined from a philosophical perspective via ontology, axiology, and epistemology. Philosophical educational leadership involves examining the fundamental beliefs and principles that influence leadership methods in educational settings. Understanding the fundamental goals of education, such as acquiring knowledge, personal development, and social responsibility. In ethics and values, the leadership principles underscore the importance of ethical leadership, integrity, and fairness in the decision-making process.

What constitutes a Theory?

The term theory comes from a Greek word, specifically “theoria,” which translates to “alertness of thought.” Merriam Webster (2025) Online Dictionary describes a theory as a concept or collection of concepts meant to elucidate facts or occurrences. A generally accepted scientific principle or set of principles proposed to account for phenomena. According to Smith, Soanes, and Stevenson (2003), a theory is an assumption or a set of concepts meant to clarify something, particularly one founded on overarching principles separate from the subject being clarified. A concept explaining or validating something. A theory is a robustly supported explanation or framework that explains a group of phenomena or observations. It relies on a collection of evidence gathered through experiments, observations, and logical reasoning.

Kerlinger (1973) describes a theory as a collection of interconnected constructs (concepts), definitions, and propositions that provide a coherent perspective on phenomena by detailing relationships among variables, aiming to explain and predict phenomena. (Beauchamp, 1982:58) describes a theory as “a collection of interrelated statements organized to provide functional significance to a sequence of events.” The collection of interconnected statements can appear as descriptive or functional definitions, operational constructs, assumptions, postulates, hypotheses, generalizations, laws, or theorems. Margarita Mouza (Mouza, 2018) states that “theory is understood in various ways by different individuals and lacks a singular interpretation.” It is widely accepted that theories seek to explain phenomena because theories play a crucial role in understanding and explaining phenomena across various fields of study. Phenomena refer to observable events or occurrences that can be studied and analyzed across various fields of study.

Ornstein and Hunkins (1998: 173) assert that “a theory serves as a tool for interpreting, evaluating, consolidating established laws, adjusting them to accommodate unexpected data from their creation, and directing the pursuit of uncovering new and more robust generalizations.” In this piece, a theory is described as a collection of statements that clarifies or outlines phenomena. A characteristic of an “effective” theory is that it has several key traits that improve its usefulness and credibility (Syomwene, 2020). The idea of management can be examined from different philosophical viewpoints, each providing distinct understandings of its essence, aim, and implementation. In the subsequent descriptions below regarding leadership theories and styles within management concepts from a philosophical viewpoint.

Leadership Theory and Leadership Styles

- a. *The Great Man Theory* seeks to investigate the common characteristics of leadership, a pursuit that has persisted for centuries, as many cultures require heroes to rationalize their achievements and account for their failures. In 1847, (Khan and Nawaz, 2016) Thomas Carlyle asserted for the benefit of heroes that “the universal history, the account of human accomplishments in this world, forms the foundation of the history of the great individuals who have worked here.” Carlyle expressed in his “great man theory” that leaders are innate and that only individuals with heroic potential can attain leadership. He contended that exceptional individuals are naturally born, not made. Sidney Hook, an American philosopher, broadened Carlyle's view by emphasizing the influence of individuals on significant matters versus those who generate an occurrence (Dobbins & Platz, 1986). The Great Man Theory is a historical view on leadership that posits leaders are born rather than created, and that exceptional leaders have innate qualities that differentiate them from the rest. Claiming that some people have inherent traits like charisma, intelligence, and decisiveness that enable them to be effective leaders refers to innate qualities; a leader naturally has the ability to lead. Although the Great Man Theory holds historical relevance, contemporary leadership research acknowledges the impact of situational elements, team interactions, and acquired abilities, transcending the idea that leadership is only a product of inherent traits.
- b. Early proponents of Trait Theory contended that natural leaders possessed specific physical attributes and personality traits that set them apart from those who were not leaders. Trait theory overlooks the assumptions regarding whether leadership traits are inherited or learned. Jenkins recognized two characteristics: emergent traits (strongly influenced by genetics) like height, intelligence, attractiveness, and self-confidence, along with effectiveness traits (derived from experience or learning), including charisma, as essential elements of leadership (Ekvall & Arvonen, 1991). Trait theory is a psychological

perspective on leadership that emphasizes recognizing the distinct qualities and traits that set successful leaders apart from those who are not leaders. Highlights particular qualities linked to effective leaders, including intelligence, self-assurance, resolve, integrity, and sociability. In this leadership model, a leader typically possesses critical thinking skills, is a conceptualist, is visionary, and shows obedience and respectfulness. Trait theory has greatly shaped leadership research by emphasizing the significance of personal traits. Nonetheless, modern leadership studies frequently combine trait theory with various methods, recognizing the dynamic interaction among traits, behaviors, and situational contexts.

- c. **Contingency Theory (Situation):** Contingency theory posits that there is no single leadership style that is effective in isolation, as the leadership style adopted varies based on factors like the characteristics, circumstances of the followers, or several other variables. This theory suggests that there isn't a single correct method of leadership, as the factors within and outside the environment necessitate that leaders adjust to specific circumstances. In many instances, it is not only leaders who alter the dynamics and environment, but employees within the organization do too in leading/organizing and that leadership styles that apply in some circumstances may be ineffective in other situations (Greenleaf, 1977).
- d. **Style and Behavior Theory:** Style theory recognizes the importance of certain necessary leadership skills that serve as support for a leader undertaking an action while drawing parallels with previous capacities of leaders, prior to that particular action while suggesting that each individual has a different leadership style that makes him or her feel most satisfied. Just as a style does not suit everyone, so one style cannot be effective in all situations. Yukl (1989) (Yukl, 1989) introduced his concepts in three different leadership styles. Employees who work with democratic leaders show high levels of *satisfaction*, *creativity*, and *motivation*; work with great enthusiasm and energy regardless of the presence or absence of a leader; maintain a better relationship with the leader, in terms of productivity, whereas autocratic leaders primarily focus on greater quantity of output. Laissez faire leadership is only considered relevant when leading a team of highly skilled and motivated people with an excellent track record, in the past.
- e. **Process Leadership Theories:** Additional leadership theories with a process focus include servant leadership, the learning organization, principal-centered leadership, and charismatic leadership, and other theories emerge each year. Greenleaf introduced servant leadership in the early 1970s. A revival of discussion about servant leadership was noted in the early 1990s. Process leadership theory emphasizes leadership as a dynamic, interactive process rather than a set of fixed traits or behaviors. This perspective focuses on how leaders and followers engage with one another to achieve goals. Describe leadership as a quite different from describing it as a process (Northouse, 2007). Leadership is viewed as a reciprocal process where influence occurs between leaders and followers, highlighting the importance of relationships. Leadership is a social and goal-oriented influence process, unfolding in a temporal and spatial milieu (Dietz & Antonakis, 2017).

Bawalya (Bawalya, 2023) identifies various leadership styles in managing an organization to reach future goals. This type of leadership is defined as: Transformational Leadership Style (Transformational leadership style). Transformational leadership is a style where the leader motivates and inspires followers to reach exceptional performance by establishing a vision, setting lofty expectations, and urging followers to transcend their personal interests for the good of the organization or society (Collins, 2014) in Arthur Bawalya (ibid., 2023). Transformational leaders emphasize changing individuals and organizations by fostering creativity and promoting personal development. Transformational leadership is a component of the “New Leadership” framework (Bryman, 1992), focusing on the charismatic and emotional aspects of leadership (Northouse, 2007). Northouse noted that the term was initially introduced by Downton (1973), with its rise as a significant leadership approach beginning with the seminal work of political sociologist James MacGregor Burns titled Leadership (1978: 18). In his research, Burns sought to connect the functions of leadership and followership. He described leaders as individuals who engage the motivations of followers to more effectively achieve the objectives of both leaders and followers.

Bass and Riggo (Riggo, 2006) (in *ibid.*, 2023) highlighted the primary traits and features of transformational leadership: Visionary leadership; transformational leaders possess a distinct vision of their objectives. Effective communicators: Transformational leaders excel in communication, clearly expressing their vision to their followers. Inspirational and Motivational: Transformational leaders energize and encourage others by presenting exhilarating future pathways. They likewise foster an encouraging and uplifting atmosphere. Leading change: Transformational leaders are catalysts or agents of transformation. Empathy: Transformational leaders connect with and grasp the needs and issues of their followers. Mental engagement: Fosters creativity and original thought, questions existing norms and encourages fresh concepts.

The idea of leadership is a crucial element in examining processes and dynamics within organizations (Andriliani et al., 2021). Wahjosumidjo holds that leadership theory resides within a leader as traits, including personality, skills, and competencies (Arifani & Susanti, 2020). Leadership theory emphasizes how effectively leaders guide an organization towards success. Furthermore, a variety of leadership theories have emerged, including Great Man theory, Trait theory, Contingency theory, style and behavior theory, Behavioral theory, Servant theory, Transactional theory, and Transformational theory (Dambe & Moorad, 2008; Francois, 2015; Purba et al., 2021; Thaib, 2018). Leadership, as stated by Stogdill (1974: 7), contended that a review of leadership reveals nearly as many definitions of leadership as there are individuals who have tried to define it. It resembles the terms democracy, love, and peace (Northouse, 2007: 2).

Transactional leadership approach

Transactional leadership is a style emphasizing the exchange dynamics between leaders and their followers (Northouse, 2018). In this approach to leadership, the leader ensures stability and reaches objectives by implementing a system of incentives and consequences. For every strong performance, leaders offer rewards (like bonuses, salary raises, promotions, and acknowledgment) while underperformers face penalties (including demotion, warning letters, reprimands, pay reductions, and firing). Dietz and Antonakis (Dietz & Antonakis, 2017) contend that examining the impact of consistent leader characteristics on managerial performance through the intermediary process of transformational leader behavior (e.g., Cavazotte, Moreno & Hickmann, 2012) likely fulfills this assumption.

Autocratic leadership approach

Autocratic leadership, referred to as authoritarian leadership, is a system where the leader possesses total authority and decides without considering feedback from followers (Pearce and Sims, 2002). Leaders have total authority over the decision-making process and often demand rigid adherence from their subordinates. Pearce and Sims (2002); and Sosik and Dinger (2007) outline the traits and features of autocratic leaders as follows: Centralized decision-making: Autocratic leaders solely make decisions, without any input or feedback from their subordinates.

Direct Supervision: This type of leader closely oversees and regulates the work of their subordinates, frequently providing specific guidance and closely examining their tasks. Restricted personal freedom: Autocratic leaders demand rigid compliance with rules and processes, allowing minimal or no space for personal initiative or independent choices. Authoritarian Leadership: The leader maintains total authority over the group and anticipates that team members will adhere to directives without hesitation. In his work *Democracy and Education*, John Dewey (Manis, 2001) indicated that in what is called politics, a democratic social structure allows for guided participation in governance; however, in the economic sphere, control persists as external and is overseen autocratically by leadership. Dewey asserts that the division between inner mental activity and outer physical action reflects the traditional contrast between liberalism and utilitarianism. An education that aims to harmonize the attitudes of individuals in society would significantly contribute to the overall cohesion of that society (Manis, 2001: 269).

Laissez-faire leadership style

Laissez-faire leadership, also known as delegative leadership, is a style where the leader adopts a hands-off method, has little engagement, and allows followers to make choices. Northouse (2018) noted that *laissez-faire*

leaders offer minimal direction or oversight to their subordinates, thus granting them considerable independence and liberty to make choices and perform tasks. Instances of laissez-faire leaders: Herbert Hoover: Throughout his presidency, Hoover embraced a laissez-faire strategy regarding the economy, supporting minimal government involvement and permitting markets to self-regulate during the Great Depression. Mahatma Gandhi: Gandhi, a renowned figure in India, championed nonviolent opposition to British imperial control. Gandhi regarded self-rule as the most effective form of governance (Vecchio et.al., 2010).

A man cannot assume the role of a leader without a manager; he lacks sufficient experience. However, there are exceptions. In traditional leadership among ethnic groups, there is no leadership experience related to creative activities with followers, as this is passed down hereditarily from one generation to the next within the group (Silva, 2024). Their leadership structure cannot be inherited by their sons; instead, it is transmitted to their brothers, sisters or nephews.

Yukl and Gardner (Yukl & Gardner, 2017) in their book *Leadership in Organizations* suggest regarding leadership effectiveness that, "it is evident that an individual can be a leader without holding a managerial position (such as an informal leader), and a person can possess the title of 'manager' without having subordinates to lead. While no one would contend that managing and leading are the same, the extent of their overlap is a matter of significant contention. A valuable perspective might see leadership as just one of many managerial roles (Mintzberg, 1973). Leader effectiveness is occasionally assessed by the leader's impact on the quality of the group process, as viewed by followers or external observers. Yukl and Gardner (2017:50,55).

Leadership similarly elucidates specific forms of task-focused conduct that have been linked to effective leadership as noted by Yukl and Gardner (Yukl, 2012; Yukl et al., 2002). These actions encompass planning, clarifying, monitoring, and problem-solving. After each type of behavior is outlined, recommendations for applying that behavior are given. These recommendations stem from practical research in leadership, insights from professionals, and pertinent theories and studies in management literature (such as project management, operations management, performance management, and human resource management) to execute leadership roles in management, including educational management.

Planning work activities involves determining what tasks to undertake, the method of execution, the responsible individuals, and the timeline for completion. The goal of planning is to guarantee the effective organization of work groups, coordination of tasks, and optimal utilization of resources. Planning is a widely recognized activity that encompasses deciding on goals, setting priorities, formulating strategies, organizing tasks, delegating responsibilities, arranging schedules, and distributing resources among different tasks based on their significance.

"*Operational planning*" involves organizing regular tasks and deciding how to allocate responsibilities for the upcoming day or week." Action planning involves creating specific action steps and timelines for executing a new policy or carrying out a project. Contingency planning involves creating strategies to prevent or address possible issues or emergencies. Finally, planning also encompasses figuring out how to distribute time among different duties and tasks ("time management") (Yukl and Gardner, 2017:107).

In leadership management, a leader frequently makes poor leadership choices that can result in failures, setbacks, or hinder progress in an organization's development. If the initial mismanagement is due to leadership's low capacity to handle work structure issues. In this context, John C. Maxwell (1995) via the Yates and Yates Library (Yates Library, 2024) stated the importance of work management, suggesting that "Everything rises and falls based on leadership." "Virtually all things succeed or fail based on leadership." The majority of individuals prefer to find exceptions instead of aiming to be remarkable.

A leader embodies the idea of overseeing, directing, guiding, and utilizing a convincing manner as his willingness to effectively support his subordinates or followers. C. Harrison (Harrison, 2018) proposed that "servant leadership is inherently paradoxical since individuals perceive servants and leaders as entirely distinct, making it challenging to envision a person embodying both simultaneously."

This type of leadership stems from strong skills and expertise in enhancing management systems related to control, oversight, administration, and effective critical thinking to promote the organization they govern. A leader needs to possess keen insights in determining the goals and targets of their intended actions. Head to the issue's target to find a resolution and effectively address it. The foundations of this leadership style are grounded in the research of Greenleaf (Greenleaf, 1977).

Greenleaf (1998:19) states that servant leaders prioritize serving others first... This starts with an intrinsic desire to serve, placing others ahead. Conscious decisions drive an individual to seek leadership. This individual is quite unlike the one who initially took on the role of leader, possibly due to the necessity of managing uncommon power or obtaining assets. C. Harrison (Horison, 2018: 38).

Management is described as "the attainment of organizational objectives in an efficient and effective way by planning, organizing, leading, and controlling resources within the organization" (Daft, et al. 2010: 7). As per Robbins (Robbins, 2005), this entails utilizing the power that comes with an established formal position to secure adherence from organizational members. This involves accomplishing tasks via others to reach established objectives (Mullins, 1996).

The emphasis in the definitions shared by these academics suggests that management aims to achieve organizational objectives both efficiently and effectively. In contrast, the concept of leadership outlined in the prior section is more intricate and connects to various factors like influence, motivation, change, and not solely achieving organizational objectives. This definition illustrates how the understanding of leadership has transformed from seeing it as a skill or action to perceiving it as a process of influence. The following sections explore the distinctions and resemblances between leadership and management. Sadhguru (Sadhguru, 2020) asserts that, "In any activity we engage in, to be leaders in that context, the primary requirement is to lead by example." Not through words, trickery or cleverness, but through demonstration. Leading people fundamentally involves guiding them toward a specific direction and goal that you desire.

A leader should excel in critical thinking, meaning they need to model behavior for their team rather than merely instructing and compelling their followers to comply with commands and directives. A leader needs to demonstrate strong performance, ideal attitude, and character while serving their subordinates. The goal is solely to attain the advancement of organizational success for the future. The structure of an Institution relies on the management system of its leaders and their subordinates or followers. The accomplishment is a foundational understanding and efforts of the employees who are part of the collaborative work within an organization.

In management, a leader is able to manage and organize not only the instruments that they have (Smith, Nathan, 2022) the human who involved into the team work and all activities in an organization institutions. The word management is to organize and manage. The participants in an organization must be managed and controlled. We can lead and we are led. They also define the world we live in and the way we live in the world. To understand ourselves today, we need to understand that we organize and are organized, manage and are managed. Mainstream philosophy pays little attention to how organizing and managing today describes and perhaps even defines how we are drawn into relationships with each other, ourselves, and the world in which we live.

Education Management in a Philosophical Perspective

Neesham (Neesham et al, 2022) in the management philosophy handbook indicate that the purpose of this is to obtain consistent cognitive orientation guidance in a complicated world. It represents a philosophical perspective in educational management regarding the pursuit of knowledge, existence related to ontology: truth in logic and semantics, values and beauty pertaining to aesthetics, morals and right versus wrong in ethics, and values in axiology. This is the segment of philosophy that deals with the essence of value and the types of entities that hold value, interpreted broadly, including aesthetic values of beauty and ugliness, ethical values of right and wrong, obligation, virtue, and vice, as well as epistemic values of justification and its absence (Audi, 1999: 949).

"The aim of this effort is to obtain consistent cognitive orientation direction in a complicated world." Philosophy provides guidance on essential inquiries regarding meaning and truth (logic and semantics), existence in the world (ontology), knowledge and investigation (epistemology and methodology), alongside values (axiology) –

encompassing both beauty (aesthetics) and ethical considerations of right versus wrong human actions (ethics). This essence of modern philosophy has been enhanced by multiple applied philosophies including political and social philosophy, philosophy of education, practical philosophy, and numerous others. This Handbook seeks to outline the framework of management philosophy." Neesham and friends (2022).

Leadership management requires a leader to communicate logically, accurately, and rationally. A leader should model exemplary behavior and guide logical thinking. As stated by Muslih (2016:16), this doctrine assumes that truth can be acknowledged by humans through reason, as noted by Plato, Rene Descartes, Spinoza, and others. The philosophical viewpoint suggests that a leader should prioritize the well-being of the front line. According to Saragi and colleagues (Saragi and his friends, 2021: 104), the core process of metaphysics and epistemology for idealists is the connection between the whole and its parts. Logic is equivalent to rationality.

Logic originates from the Greek term, tied to the word logical which pertains to knowledge and is also associated with language. This area of philosophy aims for a sound way of reasoning, establishing principles that must be honored to ensure that all our assertions hold legal validity (Hamersma 2008:21). Rationalism, derived from the word ratio, signifies reason or rationality. Rations serve as the primary source of information. The examination of logic (Kleinman, 2013) and reasoning, deemed "fundamental principles." In human life, reasoning and logic play crucial roles in performing different activities that involve serving one another, both as individuals and within community groups. In prior management leadership, a leader analyzes sharply, envisions optimally, and evaluates critically to implement organizational changes if he guides rationally and logically.

Ontology is a philosophical viewpoint as stated by (Smith, 2022), analyzing substance from a materialist standpoint—the tangible substances (water, fire, atoms) that constitute the physical reality we observe around us. Consequently, this conversation is firmly situated within the physicalism perspective, a viewpoint that identifies the real world with the physical realm. The examination of being, existence, and reality—a field referred to as ontology—is more expansive. The term derived from ontos is the Greek participle originating from the verb "to be," signifying "to become." What defines something as existing? In what way ought we to classify existence? The area of metaphysics focuses on the essence of being (Smith, 2004). Ontology involves examining being and existence, (Kleinman, 2013), which encompasses both mental and physical entities, as well as the exploration of change.

As stated by Robert (Robert, 1999), a leader frequently engages in corruption and mismanagement, misusing his designated position in his responsibilities and duties. In this situation, a leader with authority over their subordinate members frequently leads to poor management. In relation to this issue, Anselm in Robert (1999) emphasizes the positivity of his ontology, claiming that since the Almighty and the Almighty are the same, all beings are good, and every good being is a being.

He remarked on the leader's conduct in guiding his followers, highlighting unfairness towards individuals, and ignorance towards others who are experiencing sadness or hardship; in this instance, he provided two additional conclusions as follows:

Initially, crime involves the seizure of property rights. This means a lack of virtue in entities that should possess it (e.g., sightlessness in typically seeing creatures, unfairness in humans or celestial beings). Secondly, because all authentic powers are granted to assist a creature in achieving its natural purpose and ultimately becoming the best version of itself, all true (metaphysically fundamental) powers are positive and fundamentally target good, making evil merely an unintentional consequence. Their activities involve a deficiency of coordination among nations or between their execution and the relevant context. Consequently, divine omnipotence does not encompass corruption, free will, or the capacity to deceive, as these attributes are imperfections and/or abilities in other contexts that hinder the emergence of a corruptible, impressionable, or potentially deceitful being (Robert, 1999).

Following a *Neo-Platonist* approach and ontology, Augustine contended, as Smith notes, that due to God's inherent goodness, evil could not be part of our reality. According to Augustine, evil does not exist. It is an absence or denial of virtue. Consequently, evil does not oppose the reality or presence of God, but serves as a reflection of God's necessity. In this instance, we observe the implementation of a collection of operational

principles and a priori focuses that yield outcomes which might be interpreted (at first glance) as counterintuitive. Smith (Ibid., 2022:175, 192).

Epistemology and methodology (Harry Hamersma, 2008:19) suggest that epistemology encompasses all that is independent, relying on human understanding. This represents pragmatic metaphysics. Humans gain understanding by obtaining information and experience. People recognize and understand through reasoning and intuition (Saragih, 2021).

Axiology is a realism theory defined as a value (Audi, 1999) and noted by Saragih (ibid., 2021:1) as objective, indicating that humans possess power and foundational objects and embody character within their knowledge. In the domain of axiology, philosophical inquiry centers on values in religious, moral, and aesthetic frameworks. In this domain, questions include what the prior fundamental values are, whether they are absolute or relative, how to recognize and define values, and what the origins of these values are. According to (Muhmiyely, 2017:14), these issues are truly the origin of various activities. Epistemology, ontology, and axiology perspectives on scientific literature within the domain of management science. Axiology, epistemology, and ontology impact management science (Liana & Noermijati, 2024). Axiology The philosophical examination of values, particularly focused on ethics, religion, and aesthetics (Flew, 1979: 32).

Aesthetics encompasses all aspects connected to art, beauty, goodness, and delightful objects. Aesthetics originates from the Greek term *aisth sis*, signifying 'to perceive' or perceive. This branch of philosophy asserts that everything connects to Beauty or Goodness (ibid., Hmersma, 2008). Wolff describes pleasure as a reaction to sensing perfection, (Robert, 1999) which is then recognized as a distinct yet complex perception. Baumgartner subtly yet importantly diverges from Wolff by redefining our reaction to beauty as pleasure in the excellence of sensory experience, focusing on the distinct capacity of the senses rather than merely on conceptual representation.

Ethics refer to constructive actions and conduct within a communal setting. Ethics plays a crucial role in honoring and valuing individuals as part of a community. Ethics is equivalent to morals. Moral philosophy is a field of philosophy that takes a practical humanistic view, focusing on conduct and attitudes among individuals (Hamersma, 2008:32). In organizational management, ethics is crucial for evaluating the future growth of the organization and honoring the services provided to clients or customers in public sectors. These ethical attitudes are presented to the public to foster effective collaboration in shared contributions with the organization's leadership.

Hamersma defines ethics as originating from the Greek term 'ethos', which signifies tradition, customs, and the manner in which one conducts actions towards others within a community. And 'moral' originates from the Latin term *mos* (genitive *moris*), which carries the same significance. Ethics is differentiated from other philosophical elements concerning the resolution of human issues. This matter is advantageous to human life by fostering collaboration in achieving collective efforts within the social context to enhance human endeavors. Respect, adherence, and tolerance towards one another are crucial components of human civilization within public society. These attitudes reflect a moral and ethical stance towards others, functioning as integral members of society. Ethics serves as an advantage for everyone within human society by adhering to the norms established collectively by people in their shared living environment. (Smith, 2004) describes it as a collection of ethical guidelines that collectively govern the behavior and attitudes of individuals toward one another. A human possesses civilization as part of a developed phase or structure of social evolution for a cultured society or area. Ethics acknowledged as "inherent worth" in the natural realm (Audi, 1999: 268). Intrinsic value is a property that is inherent or fundamental. Central to environmental ethics is the effort to clarify the foundation of care for the natural environment.

Epistemology refers to a theory of knowledge, especially concerning method, validity, and scope (Smith, 2004). In epistemology, it emphasizes and centers on inquiries regarding knowledge. Epistemology grounded in academia pertains to knowledge significant to the central tenets of science, as noted by Muhmidayeli (2010:10), which includes: (1) the essence of science; (2) the types of knowledge accessible to humans; (3) the origin stemming from science itself; (4) the boundaries of human understanding. Epistemology in leadership pertains to the examination of knowledge and how it is obtained in leadership theories and practices. It explores how

leaders comprehend, generate, and apply knowledge to impact their organizations and followers. Leaders need to recognize the various knowledge types (explicit, tacit, and procedural) that guide decision-making and strategy formation.

From a philosophical standpoint in epistemology, a leader should possess leadership knowledge and managerial knowledge (Ropo & Parviainen, 2001). Attempts to accomplish all this via informal (education, workshops, etc.) and structured education (lectures/instruction, etc.) avenues. The epistemological aspect of this leadership field encompasses leadership methods, leadership traits, and leadership styles. A leadership skill should be well-versed in an education grounded in epistemology, which examines the characteristics, origins, and constraints of knowledge, shaping how learners comprehend and interpret the world. The presence of knowledge shapes perception and skill development; understanding how knowledge is interpreted and formed within the organization affects decision-making and leadership approaches. Epistemology is the theory concerning knowledge and justification aimed at obtaining a suitable understanding (Audi, 2011: 1).

A leader must creatively generate knowledge to highlight the processes by which knowledge is created in organizations, incorporating collaboration, dialogue, and innovation. John Dewey (1908-1932) contends that a distinct superstition exists where education, primarily focused on preparing for notable idleness, teaching, literary professions, and leadership, is considered non-vocational and, in fact, distinctly cultural (Manis, 2001). Initially envisioned as a unified formal system (Holliday, 2016), epistemic logic has evolved into a comprehensive formal method for analyzing the nature of knowledge, its boundaries and potentials, as well as its static and dynamic characteristics. In the 21st century, a renewed focus on the connection between epistemic logic and epistemology has emerged (Williamson, 2000; Sorensen, 2002; Hendricks, 2005; Van Benthem, 2006; Stalnaker, 2006). Epistemology originated as the examination of knowledge, evolving into the analysis of the epistemic, philosophy, or theory of knowledge, which is now acknowledged as epistemology, particularly concerning its methods, validity, and range (Smith, Soanes, and Stevenson, 2004).

According to Brian C. Barnett (Barnett, __), he indicated that, traditionally, epistemology interpreted based on tradition from Greek—as the *epistēmē*, which means "knowledge" or the study of knowledge. Its title originates from the Greek word for "understanding." This research consists of four key inquiries:

- (i) What does knowledge entail?
- (ii) The Justification inquiries: What renders a belief sensible, logical, or warranted?
- (iii) The Source Inquiry: What are the fundamental origins of knowledge (or justification)?
- (iv) The Scope Inquiry: What, if anything, are we able to know?

The Greek term for "knowledge" or "understanding" that gives rise to the word "epistemology" is *Epistēmē*, which comes from *epistemic*, relating to knowledge. Epistemology: A philosophical domain typically described as the investigation of knowledge (Barnett, __).

As per Luciano (Luciano, 2020), epistemology, derived from the Greek terms 'episteme' (knowledge) and 'logos' (discourse), is the philosophical branch that investigates the nature, structure, and significance of knowledge. In this process, epistemologists differentiate what constitutes knowledge from what does not—like mere opinions, which the ancient Greek philosopher Plato called 'doxa.' This differentiation is crucial in epistemology, as it presupposes the existence of something that can be known initially, suggesting that not everything arises solely from our individual perspectives.

From an ontological perspective, the existence of this leader is crucial for the enduring existence of any organization, including educational institutions (Sveiby, 2011). To achieve organizational objectives, school principals and their representatives need to recognize their role as leaders. All educators and education professionals inherently possess leadership qualities as they are accountable for their designated duties. In any organization, every employee should possess their unique area of expertise, and using this knowledge, they should strive to fulfill their assigned responsibilities with optimal outcomes (Haryadi, 2009). Ontology, in

relation to philosophy and leadership, pertains to the examination of being, existence, and the essence of reality. It investigates essential inquiries regarding the existence of entities and the ways they can be classified and comprehended. Leaders should reflect on what defines reality in their organizations, incorporating the beliefs, values, and assumptions that influence their vision and strategies. In this regard, human perceptions concerning this aspect are tied to the concepts of nature and its reality.

Ontology is definitively defined as comprising several components: (i) an ontology serves as a specification of a conceptualization; (ii) it is a formal, clear specification of a collective conceptualization; (iii) an ontology represents a logical theory that explains the intended meaning of a formal vocabulary, reflecting its ontological commitment to a specific conceptualization of reality. The proposed models of a logical language with such vocabulary are restricted by its ontological commitment. (iv) an ontology indirectly represents this commitment (and the fundamental conceptualization) by resembling these intended models; (v). An ontology is considered synonymous with a "description logic knowledge base" (Keet, 2020). Ontologies (knowledge bases) represent knowledge explicitly, incorporating rules and utilizing automated reasoning (beyond simple queries) to deduce implicit knowledge and identify inconsistencies within the knowledge base, typically functioning under the Open World Assumption.

Research approach Methods

The writer employs a library research method, it referred to analyzing references through various websites. This digital research involves using e-books or journals to identify plagiarism and paraphrasing. Additionally, the writer uses Turnitin to prevent plagiarism in the writing process before presented it to the submission for publication, followed by paraphrasing the grammatical contexts. Mendeley references adhere to the worldwide standards for research writing and employ a translation method that utilizes Google's word translation for difficult words by pasting the text into the website, including manual translations prior to sharing this writing via the link. This piece is purely an online research initiative prior to being submitted through the publication link. This research as a guidance for all the leaders who hold the leadership commitment in running the job at the field of the organizational institutions.

RESULT

The philosophical viewpoint in this study is a shared understanding of leadership management within education. Therefore, to enhance and improve the management framework in the leadership of educational institutions. To offer guidance and direction for educational leaders in applying leadership management concepts to adhere to the correct approach to leadership. This document serves as a conceptual framework for educational leaders who are involved in managing educational organizations. The philosophical idea in organizational management is to effectively perform the task for achieving shared leadership management through the use of philosophical principles. Their dedication and work ethic can contribute to the success and excellence of the organization. A leader in this matter is humble, respectful, obedient, kind, loving, and patient while managing and guiding the work in educational organizations they lead. A leader's authority should possess personal professional skills prior to guiding an organization in achieving its goals. The goal is to attain the advancement of the organizational institution in the future.

DISCUSSION

Aristotle, in comprehending the role of philosophy in education, asserted that knowledge consists of particular truths acquired through experience, alongside truths that emerge from science and art (Kleinman, 2013). When examined through a philosophical perspective, the advancement of educational leadership extends past the mere administration and management of schools or institutions. Tony Bush (Bush, 2007) contends that it pertains to the principles, morals, and core convictions that govern how education ought to be directed and administered. Comparable actions toward self-management in numerous other nations have resulted in a greater focus on the execution of educational leadership and management (Huber, 2004). In this context, the educational leadership management from a philosophical viewpoint emphasizes that a leader possesses a robust understanding and conceptual framework regarding management challenges.

Utilizing critical thinking, they are adept in managing and coordinating technically, enhancing their ability to supervise and assess diverse treatment approaches. They maintain effective relationships, foster obedience, loyalty, and exhibit a strong commitment to their subordinate staff to advance organizational objectives with exceptional quality. The philosophical idea in this context is to create a leader who, through commitment to his policies and wisdom, can effectively manage and nurture an organization with a broad understanding and thorough principles in developing institutional frameworks. In the philosophy of educational management, leadership entails that educational leaders are accountable for managing educational resources in line with the organization's progressive principles for the future.

Joint decision-making, coupled with a dedication to developing the entire educational community, is crucial since education seeks to enhance science and act as an academic center for public communities. Science serves as an essential academic center for communities (Fansori, Rosihan; Wardana, Kautsar Eka; Bighas, Khadijah A., 2024). Acting as an academic center, science not only enhances understanding but also fortifies the structure of public societies, fostering educated citizenship and aiding progress on urgent social challenges. Collaborative decision-making involves individuals or groups cooperating to achieve agreement on options or solutions.

CONCLUSION

In leadership management, philosophical viewpoints form a foundational concept of guiding in the management of educational institutions. Consequently, the managers, as leaders within the organization, must possess conceptual skills in control, management, effective organization, and broad understanding of philosophical ideas and perspectives. Effective conceptual frameworks in educational management will achieve successful advancements in management. This objective is to address the internal and external issues from the perspective of organizational management. Philosophical insight in management requires a leader to employ critical thinking in managing, coordinating, and controlling their policies and wisdom, reflecting their loyalty to their commitments and responsibilities in leadership.

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