

Leadership styles of educational leaders:A Review of Literature

Dr. S. Mariadoss^{1*}, Leema Rose V²

¹ Associate Professor, Research Department of Commerce, St. Xavier's College (Autonomous), Palayamkottai, Tirunelveli.

m.doss87@gmail.com

² PhD Scholar, Research Department of Commerce, St. Xavier's College (Autonomous), Palayamkottai, Tirunelveli.

rose5cicilet@gmail.com

ABSTRACT:

Leadership styles place a vital role in educational institutions. Any Educational institutions comprise of four major leadership styles to be followed such as Facilitative, Transformational, Instructional and Administrative leadership. This article tries to explain the most predominant leadership styles in educational leaders of higher educational institutions. It reviews the literature in the sphere of education focusing on the leadership styles. The leadership styles mentioned here have been reviewed to the secondary sources applicable to the educational leaders.

Keywords: leadership style, facilitative leadership, transformational leadership, instructional leadership, administrative leadership,

INTRODUCTION:

“Education is the most powerful weapon which you use to change the world.” says Nelson Mandela¹. Through this powerful weapon, educators inspire all learners to explore new horizons in learning and motivate them to reach the desired destination in learning. It prepares the young minds to face life and its challenges. In any educational institutions, leadership is the most important thing through which leaders cater the young mind to set goals in life. Therefore, leadership is the ability to create a unified vision among followers to meet desires accomplishments and motivate, encourage and serve as positive and ethical example to others.

The intent of every educational leader is to ensure that the future leaders are ensuing intellectually, and are growing to become excellent members of society. This can be achieved by leaders using different types of leadership depending upon the group they are dealing with.

OBJECTIVES:

- To identify the different leadership styles in education.

- To suggest suitable styles of leadership to empower the education.
- To know the leadership attitudes required to be successful in educational changes.

RESEARCH METHODOLOGY:

This study is based on review of literature available in the secondary data like books, articles and journals.

DIFFERENT LEADERSHIP STYLES IN EDUCATION:

Kyra Sheahan describe the different leadership styles exist in education and the relationship that the leader has with others as well as how he goes about leading².

FACILITATIVE LEADERSHIP

Facilitative leadership is a positive leadership trait in the education field because it encourages innovation and independence from teachers and other educational administrators. Facilitative leaders are interested to involve others and to have collective decision-making model which help the education system to have progress.

TRANSFORMATIONAL LEADERSHIP

Transformational leadership style focuses on the building of the confidence of future leaders in institutions through organizational or systematic changes. Since then the education system exists, it keeps on developing and organizing, and transformational leaders are ideal in helping and motivating teachers, students and parents to grasp a new vision. This type of leadership allows every individual in a group for collaboration, contribution and commitment in view of the needs of the students, classrooms and communities. They have a way of communicating with others; getting the masses on board with a unified vision and helping people see the benefits of outcomes through changes.

INSTRUCTIONAL LEADERSHIP

Instructional educational leaders are concerned with improving curriculum, monitoring student behaviors in the classroom, evaluating student progress, improving the work of teachers and closely supervising school academic progress goals. These

leaders work closely with teachers to identify weak areas that needs improvement, and to develop classroom standards of student behaviors and academic standard. This style of leadership is often employed in schools that have fallen behind academically or are experiencing behavioral problems among the students.

ADMINISTRATIVE LEADERSHIP

Administrative leadership is a theory that focuses on administrative policy, bureaucracy, accountability and school procedures. This leadership style is important, but cannot stand alone successfully in the education world since it does not typically concentrate completely on student and teacher well-being. These leaders are less invested in personal relationships unlike transformational leaders and are more concerned with rules and maintaining order.

REVIEW OF LITERATURE:

L.I Okoroji, O.J Anyanwu, Wilfred I. Ukpere³ examined the effect of leadership styles on teaching and learning process Based on the summary of the findings, Gender to a high extent, influences the leadership style used in classroom teaching and learning process. The result also reveals that majority of secondary school teachers in Owerri North used democratic leadership style more than other types of leadership styles.

Rose Ngozi Amanchukwu, Gloria Jones Stanley, Nwachukwu Prince Ololube⁴ addressed the premise that no nation grows further than the quality of its educational leaders. This article concludes that success is certain if the application of the leadership styles, principles and methods is properly and fully applied in school management because quality educational leadership tradition offers great opportunity to further refine educational leadership and management policies and practices by accepting and utilizing the basic principles and styles of educational leadership.

Charnaldo Jaime Ndaipa, Universidade Pedagógica de Moçambique⁵ pointed out that the leadership styles adopted by head teachers and the influence on staff performance in primary schools of Chimoio cluster in Mozambique. The findings revealed that most of the head teachers employ democratic leadership style in the school management affairs proved to be successful in attainment of school goals. However, few of them are reported at times employing laissez-faire and autocratic leadership styles, depending on the situation. It was highlighted that higher democratic style more

favourable open climate the head teachers cultivate in primary schools of Chimoio cluster in Mozambique.

Francis J. Yammarino⁶ denoted that the Transformational leadership style is a viable choice for educational leaders seeking to transform schools to systems capable of meeting stakeholder demands (i.e. the students, local community, state, and federal). The viability of the leadership style as an effective tool conducive to positively changing schools and staff development has been established by research during the past two decades, and supported by pioneering research of the leadership style being effective in business organizations.

According to Bernard Bass⁷, transformational leaders exhibit the following transformational leadership behaviors in their daily interactions with the staff or subordinates: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation.

D. Druguş, A. Landoy⁸ the modern school of leadership is based on applied methods, the delegation of responsibilities, regulation of centralized-decentralized relations, research and creativity development and the reinforcement of psychological and social aspects. Unlike management, considered to be a formal and institutionalized type of leadership, leadership is perceived as a process carried out at an informal group level, while the leader as a boss is someone who leads this group.

Ijaz Ahmad Tatlah, Prof.Dr.Muhammad Zafar Iqbal⁹ concluded that, the significant factor responsible for affecting the achievement of the school is the degree to which headteachers are participative and adopt the selling leadership style. Results showed that there was a considerable relationship of leadership styles with school effectiveness and there is a significant difference between leadership styles of headteachers / deputy headteachers on the bases of gender both for public and private sectors.

Saowanee Sirisookslipa*, Wallapha Ariratanaa, Tang Keow Ngangc¹⁰ says that there are two types of leadership styles of school administrators, namely supportive leadership and participative leadership styles which have significantly affecting teacher effectiveness. In addition, both leadership styles have been jointly predicted teacher effectiveness at 56.80 percent at the significance level as 0.01. In conclusion, in order to increase teachers' working effectiveness, administrators should promote, practice, and improve these two leadership styles, namely supportive leadership and participative leadership styles regularly.

THE 3 C's OF CHANGE LEADERSHIP ATTITUDES:

It is an age of digital transformation in the educational institutions. Leaders are bound to challenge the innovation and the new requirements for adoption of emerging digital technologies. This process requires agile approach to new skill development, emotional intelligence, transformation and change abilities, fast decision-making, and every day learning. In this regard, the center for creative leadership provides 3 C's for the leaders to lead the changing process and the future leaders.

Center for creative leadership¹¹ stated nine critical leadership competencies of successful change efforts. The nine change competencies can be further divided into three main categories which we call "the 3 C's of change".

1. COMMUNICATE: Unsuccessful leaders tend to focus on the "what" behind the change. Successful leaders communicated the "what" and the "why." Leaders who explained the purpose of the change and connected it to the educational values or explained the benefits created stronger buy-in and urgency for the change.

2. COLLABORATE: Bringing people together to plan and execute change is critical. Successful leaders worked across boundaries, encouraged employees to break out of their silos, and refused to tolerate unhealthy competition. They also included employees in decision-making early on, strengthening their commitment to change. Unsuccessful change leaders failed to engage employees early and often in the change process.

3. COMMITMENT: Successful leaders made sure their own beliefs and behaviors supported change, too. Change is difficult, but leaders who negotiated it successfully were resilient and persistent, and willing to step out their comfort zone. They also devoted more of their own time to the change effort and focused on the big picture. Unsuccessful leaders failed to adapt to challenges, expressed negativity, and were impatient with a lack of results.

DISCUSSION:

The challenges of 21st century global and technical advances give more pressure to the educational leaders. In this circumstance the leaders are passionate about making a difference to the lives of the future leaders in their care. Maxine Driscoll points out the ten characteristics of awesome educational leaders¹². That are honesty and integrity, ability to trust and empower, communicative, collaborative and connected, positive energy, confidence, commitment and persistence, willingness to learn, unlearn and relearn, entrepreneurial, creative and innovative, intuitive, ability to inspire. Out of these ten the majority of the qualities are followed by the leaders who adapt transformational

leadership styles. The existing reviews also prove that the educational leaders followed the transformational leadership style to transform the future leaders according to the need of time and changes.

CONCLUSION:

The educational leaders are closely related to the lives of the future leaders. The leadership styles adapted by the educational leaders plays a vital role in building up the younger generation. Facilitative, instructional and administrative leadership styles are helping the students to improve the curriculum, behavior and the innovative power. At the same time transformational leaders worked across boundaries to build up the confidence of future leaders. Also, it helps to grasp the new vision based on the changing technologies and encouraged employees to break out of their silos. So, it is concluded that the transformational leadership style is preferable for the educational leaders.

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