

Review

Behavior patterns of leadership in public and private schools' principals in Pakistan

¹Zahida Aziz Sail, ²Dr. M. Anees ul Husnain Shah and ³M. Abubakar Siddique Shah

Abstract

¹Asst. Professor. Department of Education, Bahuddin Zakariya University, Multan

²Assist. Professor. Department of Education, University of Education, Lahore

³M.phil Education. Education Department, SST. Govt. High School Basira

*Corresponding Author's Email:
draneesulhusnain@ue.edu.pk;
aneesulhusnain@gmail.com

Tel: 00920649260384/03214269462

The purpose of the study was to identify the behavior patterns between the public and private schools' principals. For this purpose 19 public and 18 private schools' principals were selected. The total sample was 37 principals. A five point likert scale consisting 38 questions, based on different indicators for effective administrations. Comparisons among different groups of sample were made. Z test, Mean, Standard deviation, average score and percentage were used. The behavior of the private schools' principals was reasonable and moderate when it was compared with the behavior of the Govt. schools' principal. It was interpersonal influence exercised in a situation and directed through the communication process toward the attainment of a specified goal/s.

Keywords: Behavior, Attainment, Patterns, Communication, Interpersonal

INTRODUCTION

Leadership is one of the most important things in society. It helps to protect nations and organizations from harm. It makes business run more efficiently. It allows goals to be reached. In families, it leads children to become successful and well adjusted as they grow older. Everyone knows how necessary and important leadership is, but agreement becomes more difficult when people begin to discuss what it is? Some view leadership as a series of specific *traits or characteristics*. Others see it as comprised of certain skills and knowledge (Allix, 2000). As a process of exercising influence, away of inducing compliance, a measure of personality, a form persuasion, an effect of interaction, an instrument of goal achievement, a means for initiating structure, a negotiation of power relationships or a way of behaving (Bass 2004).

Zaccaro (2007) says that leadership needs to be distinguished from posturing. It means that the importance of leadership in the home and in society cannot be overstated. Leadership is often used in terms of guidance, administration, authority, capacity,

command, conduction, control, directorship, domination, foresight, influence, initiative, management, power, preeminence, primacy, skill, superintendence, superiority, supremacy, Ability, authorization, charge, coercion, compulsion, expertise, jurisdiction, skill, sovereignty .

It is leadership which makes the lives of persons as well as nation as quoted by various famous personalities. If your actions inspire others to dream more, learn more, do more and become more, you are a leader (Leithwood and Jantzi, 2000). Moreover Sinha (1998), points of view is that

Leadership consists not in degrees of technique but in traits of character; it requires moral rather than athletic or intellectual effort and it imposes on both leader and follower alike the burdens of self-restraint.

In the words of Northouse (2007), there are some essential traits for becoming a leader which are labeled as; Adaptable, Ambitious, Charismatic, Confident, Inspirational, Perceptive, Initiative, Persuasive and Motivated. It means certain types of people are more likely to become leaders. There are other less obvious

qualities that measure the effectiveness of leadership. Attitude, wisdom, determination, and commitment are equally as important.

Theories of Leadership

Major theories have emerged from ongoing studies. The theories view the principles of effective leadership as being universally applicable to any situation and to any organization. Trait theories deal with the personal characteristics of leaders, and behavioral theories deal with the behavior of leaders. The contingency theories deal not with universal applicability but with leadership in the context of specific situation (Curphy, 2004).

Styles of leadership

Leadership style is the combination of traits, skills, and behaviors leaders use as they interact with followers (Zaleznik, 2009). Spiller (2010) describes four styles of leadership:

Supportive Leadership

This style of leadership considers the need of the followers, showing concern for their welfare and creating a friendly working environment. This includes increasing the follower's self-esteem and making the job more interesting. This approach is best when the work is stressful, boring or hazardous.

Directive Leadership

This style of leadership tells followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be increased as needed and role ambiguity decreased (by telling them what they should be doing).

This may be used when the task is unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control and hence is appropriate to the situation.

Participative Leadership

Consults with followers and taking their ideas into account when making decisions and taking particular actions. This approach is best when the followers are expert and their advice is both needed and they expect to be able to give it.

Achievement-oriented Leadership

Setting challenging goals, both in work and in self-improvement (and often together). High standards are demonstrated and expected. The leader shows faith in the capabilities of the follower to succeed. This approach is best when the task is complex.

Hersey and Blanchard (1972), characterized leadership style in terms of the amount of Task Behavior and Relationship Behavior that the leader provides to their followers. They categorized all leadership styles into four behavior types, which they named S1 to S4:

S1: Telling - is characterized by one-way communication in which the leader defines the roles of the individual or group and provides the what, how, when, and where to do the task

S2: Selling - while the leader is still providing the direction, he or she is now using two-way communication and providing the socio-emotional support that will allow the individual or group being influenced to buy into the process.

S3: Participating - this is now shared decision making about aspects of how the task is accomplished and the leader is providing less task behaviors while maintaining high relationship behavior.

S4: Delegating - the leaders is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress.

Reddin (2003), has developed three-dimensional leadership styles. He has attempted to integrate the concepts of leadership style with situational demands of a specific environment. In his opinion effective styles are developer (maximum concern to relationship and minimum concerns to tasks). Executive (equal concern to relationships and tasks). Bureaucrat (mainly interested in rules). Benevolent autocrat (maximum concern to task and minimum concern to relationship). In his opinion the ineffective styles are following;

Missionary (do-gooder who values harmony as an end in itself)

Compromiser (poor decision maker affected by pressure)

Deserter (uninvolved and passive)

Autocrat (No confidence in others and interested in immediate job)

William (2009), talks of open and closed leadership styles. Open style describes a leadership style characterized by willingness to share power. Open leaders are also characterized as honest, communicative, participatory and collegial. Closed style describes a leadership style characterized by an unwillingness to share power. Closed leaders are also characterized as less accessible. Less supportive, more defensive, more egocentric and more insecure than open leaders. They develop a number of leadership styles by taking up leadership approaches such as transactional and transformational and power relations such as power over,

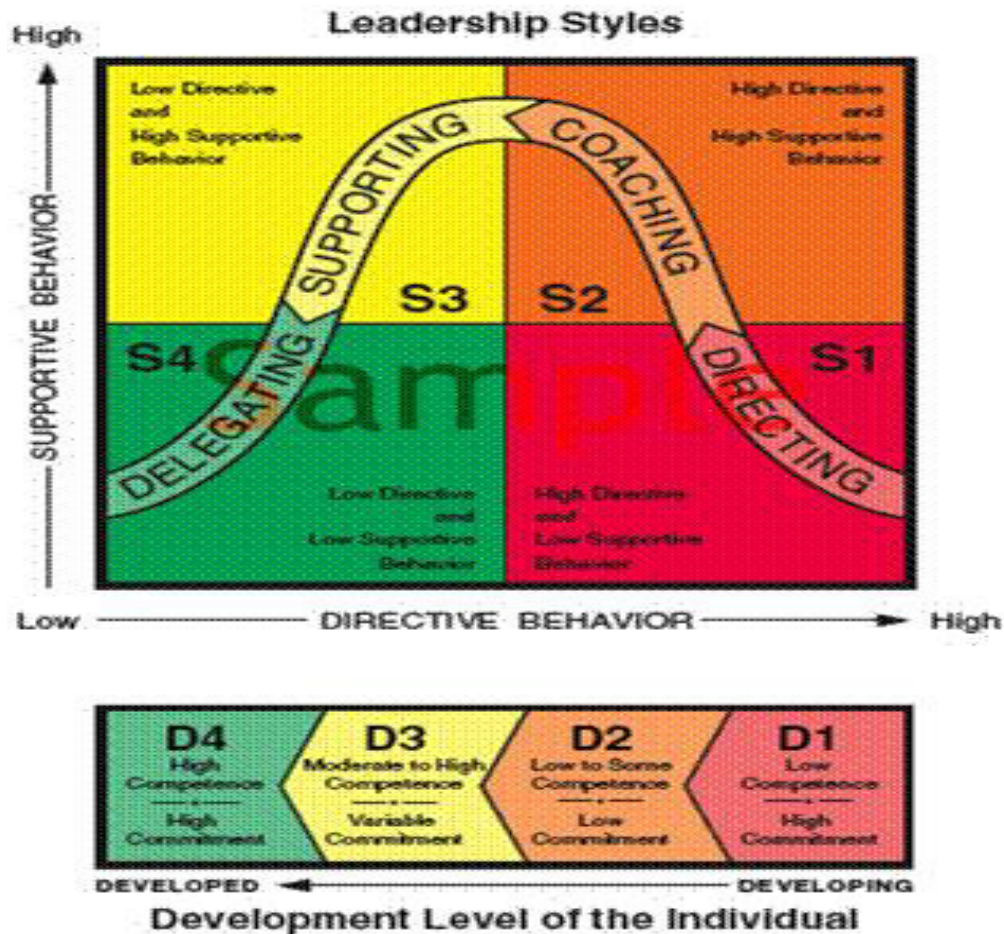


Figure 1. Situational leadership II model (Blanchard)

power through and power with, they have developed a micro political leadership matrix and come up with following leadership styles.

Authoritarian Leadership

Closed transactional approach in which transaction is formalized, negotiation is minimal and achieved covertly.

Adversarial Leadership

Closed transformative approach in which a leader though authoritarian looks to be more proactive with a greater appearance of openness.

Facilitative Leadership

Open transactional approach in which the leader engages in bureaucratic manipulation towards pre-established goals.

Democratic/Empowering Leadership

Open transformative approach in which the leader takes democratic decisions and teachers are empowered through collaboration.

School leadership

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom (Stock 2004).

School Leadership Styles

Herman and Herman (2002), describe the school leadership styles in the perspective of change and improvement in the following manner.

Table 1. Mean, SD and C.R of Government and Private School Principals

Statistical / Group		Mean	S.D	C.R
Govt. Principals	School	121.88	12.83	
Private Principals	School	135.63	19.30	2.56

T.V = 1.96 (α 0.5)
C.V = 2.56

Autocratic Leadership

Good for short-term change but cannot cause long term change.

Lassies-Faire Leadership

If change comes from other stake holders. This leadership will not resist or obstruct.

Democratic Leadership

The leader involves others in decisions and is good for long-term, change.

Positional Leadership

It brings authority and accountability for the leader. The change depends on attitude of the leader.

Referent leadership

The leader gains leadership because of power persons he/she can utilize. The change depends on clever and subtle use of referent power.

Informational leadership

Power because of access to high level information. Helps in making intelligent choices for change.

Personal leadership

Power gained by person's charisma or some great quality. Change is short lived as system is not strengthened.

A review of literature has revealed that a small number of studies have compared the leadership styles of school administrators changing in scope and focus. Therefore,

leadership styles (autocratic, democratic and laissez-Fire) of public elementary school principals will explored through this survey research.

Purposes of the study

The purpose of this study was to unveil the leadership styles of public and private elementary Schools' principals.

The specific research questions of the study were:

1. What kind of leadership styles were adopted by the principals of public and private elementary schools?
2. What were the perceptions of principals to their own leadership styles?

Procedure of the study

The target population of the study consisted of all principals of the public and private elementary schools of Muzaffargarh District.

The subjects of this study included 37 Principals of public and private elementary schools of Muzaffar Garh District. Convenient sampling technique was used for the selection of the sample for the study.

Govt. Elementary Schools' principals	=	19
Private Elementary Schools' principals	=	18
Total Schools	=	37

The development of the tool was an important task to collect data for the study. Therefore, efforts were made to develop a reliable and valid research tool. For this purpose five point Likert scale questionnaire was developed having 38 statements. Each statement had 5 choices regarded as SA (Strongly Agree), A (Agree), UD (Undecided), SD (Strongly Disagree), D (Disagree). The questionnaire got validated through experts' panel and pilot study. Tool was administered by the researchers himself.

To determine whether the difference between two groups regarding statistically significant or not, the value of Z (C.R) was computed.

1. The table indicates that the mean performance of private schools' principal is better than the principals of Govt. schools.

2. The table also indicates that S.D of the private schools' principals is more reasonable than that of principals of Govt. schools.

Statements wise analysis

There were 38 statements in total. Statements were analyzed through percentage and mean score method. In case of item wise analysis on 33 statements, out of 38 statements Mean score was more than 3.00. It shows the higher level of agreement of principals on given statements.

CONCLUSION AND DISCUSSION

As majority of the Principals from both sectors (Public or Private) were strongly agreed on the following statements such as;

- I. They also set standards of institution with help of their subordinates.
- II. They give clear instructions to their staff.
- III. They ask their teachers to work hard.
- IV. They also clearly know who are capable of doing relative tasks.
- V. They give free hands to their teachers to take decision for the betterment of institution
- VI. Expenses related to their institution also observed under their supervision.
- VII. They mostly believe on their own decisions.

The results of the study highlighted that mostly principals like democratic styles in their institutions because by adopting this style they can keep friendly atmosphere in the institution. This style is also essential in learning moral values, keeping environment moderate and performance of the teachers under democratic style remain up to date and highly positive.

While some principals like autocratic styles of leadership because they like to apply their authority in the institutions. They like to give orders. Their behavior can be changed with the help of certain moral values. Overall responses were highly positive which shows the continuous efforts to improve their attitude towards staff, by keeping in view the good styles of leadership.

RECOMMENDATIONS

The result of the study reflected that the majority of the principals use effective techniques of leadership in their institutions. However, some recommendations are given here on the basis of their responses on those statements.

1 Mostly principals didn't permit their teachers to work independently, so it is recommended that they should

allow their teachers to work according to their taste and will.

2 Most of the principals showed their disagreement on the statement that they don't explain strategies for their work to their staff. So it is recommended that they should explain every point in front of staff. Variety of opinions may be solved the problems with in no time.

3 By keeping in view the responses on the statement that principals often go beyond personal matters in group discussion, It is recommended that they should not discuss their personal matters. They should be moderate or neutral during every discussion.

4 As most principals wished that they liked to be transferred to another school. It is positively recommended that they must remain at least three to four years there for the betterment of that institution.

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