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Abstract

The dominant leadership style is defined by the situation and the kind of organizational environment and climate. This, however, does not sufficiently define the leadership qualities in school organizations. There are other factors which also determine the dominant leadership style, which are the traits and style, teachers commitments, past achievements and never the least is the resources and financial capabilities, these determinants also reflect the adaptations of different leadership styles of being autocratic, democratic and laissez faire or the combination of any of these three styles. Therefore, the study tends to reveal the dominant leadership style adopted by the principal of private and public schools

DOMINANT LEADERSHIP STYLE IN SCHOOL

Leadership is a predominant factor of school organization. Adaptation of leadership style is defined by the environment of working forces available in the school whether it be private school or the public school. The leadership styles also vary according to the school's organization mission, vision and goal set by the policy maker, and, however, leadership is considered as a sophisticated modern concept. Earlier definitions regarding leadership were stated as the head of state, military commander, princeps, proconsul, chief or king, these were common in most societies, which differentiate ruler from the members of the society. It was until the first half of nineteenth century the word leadership appeared in writing however the word leader was marked in English language in the year 1300. The word leadership is still in confusion; as many scholars have attempted to define leadership with different concepts of definitions Pfeffer (1977) cited in

Bass and Stogdills (1990) argue that many of the leadership definition are ambiguous. The definitions of many scholars have added more of confusion, however Spitzberz (1986) cited in Bass and Stogdills (1990) states that “the meaning of leadership may depend on the kind of institution that define the meaning of leadership in which it is found”. In addition to this Bass and Stogdills (1990) states that leadership is conceived as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as a particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combination of these definitions. Predominantly leadership style can be viewed as autocratic, democratic and laissez faire depending upon the time situation as demanded by the organizational environment. Different scholars in leadership studies have come up with different theories in leadership, however most common leadership style can be found as a simultaneous mixture of these three styles in most schools. The mixture of these raises another leadership style known as situational leadership. It is thus advisable to apply the situational leadership style in school as it reflects both task oriented (initiative) as well as relation oriented (considerate). In connection to this Campbell, J. P. et al (1970) cited in Hoy, K. W and Miskel, G. C (2001) concluded that it is the situational determinants that consequently give birth to the leader who also show their charismatic behavior that influence the group of people to follow him, as a result the jump from “leaders are born, not made” to “leaders are made by the situation, not born,” was short lived. (p.399). The demand of 21st century leaders should be charismatic who place themselves in the middle but not on the top of the management. In connection to this Marsh, D (1997) concludes that successful principal will invent the new form of educational leadership and join the transformational power of collaboration and leading from the middle to the high performance work team as bringing a new form of expertise and learning community driven by the results are dominant. Graeme, C et all (2005) asserts that “the current interest in leadership in

education sector follows a re-awakening of interest in the concept more generally in private sector organization as a panacea for organizational ills” (p.268). Nevertheless the dramatic change in work environment in school organization has resulted in role ambiguity of principal because of the work overload and work pressure.

In visiting some of the most renowned private schools, it was found that principal place himself on the top management and direct the vice principal to get the things done, but it was seldom found that principal interacting directly with the teachers and the fellow staffs however the principal never have the tendencies to work from the middle. It was also found in one school that the overall management activities were carried out by the vice principal with the direction of founder members, however the post for the principal was vacant in organizational structure. Consequently in most of the private schools the adaptation of leadership style can be reflected as autocratic and laissez faire concentrating on getting the job done, placing him on the top of the management. The passing rates are the main indicator that reflects the leadership quality however most of the time confusion arises because of this. High rates of pass out is not the only indicator of leadership quality of the principal it is also the commitment of teachers that counts in teaching process, however teachers some time can have predominant leadership qualities in the class room but however may not have the quality in the aspect of administering and managing human factors in the whole school organization. Therefore the commitments of teachers are guided by the leadership qualities of the principal of the school. In connection to this Fullan and Hrgreaves (1991) asserts “my vision, my teachers, my school are the proprietary claims and attitudes that suggest an ownership of the school tat is personal rather than collective, imposed rather than earned, and hierarchical rather than democratic. It reduces the opportunity for principals to earn that parts of their own vision may be flawed, and that some teachers vision may be as valid or more valid than theirs may” (p.90).

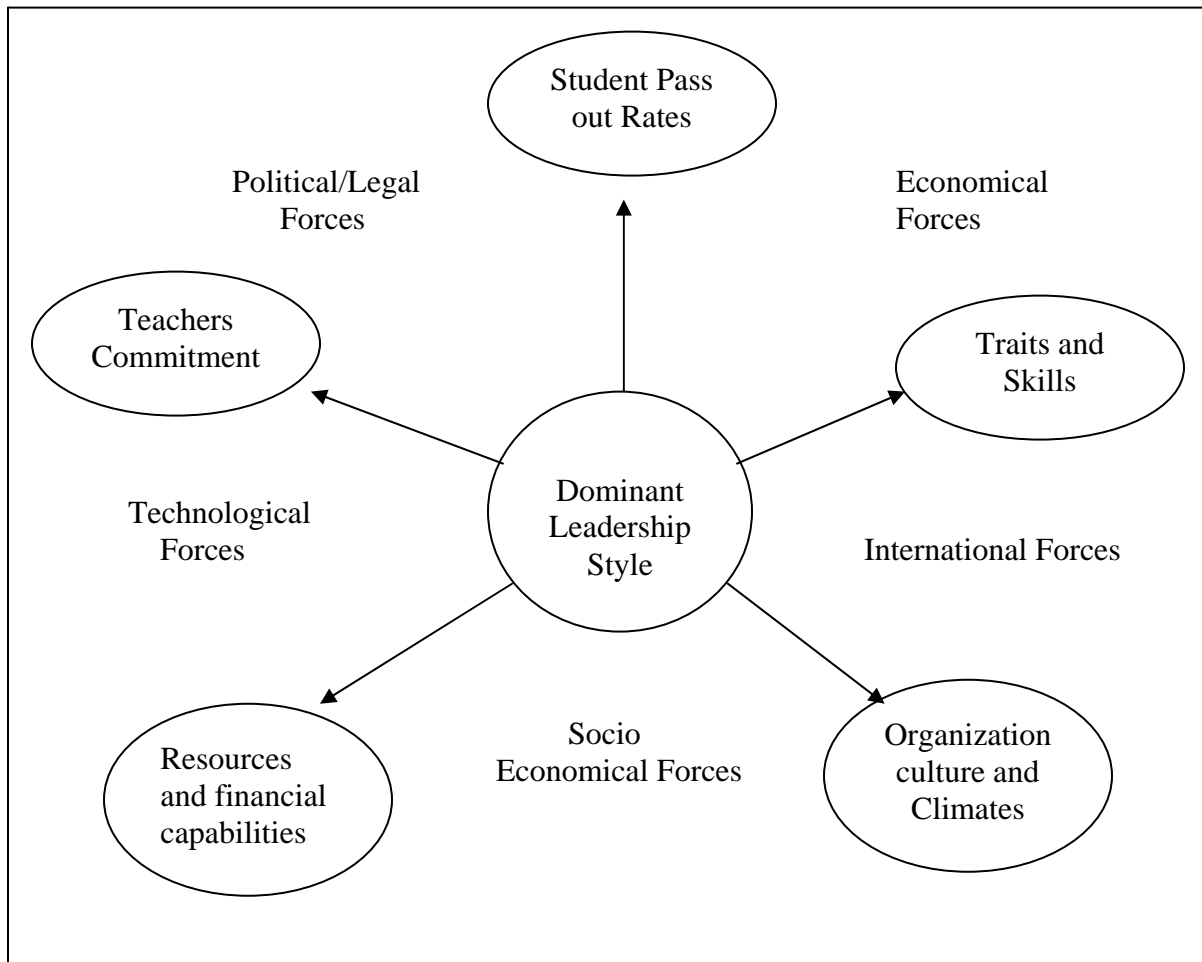
In context to Nepalese education, the commitment of teachers are rated by the result of pass out of school students, however, the commitment of teachers may not alone be guided by the leadership style adopted by the principal, the commitment may arise in teachers because of high pay scale in private school and some time it may arise due to the undue advantage of scarce employment in the nation. Nevertheless the private school principals however are in the advantage position to gain the award of becoming the leader of the pack. It was also visualized in some schools that principal do not interact with all the teachers but appear in the school campus almost everyday, this attitude of principal, however, reflects the adaptation of *lasses faire* style from the perspective of teachers view point. This style of principal concentrates on getting the things done and are more inclined towards task by initiating the assistant he keeps under him who provide the principal with wholesome information to act upon the situations by adopting the leadership role.

The leadership style of public school principal is another different story. It is the bureaucratic management that reflects the leadership qualities of public schools principal. The principal in public schools is nevertheless appointed by the DEO, the deserving position for principal are judged by the experience of teaching profession in public schools but not by the quality he possess. The reflective study of dominant leadership style of principal in public school has almost less control over the subordinate teachers it may be because the public school teachers are appointed by the government department who feel security of the job he holds and are reluctant to walk the path shown by the leader.

In contrary to private school principal, the public school principal also adopts the situational leadership style of democratic and *laissez faire*, however the attitude may differ in terms of dealing with people and getting the things done. Nevertheless the principal of public school is recognized by all the teachers and staff, the interaction is prolific compared to the private schools principal. In the case of public school, the principal present himself in the

classroom for teaching the student. This, however, is rarely seen with private school principal. The democratic behaviors of public school principal are more of considerate and relation oriented who believes in binding long-term relationship with the organization employee. Adaptation of this style invites the principal to get the things done mainly by softly influencing the teachers but not by making them compelled to provide the desired result. On the other hand of adapting laissez faire style, the public school principal does not bother at all about getting the things done, and never place himself responsible for any management break down, the consequences is the low pass out rates of the students and are never questioned by anybody. The leadership style of public school principal is, however, guided by the political interferences brought in by the teachers union, and other political parties who target the teachers at the most. These external political forces are inevitable in almost all the public school, which is the result of low pass out rate of students, low attendances of teachers and students and most of all the negative growth in nation development in education.

Figure 1. Determinants of dominant leadership style



Both external forces as well as the internal forces define the reflection of leadership style. The external forces however cannot be justifiable and it's the pressures that generate the internal environment. Nevertheless the dominant leadership style therefore can be defined by various other forces which are traits and style, passing out rates of students, teachers commitments, organizational culture and climate, last but not the least is the resources and financial capabilities. Any one of these factors would develop a dominant style of leaders and are also measured to be a determinant of a dominant leader.

Conclusively, leadership style can be defined according to the institutions environment therefore it is the situation that demands for the adaptation of leadership style in an organization. It is sometime viewed that leadership styles in private school can be reflected by the resources

the principal puts in the school organization. This however makes him acquire the power, authority and control over the management although having lack of managerial skills and strong educational background. It can also be bringing to a close that leaderships are made with the financial resources to back him up in overcoming the obstacle. In the developing country like ours the financial resources can also be considered being one prime factor for becoming a leader, however, this may not be applicable in every situation.

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