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A COMPARATIVE STUDY OF LEADERSHIP STYLES AMONG LEADERS
OF PRIMARY, SECONDARY AND HIGHER EDUCATION OF HARYANA.



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Research Scholar.

Short Profile

Vibhuti Kaushik is a Research Scholar.

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ABSTRACT:

Education can be rated as an ideal approach for the development of society. The principle institutional mechanism for developing human capital is the formal educational system of primary, secondary and tertiary training. Leadership plays an important role in the school effectiveness and school improvement. Educational leaders possess a pivotal role in institutions and the importance of their role can not be overlooked. The present study was tried to describe the leadership styles used by the educational leaders of primary, secondary and higher education

departments of Haryana. A sample of 40 participants from each educational department was taken and the tool developed by Dr. T.V.Rao was used to collect the data. The results revealed that the leaders from the three departments use different leadership styles. The leaders of primary education have no clear perception of the style and use all of them as per their convenience whereas leaders of secondary education mostly use delegative style of leadership and the leaders of higher education mostly use participative style of leadership.

KEYWORDS

Leadership Styles , Primary, Secondary and Higher Education , development of society.

INTRODUCTION

Education can be rated as an ideal approach for the development of society. The principle institutional mechanism for developing human capital is its formal education system of primary, secondary and tertiary training. (Nsubuga,2003). Leadership plays an important role in the school effectiveness and school improvement and this importance has always been emphasized by the researchers from the field of school effectiveness and school improvement.(Hargreaves, Lieberman, Fullan and Hopkins,1998). Educational leaders possess a pivotal role in institutions and the importance of their role can not be overlooked. The job of educational leaders involve among other things, the provision of leadership for staff, coordinating both human and material resources to ensure the achievement of organizational goal. In an organization the educational leaders as an administrator influences his subordinates to achieve the goals and objectives of the institution.(Faisal et . al, 2012). At the outlet it is important to define the concept "Leadership" in general and academic leadership in particular. The term leadership has been variously defined in the literature on strategic management. (Cathy,2004). Few leaders understand the full significance of how influential their leadership style is on the performance and satisfaction of their employees. Leaders control both interpersonal and material rewards and punishments that often shape employee behavior and influence on employee's performance, motivation and attitude. (Warrick, 1981).

LEADERSHIP AND LEADERSHIP STYLES:

Leadership is a complex phenomenon. A great number of definitions have been offered over the years. According to Squires (2001), leaders are concerned with the spiritual aspect of their work that is they have followers who deeply believe in them and they possess a latent power in organizations. Leadership is creating and maintaining a sense of vision, culture and interpersonal relationships.(Day,2000). Tead(1935)describes, leadership as an activity of influencing people to cooperate towards same goal which they come to find desirable. The study of special traits of leaders emerged from the belief that leadership and ability such as intelligence were inherited. In addition to intelligence other factors such as birth orders, status and liberal parents highly correlate with leadership abilities. (Carlson,1996). Burns in 1978, introduced the concept of transformational and transactional leadership. The transformational leadership was considered to be more complex than transactional leadership. the transformational leadership is a process that changed the organization by transforming followers to leaders and leaders to agents of change.(Bass and Avolio, 1994) transformational leadership was characterized by few factors. These factors included; charisma that involved the followers respect and trust for the visionary leader; inspirational motivation which involved using symbols or emotional appeals to gain support for the vision; intellectual stimulation which dealt with encouraging followers to think about old problems in new ways; and individual consideration which reflected the personal concern expressed by the leader for the followers.(Bass,1985)The transactional leadership theory was founded upon idea that leader follower relations were based on negotiation, exchange and contractual dimensions. Therefore, transactional leadership satisfied, generally only the followers lower level or extrinsic needs. Transactional leader, therefore were forced to utilize the reward and penalty aspect of contractual leadership.(Bass1985&Boateng,2012).

Laissez-faire leadership indicates a complete abdication of leadership. In early studies of laissez-faire leadership,(Lewin, Lippitt & White,1939) found that this kind of leadership led to lower productivity and satisfaction among followers when compared with autocratic and democratic leadership styles.

Although subordinates desired the autonomy that laissez-faire leadership provided, but subsequent researches substantiate followers' dissatisfaction with this leadership style.(Boateng,2012)

LITERATURE REVIEW

The leadership in education means directing the activity of those engaged in the training of minors towards the achievement of organizational goals set by those persons who have organized themselves for it. In the educational set up this leadership is exercised by the heads/principals. (waqar and siddique,2012) Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy Burdon of responsibility for the institution. Leaders in educational institution are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institution.(Northduse,2010) .Hallinger and meck(1998) found that a school leaders' leadership style is the main factor that greatly influences school effectiveness. According to Teshome (2005), higher education is crucial for the production of vital human resources such as, teachers, healthcare professional, lawyers, engineers, managers, businessmen, and researchers which are critical for socio- economic development of a nation. Moreover, he described higher education as a center for knowledge and skills creation, adaptation and dissemination. Likewise, Santiago et al (2008)stated that these are at least four broad ways in which tertiary education contributes to the use of knowledge in both economic and social life: the building knowledge bases (primary through research); the creation of capabilities (through teaching and research training); the diffusion of knowledge (through interaction with knowledge users) and the maintenance of knowledge (inter-generational storage and transmission of knowledge (through codification, libraries, database etc.). Higher education therefore plays multiple roles especially in the transition towards a knowledge based economy by providing the human-resources required for leadership, management, business and professional positions that are important for the development of the country. Universities are complex organizations. They have goals hierarchical system and structures, officials that carry out specified duties and responsibilities, leadership and routine bureaucratic administration for handling day to day work to achieve their mission and goals, it is imperative for universities to have effective leadership that functions at different levels. To put it briefly leadership is one of the major factors effecting universities performance with regard to this, Bitzes and Koen (2010) succinctly put that academic leadership can be viewed as being the biggest advantage a university can have in a a resource hungry competitive higher education environment. Similarly, De-Omari et al (2008) revealed that leaders are one of the crucial factors who have responsibility for and form success or failure of organization. In addition leaders are the key to lead subordinates to perform in order to achieve organizational goals. The academic department is the base unit of universities and colleges. It provides a useful structure for the day to day activities that shape faculty members' attitudes, behaviors and performances. in line with this, Lucas (2002) stated that within institution of higher education , change efforts that directly impact students, educational experiences occur at the department level. He also stated that changes in disciplinary focus, curriculum, research emphases, and teaching quality and student faculty relationship are just a few of the changes that occur as a result of efforts led by department chairs. Department chairs make approximately 80% of all decision on college campuses and are primary responsible for both budgeting and planning activities of the academic enterprise. Therefore, the academic department chair person is one of the most important positions in academic and vital to the operation of higher education institutions. (File and Shibeshi,2012). A diversified body of literature witnessed that there are various leadership styles such as Democratic, Autocratic, Participative and Laissez-Faire that leaders can exercise in different situations so as to influence their employee with the ultimate aim of maximizing

organizational performance. (File and Shibeshi, 2012). There have been many studies of different leadership styles adopted by heads of primary, secondary and higher educational institutes separately but in this particular study we aim to compare the leadership styles adopted by them in a single study on which much of the work has not been done.

PURPOSE OF THE STUDY:

The purpose of the study is to investigate the standard leadership styles used by head teachers in primary, secondary and higher education.

Research Methodology

Research design

Descriptive cum diagnostic research design

The research design is descriptive because it studies the leadership styles adopted by leaders of primary, secondary and higher education institutes and diagnostic because it conducts a comparative analysis of leadership styles among leaders of institutions of primary, secondary and higher education.

OBJECTIVES:

- 1To study the leadership styles adopted by leaders in higher education institutes.
- 2To study the leadership styles adopted by leaders in secondary education institutes.
- 3To study the leadership style adopted by leaders in primary education institutes.
- 4To conduct a comparative analysis of leadership styles adopted by leaders of primary, secondary and higher education institutes.

Hypothesis

No.1 : The leaders in the higher education department do not adopt the Authoritarian Style of leadership.

No.2 : The leaders in secondary education department do not adopt the Authoritarian Style of leadership.

No3: The leaders in the primary education department do not adopt the Authoritarian Style of leadership.

Population

The population of the survey was the entire education system i.e., primary, secondary and higher education department of Haryana.

Sample size

The random selection of 40 leaders was made from the each educational department.

Data collection

The data was collected through questionnaires, through personal contact. The questionnaires developed by Dr. T.V.Rao. for various leadership style was used for survey.

Analysis and interpretation:

Method :

The data collected was statistically analyzed in the light of descriptive statistics. The means of the scores were compared to see the inclination of leaders towards a particular leadership styles.

Results have been given below

Table of comparison of means :

		Report		
		delegative	autocratic	participative
primary	Mean	33.90	34.40	33.70
	N	40	40	40
	Std. Deviation	6.396	5.943	6.285
secondary	Mean	35.45	22.70	25.10
	N	40	40	40
	Std. Deviation	6.621	4.553	5.320
higher	Mean	26.20	18.00	35.80
	N	40	40	40
	Std. Deviation	4.292	3.856	2.493
Total	Mean	33.18	35.37	34.20
	N	120	120	120
	Std. Deviation	6.221	5.803	5.774

Results and interpretation:

From the table of means it is observed that in the first case i.e, primary education department there is not much of a difference between the means of all the three values i.e, delegative style, autocratic style and participative style.

		delegative	autocratic	participative
primary	Mean	33.90	34.40	33.70
	N	40	40	40
	Std. Deviation	6.396	5.943	6.285

It indicates that there is no clear perception of the mode operated by leaders of primary education. They are flexible in their leadership style and use all of them as per their convenience

In the second case i.e, leaders of secondary education the value of mean are highest for the delegative style.

		delegative	autocratic	participative
secondary	Mean	35.45	22.70	25.10
	N	40	40	40
	Std. Deviation	6.621	4.553	5.320

It indicates that the leaders of secondary education department mostly use delegative style in their leadership.

In the third department i.e, higher education department the value of mean is highest for the participative style of leadership.

		delegative	autocratic	participative
higher	Mean	26.20	18.00	35.80
	N	40	40	40
	Std. Deviation	4.292	3.856	2.493

It indicates that leadership style mostly adopted by leaders of higher education is participative leadership style and they seek participation of all the fellow employees in performing a task.

CONCLUSION:

On the bases of the results we conclude that:

1. There is no clear perception of the mode operated by leaders of primary education. They are flexible in their leadership style and use all of them as per their convenience.
2. The leaders of secondary education department mostly use delegative style in their leadership.
3. The leadership style mostly adopted by leaders of higher education is participative leadership style and they seek participation of all the fellow employees in performing a task.

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