

IDENTIFICATION OF LEADERSHIP STYLES, TRAITS AND COMPETENCIES OF SECONDARY SCHOOL HEADS

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ABSTRACT: *This study was conducted to identify leadership styles, traits and competencies of secondary school heads. Significance of this research was that we want to know that what Leadership styles, traits and competencies work better for the secondary school heads, educational planners, and supervisors, developers of the in-service training programs, recruitment authorities and selection as well as the preparation of educational administrators. The objectives of this study were: To identify the leadership styles, skills and the qualities of the secondary school head teachers further more to suggest for the other perspectives for research on the topic. The study may divulge the facts that may pave the way for the provision of better leadership to secondary schools through probing into the qualities that need improvement. The study was delimited to 100 secondary school heads selected on the basis of their informed consent to be the respondents to the study. A comprehensive rating scale was developed containing four parts. Part one was related to personal information of the heads, Part two covered leadership styles, Part three embraced leadership traits and Part four was stretched over leadership competencies. Data was collected by the researchers personally, analyzed statistically through statistical package for social sciences, and the analyzed part has been presented in the tabular form. The findings of the research show that majority approved that professional growth is very essential; leaders agreed that shared decision making should be managed and relied upon the most. The respondents agreed that integrity should be maintained and leaders should have self-confidence so as to inculcate the same in the subordinates. The majority of secondary school heads apply authoritarian styles of leadership to run the institutions. A few respondents were in favor of democratic style of leadership. So far as the traits were concerned majority was of the opinion that the heads of secondary school teachers should have sincerity to the school and cause of teaching. It was also pointed out by the respondents that the heads should have the mastery over time and stress management, exercise and practice of cooperation, learning habits should be such like that learned may be translated into aspired and desired skills. In the light of analysis of data and findings of the study, following conclusions were drawn for the selection of potential leaders, should not solely be based on academic qualification; selection criteria should also contain leadership styles, traits and competencies. Besides modern knowledge, perspectives of leadership should be included in the curriculum of teacher education. As it is analyzed that Islamic concept of leadership is the best so the schools heads be enabled to know and apply the Islamic style of leadership in their routine practice. Leadership in education must be committed to vision of excellence, laying equal emphasis on knowledge.*

Key words: Motivation, creativity, cooperation, analytical problem solving, decision making skills.

INTRODUCTION

Leadership is the process of stimulating, developing and working with people within an organization. It is a human oriented process and focuses upon personal qualities and leadership styles of the managers. Early in this century it was believed that leaders are born, not made and are bestowed with the innate qualities. Certain leadership traits were identified in order to discriminate leaders from non-leaders, which included intelligence, need for power or dominance, self-confidence, decisiveness, sense of responsibility, ability to communicate etc. that research was not exhaustive so it is still in progress. It did not contribute much to leadership practice because possession of certain identifiable leadership qualities as perceived by others, do not characterize and get translated into actions which ever stood important. Later behavioral theories added to picture of the leadership two broad dimensions, namely, concern for task and concern for people and it was also hypothesized that leaders high on both of these vital traits are found highly productive. Later research however, indicated that effective leadership depends on the situation. In other words, effective leaders are those who diagnose the situation in which leadership is to be exercised. The situation includes such factors as nature of the

task, will and skill of the group, leader-led proper diagnoses of the situation. Leaders use appropriate leadership style which might be effective in one situation but not in another situation. These situational theories suggest proper match between the needs of the organization and the needed leadership style. To sum up, the state of art in leadership research identifies three elements of leadership phenomenon, namely, style, traits and competencies or skills. The first element pertains to style that implies how a leader relates him/her to the people, task and challenges. That style is generally personal, distinctive feature of personality and character that can also be made flexible through training in order to match with the situation. The second element are traits, which are useful for selection of potential leaders, that are not much modifiable, represent only a small portion of total picture. The third element pertains to leadership skills that can be taught and learnt. In other words effective leadership is conceived as innate as well as acquired capability. Heads of secondary schools encounter variety of situation in their active life so it becomes necessary that what had been their practices, hence this [1].

LITERATURE REVIEW

Definitions of administration showed up in the initial three years of the twentieth century underlined control and centralization of force with a typical subject of mastery. For instance, at a gathering on administration in 1927, authority was characterized "the capacity to awe the will of the pioneer on those drove and actuates dutifulness, regard, absolutely, and collaboration" [2]. In 1930, Traits turned into the center of characterizing initiative, with a developing perspective of authority, as impact instead of control. Authority is additionally recognized as the association of an individual's particular identity characteristics with those of gathering, nothing that while the dispositions and exercises of the numerous are changed by the one, the numerous might likewise impact a pioneer. In 1940, The gathering approach came into the cutting edge with initiative being characterized as the conduct of an individual while included in coordinating gathering exercises [3] In 1950, three topics overwhelmed initiative definitions amid this decade. Continuation of gathering hypothesis, with confined authority as what pioneers do in gatherings. Administration as a relationship that creates shared objectives, which characterized initiative taking into account conduct of the pioneers. Viability, in which initiative is characterized by the capacity to impact general gathering effectiveness. In 1960, The overarching meaning of administration as conduct that impacts individuals toward shared objectives were underscored as "Acts by persons which impact different persons in a mutual bearing" [4]. In 1970, "Starting and keeping up gatherings or associations to finish gathering are authoritative objectives" [5]. In 1980s, do as the pioneer wishes, Initiative definitions still dominantly convey the message that authority is inspiring adherents to do what the pioneer needs to be done. Presumably the regularly utilized word as a part of authority meanings of the 1980s; impact is inspected from each point. With an end goal to recognize administration from administration, then again, researchers demand that authority is no coercive impact attribute. Prodded by the national hit looking for Excellence, the leadership-as-excellence movement brought leaders traits back to the spotlight [6]. As a result, many people understanding of leadership is based on a trait orientation. Transformation is credited for initiating a movement defining leadership as a transformational process, stating that leadership occurs "When one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" leadership is characterized as a procedure by which one individual impact the dispositions, practices, contemplations of other and is the capacity to get other individuals to accomplish something noteworthy to accomplish hierarchical points and goals [7, 8]. The school central has critical part to accomplish these objectives by giving powerful authority [9]. Leadership styles are methods that are adopted by the leader to run his organization effectively. There are many leadership styles but three recognized leadership styles are: Autocratic leadership style; Democratic leadership style; and Laissez-faire leadership style and found that the democratic leadership style was the commonest style of leadership used by principals of senior secondary schools of Nigeria [9].

Autocratic leader is one who tends to centralize authority and rely on legitimate reward and coercive power. A democratic leader passes on authority to others, encourages participation, and relies on expert and referent power to influence subordinates [10]. Laissez-faire leadership style allows complete freedom to group members to make decision without the leader's participation [9]. Leadership styles have an effect on teacher's job performance amongst secondary schools [11]. Leadership has a particular importance in educational administration because of its far-reaching effects on the accomplishment of school programs, objectives, and the attainment of educational goals and its key role in the success or failure of school organization. Principals as the school chief educational leaders play a major role in shaping the nature of the school organization [12]. Research findings from different countries and different school contexts have shown the powerful impact of leadership towards school development. Leadership style related to job performance, and wellbeing of employee has a positive effect on employees' performance [11, 9]. Teachers' effective job performance depends upon administrators' way of getting things done and teachers seem to be more motivated by the principals' care and concern (Barnett, 2003). Autocratic leadership style is the best style of leadership that could enhance better job performance among teachers in senior secondary schools [9]. Laissez-faire leadership style increases the teacher's job performance [12]. All principals in Sri Lanka generally practiced democratic leadership style and all the principals perceive themselves as democratic leaders but they also believe at times they had to be autocratic particularly in the context of school administration [13]. This finding was also supported by a research conducted by Karunanayake, S. [14]. It is argued that effective leadership has a positive influence on the performance of teachers [15]. Ultimately it is the performance of many individuals that culminates in the performance of the organization, or in the achievement of organizational goals.

Statement of the problem:

This study aimed at "Identification of Leadership Styles, Traits and Competencies of Secondary School Heads"

Objectives of the study: Following were the objectives of the study;

- To identify the leadership qualities of the secondary school head teachers.
- To spot the leadership styles of an educational leader.
- To know the common leadership traits of the secondary school heads
- To be aware of leadership competencies of Heads of Secondary Schools.
- To make suggestions for improvement in the environment of the schools.

Delimitations: The topic was so broad that it could take much time for the analytic study so due to shortage of time the research was bounded to limit and restrict it to 100 secondary Schools.

- The study was delimited to the 100 Boys Secondary Schools situated in Lahore city.

- The study was further delimitations to heads of the institutions of Secondary Schools.

years of experience had 12 (12%) years of experience to their credit.

METHODS AND PROCEDURES

Population: 100 Boys Secondary school were selected on the basis of informed consent of the secondary school head teachers.

Sampling: The entire 100 Headmasters were selected from the sample of the study.

Tool of research: A five point rating scale was prepared for the Secondary Schools Headmasters:

Methods and procedure: Related literature was reviewed to identify leadership styles, traits and competencies of a school lead / an educational administrator. On the basis of review of literature a five point rating scale was constructed containing following main categories.

- Demographics relating to leadership
- Leadership style
- Leadership traits
- Leadership skills
- General viewpoints about leadership.

Data was collected and tabulated, interpreted and analyzed in terms of the percentage. Conclusions were made accordingly and recommendations in line with were also put forth.

Data collection: The rating scale was personally administered by the researchers to all the respondents included in the sample. Almost all the head teachers were cooperative.

Data analysis: The data was obtained tabulated and statistically analyzed using percentage and standard deviations which are being presented as under.

Table 1 reveals that 54 (54%) of the head teachers had the experience of 11-15 years, those having 1-10 years of experience were 44 (44%) of the total. Those with 16-20

Table 1: Demographic profile of head teachers (100)

#	Variable	Number	% age
Experience			
1	1-5 years	21	21
2	6-10 years	23	23
3	11-15 years	54	54
4	16-20 years	12	12
Academic Qualification			
1	Master	75	75
2	M. Phil.	20	20
3	Ph.D.	05	05
Professional Qualification			
1	B. Ed.	61	61
2	M. Ed.	39	39

As regards academic qualification 75 (75%) head teachers were having master degree to their credit. Those with possession of M. Phil. were 20 (20%) and owners with PhD degree were 05 (5%).

Pertaining to the professional qualification 61 (61%) secondary school head teachers were found to have M. Ed. degree and those with B. Ed. were 39 (39%) of the total sample.

Table 2 shows that most of the respondents 72 (72%) secondary school head teachers tried to observe democratic style whereas those who failed to observe this style seems to be 28 (28%). In respect of autocratic style it appears that 76 (76%) observed autocratic style and those who declined this style were 24 (24%). The observant of laissez faire style were 46 (46%) where as those declined were 54 (54%). Those secondary school teacher who did not observe any style of leadership with intention were 45 (45%) and those who showed disinclination were 55 (55%) of the total sample.

Table 2: Responses about leadership style

#	Variables	Style strongly not observed	Style not observed	No opinion	Style observed	Strongly style observed	Mean	S.D.
1	Democratic	12/(12%)	7/(7%)	9/(9%)	42/(42%)	30/(30%)	3.71	1.297
2	Autocratic	3/(3%)	5/(5%)	16/(16%)	68/(68%)	8/(8%)	2.73	.679
3	Laissez faire	6/(6%)	22/(22%)	26/(26%)	7/(7%)	39/(39%)	3.60	1.17
4	No particular style	11/(11%)	23/(23%)	21/(21%)	30/(30%)	15/(15%)	3.72	.877

Table 3: Response of secondary school head teachers about leadership traits

Sr.	Traits	Trait absolutely not possessed	Trait did not possess	No opinion	Trait Possessed	Trait firmly possessed	Mean	S.D
1	Manages personal growth	12/(12%)	23/(23%)	17/(17%)	36/(36%)	12/(12%)	3.13	1.244
2	Person of integrity	22/(22%)	29/(29%)	8/(13%)	28/(28%)	13/(13%)	2.81	1.398
3	Confident	18/(18%)	38/(38%)	15/(15%)	23/(23%)	06/(06%)	2.61	1.197
4	Sincere	41/(41%)	26/(26%)	11/(11%)	14/(14%)	8/(8%)	2.22	1.33
5	Cooperative	43/(43%)	27/(27%)	05/(05%)	18/(18%)	7/(07%)	2.19	1.346
6	Stress bearing	38/(38%)	14/(14%)	3/(3%)	21/(21%)	24/(24%)	2.79	1.678
7	Sociable	43/(43%)	28/(28%)	13/(13%)	10/(10%)	6/(6%)	2.08	1.228
8	Decisive	46/(46%)	19/(19%)	12/(12%)	17/(17%)	16/(16%)	2.18	1.336

Table 4: Response of secondary school head teachers about leadership skills

#	Traits	Trait absolutely not possessed	Trait did not possess	No opinion	Trait Possessed	Trait firmly possessed	Mean	S.D
1	Group formation	58/ (58%)	14/ (14%)	6/ (6%)	12/ (12%)	10/ (10%)	1.74	1.330
2	Mentoring	51/ (51%)	31/ (31%)	12/ (12%)	6/ (6%)	20/ (20%)	1.79	1.066
3	Monitoring	56/ (56%)	10/ (10%)	14/ (14%)	12/ (12%)	8/ (8%)	4.30	1.020
4	Counseling	13/ (13%)	26/ (26%)	14/ (14%)	29/ (29%)	18/ (18%)	3.13	1.338
5	Performance evaluation	4/ (4%)	3/ (3%)	52/ (52%)	41/ (41%)	0/ (0%)	4.30	.718
6	Entrust of responsibilities	6/ (6%)	13/ (13%)	3/ (3%)	37/ (37%)	31/ (31%)	4.04	
7	Timely communication	29/ (29%)	11/ (11%)	12/ (12%)	41/ (41%)	16/ (16%)	3.52	1.186
8	Regular follow up of decisions	18/ (18%)	24/ (24%)	18/ (18%)	35/ (35%)	5/ (5%)	2.85	1.226

Table 5: Response of secondary school head teachers' general view points about leadership

#	Questionnaire	Strongly agreed %	Agreed %	Undecided %	Disagreed %	Strongly Disagreed %
1	Do you believe a leader should be more authoritative?	55/ (55%)	25/ (25%)	05/ (5%)	10/ (10%)	5/ (5%)
2	Do you believe that a leader would be more effective if s/he is democratic?	45/ (45%)	30/ (30%)	05/ (5%)	10/ (10%)	10/ (10%)
3	Leader should be distinctive in Power of speech?	65/ (65%)	10/ (10%)	05/ (5%)	10/ (10%)	10/ (10%)
4	Leader should have exquisite Self-confidence?	70/ (70%)	10/ (10%)	05/ (5%)	15 (15%)	-
5	Merit of the leader is to keep a balance between the learning habits and skills?	85/ (85%)	06/ (6%)	05/ (5%)	04/ (4%)	-

Table 5 shows in respect of the leaders should be more authoritative that; 80(80%) heads of school carried the notion whereas 15(15%) didn't favor it. In the realm of school heads exercise of democracy about 75 % of the heads teachers gave opinions in affirmative only 20 nodded otherwise. Giving the expression about the power of speech 75(75%) were in favor where as 20(20%) uttered otherwise. Leader should have exquisite Self-confidence 80 (80%) supported the verdict. Giving opinion about that leader is to keep a balance between the learning habits and skills a wider majority 91 (91%) of the secondary heads swept away with the statement whereas only 4(4%) showed their disinclination.

- Part one was related to personal information of the heads.
- Part two was related to questionnaire about leadership styles.
- Part three was about the leadership traits.
- Part four was about the leadership competencies.

The questionnaire was administrated to 50 respondent's personality.

Findings:

- Majority approved that professional growth is very essential:
- The leaders are agreed that share decision making with group.
- The respondents are decided about integrity.
- The mostly respondents are decided about self-confidence.
- Majority are granted that sincerity.
- The respondents are agreed that managing time and stress.

- Majority are agreed that co-operation.
- The respondents are approved that balance learning habits and skills.

CONCLUSIONS

In the light of analysis of data and findings of the study, following conclusions are drawn.

- The majority of secondary school heads apply authoritarian styles of leadership to run the institutions.
- A few respondents are in favor of democratic styles of leadership, while laissez faire style is least liked by the heads.
- For the total sample of respondents, most like able leadership traits were preferred.
- For the total sample of respondents, following leadership competencies were preferred.
- Leadership as the exercise of influence.
- Leadership as a personality and its officers.
- Leadership as instruments of goal achievement.
- Leadership as a different role.
- Leadership as act or behavior.

RECOMMENDATIONS

In view of the findings and conclusions of this study, researchers would like to make following recommendations.

- It is recommended that for the selection of potential leader, academic qualification is not sufficient, selection criteria

qualification is not sufficient; selection criteria should also contain leadership styles, traits and competencies.

- Besides modern knowledge, perspective of leadership should be included in the curriculum of teachers.
- As it is analyzed that Islamic concept of leadership is the best one. So in the light of Islamic view point it is suggested that selected leader should apply the Islamic style of leadership.
- Leadership in education must be committed to vision of excellence, laying equal emphasis on knowledge.
- Besides administrating questionnaire with Headmaster as well as teachers should be included.
- Finally, it is suggested that as research throws light on leadership styles, traits and competencies, its findings should be incorporated in the program of professional preparation and recruitment of secondary school leaders and in the evaluation of their work.

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