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Least Common Multiple of Teacher Leadership Styles: Implication for Classroom

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Abstract

In a school, a teacher, as a leader, interacts directly with the students to develop their cognition for a desired outcome. At the same time s/he also forms a caring relationship with them not only to guide them academically but also socially and spiritually. Students also have certain capacity for their own learning. This capacity to large extent influences by teacher's role in the classroom. Hence three factors have major influence to shape effectiveness of a classroom. In the study reported in this paper, combinations of these factors were sought and presented in three dimensional models. Eight different combinations (models) emerged by considering extreme existence (+) or extinction (-) of the three factors in order to specify a particular leadership style for teacher leadership.

In order to explore the implication of these different styles in a classroom, a list of eight most important aspects of a classroom were identified through literature and later on validated by experts and practitioners. The influence of the above three factors on these eight aspects were opined from experienced teachers and head teachers. Most of the teachers and head teachers opined that the presence of all the three factors is essential for an effective classroom.

Introduction

Leadership and pedagogy are two important notions in the education literature and have been discussed widely (e.g. Bastien, 1999; Dupont, 1982; Frost & Durrant, 2003; Grace, 1995; Heimlich & Norland, 2002; Hopkins, 2003; MacNeill & Silcox, 2003; Sergiovanni, 1998; Waters, Marzano & McNulty, 2003). One notion is about leading or controlling human beings and the other is about educating them. An integration of these two concepts, which are sufficiently complex on their own, gives rise to a new concept in teacher leadership: pedagogical leadership.

When we talk about the teacher as leader in the classroom, a few factors come up that impact classroom dynamics. Among these factors, a minimum number is necessary for effective classroom activities. The Least Common Multiple (LCM) refers to the minimum that is needed to enable a particular state or event.

Building on the same notion, this paper identifies a combination of factors required for effective teacher leadership in a classroom situation. The study reported in this paper, specifically discusses the following questions: (a) What are the most important aspects of classroom dynamics?; (b) What are the factors impacting the identified aspects?; and (c) What are the possible combinations of these factors to constitute a specific leadership style and implications of each style on the identified aspects?

Methodology

Development of the Model

Based on Riden's (1987) 3-D Managerial Grid for leadership styles and theories related to pedagogy (as discussed by Altet, 1994; Houssaye, 1994; Ladd & Ruby, 1999; Meirieu, 1993;), the three most important factors impacting different aspects of a classroom were identified. Combinations of these factors were sought and presented in three dimensional models. For this purpose, each factor was assigned one axis (as chosen by Riden) to generate visuals for these models. In order to avoid complexity, only those combinations were discussed, that emerged by considering extreme existence (+) or extinction (-) of the identified factors, in order to specify a particular leadership style for teacher leadership.

A list of the eight most important aspects of a classroom was developed after a review of literature. The list was validated by experts and practitioners. Implications for each model of these aspects were discussed in the light of points of view of different experts available in the literature.

Validation of Implications of the Identified Styles on Different Aspects of a Classroom

In order to validate the implications of the identified styles in a classroom, a small scale survey was done in Karachi (Pakistan). For this purpose an open-ended questionnaire was developed and administered to over 15 teachers and five school heads. In the questionnaire, respondents were requested to: (a) name each combination of factors of different leadership styles, using the literature available on that topic; and (b) state implications associated with each combination for all the eight identified aspects of a classroom. Before administering the questionnaire, an orientation was given to them in order to understand the purpose of the study, implications associated with the name of

each leadership style and the eight factors of the classroom. During data collection, formal and informal discussions further clarified any issues.

Review of Literature

Leadership

There are more than 350 definitions of leadership (Henderson 2003). Thousands of studies have been conducted to identify characteristics distinguishing leaders from non-leaders and, more importantly, distinguishing effective leaders from ineffective leaders. We still lack a clear and indisputable understanding of the notion. Because of the large scope of the construct, there is no consistent and universally agreed-upon definition of leadership: “within the field of educational research, ambiguity and confusion surrounds the notion of leadership” (Foster 2004, p.35). Hopkins (2003) considers the literature on educational leadership as problematic because:

... most commentators, certainly those writing during the past ten years or twenty years, tend to conflate their own views about what leadership should be with their descriptions of what leadership actually is and fail to discipline other positions by reference to empirical. (p. 57)

However, it is clear that “leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve the purpose” (Jacobs & Jaques, 1990, p. 28). Northouse (2004, p. 3) also considers leadership as a process “whereby an individual influences a group of individuals to achieve a common goal”. Frost and Durrant (2003) state that “leadership is a concept that can be illuminated using three key words: values, vision, and strategy” (p. 174). In order for a leader to be able to direct a group or an individual towards a goal, he or she must be able to exert influence or guide the thoughts or behaviours of others (Bass, 1990; Hollander & Offerman, 1990; House & Podsakoff, 1994). This process contains two necessary and interrelated parts: leadership and followership. However, in Predvall’s view “leaders must let vision, strategies, goals, and values be the guide-post for action and behaviour rather than attempting to control others” (1994, pp. 30-31).

Yukl and Van Fleet (1992) define leadership as follows:

It is a process consisting in influencing the objectives of work and the strategies of a group or an organization; to influence the

actors of an organization to establish strategies and to achieve the goals; to influence the operation and the identity of a group and, finally, to influence the culture of an organization. (p. 149)

Leadership is much more than simple individual behavior. The basic variable which comes out from this definition is the “influence”.

Most of the definitions of leadership refer to the process whereby one influences other people in order to reach certain organizational and/or individual goals. In this connection it is not only necessary to develop visions, to create values and to observe a direction as a leader but it is also important that the leader becomes a role model for his or her followers (Hinterhuber, 2003). In short we can say leadership is “the process of guiding followers in a direction in pursuit of a vision, mission or goals” (AKU-IED Educational Leadership and Management Study Guide, 2004, p. 28).

Pedagogy

“The term pedagogy is seldom used in English writing about education” (Watkins and Mortimore, 1999, p.1). It has deep historical roots and meanings. Pedagogy derived from French and Latin adaptations of the Greek... literally means a man having oversight of child, or an attendant leading a boy to school”. van Manen (1991) explains:

The term pedagogue derived from the Greek and refers not to the teacher, but to the watchful ... guardian whose responsibility it was to lead (*agogos*) the young boy (*paides*) to school ... The adult has the task of accompanying the child, of being with the child, of caring for the child. This is the kind of “leading” that often walks behind the one who is led. The ... pedagogue was there in loco parentis (or in place of the parent). (p. 37)

Hill (1997) views pedagogy as the art of teaching. According to him pedagogical issues relate to teaching and learning. For example, a fundamental pedagogical issue in distance education pertains to the importance of the medium in distance learning environments.

Brief definitions of pedagogy are offered time to time. A common example is “science of teaching”. However, the breadth of this phrase may create its own difficulty, since such a definition depends on the reader’s assumption about “science” and their conceptions of “teaching”. (Watkins and Mortimore, 1999, p. 2)

An alternative way of thinking about pedagogy, which is neither science nor art, is viewing pedagogy as a craft, an approach suggested by writers who recognize uncertainty and the limits of predictability.

So there is no need to define the term pedagogy in a way that stresses only the teacher's role and activity. Let us consider the teacher as craftsman. I believe that it is helpful to our discussion to focus our attention on teaching but we also need to take the learner into account. Thus I consider pedagogy as, "any conscious activity by a person designed to enhance learning of another" (Watkins and Mortimore, 1999, p. 3).

Role of a Teacher as Leader

Teachers practice leadership directly since in schools they stand first and closest in a caring relationship to children. As leaders, they have the major responsibility for guiding children academically, morally, socially and emotionally through the world of childhood to adulthood.

As a guide or leader of a class the teacher is brought to make operational decisions. Indeed, the teacher is above all a decision maker as "each teaching action is founded on an interactive decision" (Altet, 1994, p.100). According to Rey (1999), the "teacher makes the management and it implies infinite number of micro-decisions which are necessary to take in the urgency and the improvisation" (p. 98).

The teachers, following the example of leaders, are thus confronted with unique situations. Although most of the work in itself remains the same but its components can vary in quantity, quality, availability, and modifiability. This condition makes each situation unique.

Factors Affecting Various Aspects of a Classroom

In this section I have tried to identify and define operational factors contributing to effective teaching learning processes based on leadership and pedagogical aspects of a class. It requires greater care and thought in the selection of these factors, since to a great extent these factors are arbitrary and restrictive and at the same time are quantitative and qualitative.

With Respect to Pedagogy

While identifying factors affecting pedagogy, I noticed that behind an apparent difference between several pedagogical models lies an identical structure. Pedagogy is often presented in the form of a triangular model (see Houssaye, 1994). Vertices of the triangle are teacher, the student and the knowledge Meirieu (1993).

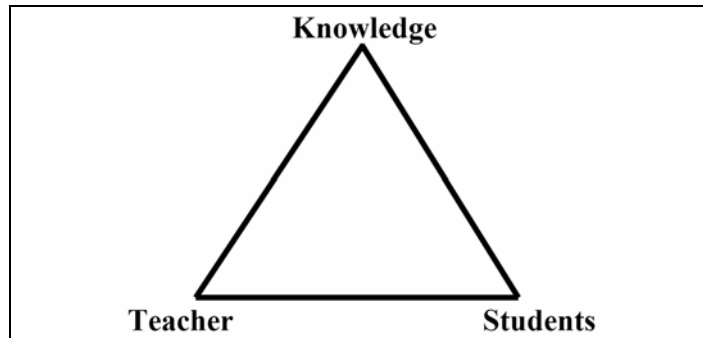


Figure 1: Pedagogy as Houssaye's triangular model

However, Dupont (1982) underlines the triple role of the teacher in any educational transaction: teacher-helping, teacher-teaching and teacher-organizing.

Moreover, one should not neglect the fact that teaching must be active and constructive. In this direction, pedagogy would be only one art of mediation making it possible to build "an arch between the child and the knowledge" (Meirieu, 1985, p.173). This makes it necessary to use student participation as a variable in evaluating teaching in the classroom.

Altet (1994) points out that the role of the teacher is not limited to communication of knowledge any more because this can be done through textbooks and other learning materials.

A teacher's role therefore is (a) to guide and accompany the student in his problem, (b) to lead this problem to formulate questions, and (c) to analyze data and to build an answer. She still has to adapt the interventions according to the needs of the students, keeping in mind the scale of participation, which accounts for the degree of implementation of the concept of participation in an education system.

"Each teacher is unique and can use his or her style to be as effective an educator as possible" (Heimlich & Norland, 2002, p. 23). The concept of teaching style is very significant in the field of education. Teaching and learning styles are

the behaviors or actions that teachers and students exhibit in the learning exchange.

For example, in studying a group of international students in a business administration program, Ladd and Ruby (1999) found that of primary interest to students was establishing warm personal relationships with their teachers.

Teaching behaviors reflect the beliefs and values that teachers hold about the student's role in the exchange (Heimlich & Norland, 2002).

With Respect to Leadership

While discussing leadership one cannot overlook the Managerial Grid developed by Blake & Mouton (1985). For them, any organization in the broad sense comprises two universal characteristics:

1. The objective (concern for production)
2. The human factor (concern for people)

The objective (concern for production)

It is the extent to which a manager directs his subordinates' efforts towards goal attainment, characterized by planning, organizing and controlling:

Concern of production is not limited to things; instead it denotes a concern for whatever the organization engages its people to accomplish i.e. the successful accomplishment of the organizational tasks. (Hoy & Miskel, 1987, p. 299)

The human factor (concern for people);

It is the extent to which a manager has personal job relationships, characterized by mutual trust, respect for subordinates' ideas and consideration.

Hoy & Miskel, (1987) pointed out:

Concern for people refers primarily to sound and warm interpersonal relations. Self-esteem and the personal worth of the individual are stressed. (p. 299)

Blake & Mouton place concern for the objective along the “x-axis”, with a scale from one to nine, with nine being high concern. Concern for the human factor was placed on the “y-axis” also on a scale of one to nine.

The human factor (concern for people)	1,9							9,9
				5,5				
	1,1							9,1
	The objective (concern for production)							

Figure 2: Managerial Grid of Blake & Mouton (1985)

Reddin (1987) considered capacity as an essential requirement for any leadership style. He introduced it as a third variable to be simultaneously taken into account. Reddin's three dimensions are:

1. Task Orientation

This is the same as Blake & Mouton’s concern for objective.

2. Relationships Orientation

This is also like Blake & Mouton’s concern for the human factor.

3. Effectiveness

Capacity – motivation and the manner in which the hierarchical system is used to make people take part in the production – is the extent to which a manager achieves the output requirements of his position.

Effectiveness became the third dimension, the “z” scale.

Reddin (1987) proposed and used an eight-box model of management behavior.

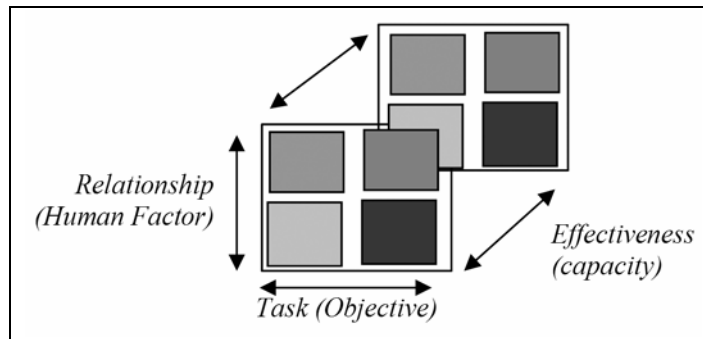


Figure 3: Reddin's 3-D Grid

Reddin, like Blake & Mouton, identified four major leadership styles on the high effectiveness plane and four corresponding styles on the low effectiveness plane, effectiveness being where the leadership style matched the demands of the situation.

It is important to notice that Reddin's research led him to the view that degrees of relationship orientation and degrees of task orientation were independent of effectiveness i.e. either could be correlated with success because this was dependent upon the situation.

With Respect to Teacher Leadership

Some recent findings (e.g. Waters, Marzano & McNulty, 2003) show a strong relationship between leadership and students' achievement. Teacher leadership is more effective in this regard. It is "talked about in terms of the extent to which teachers can be persuaded to take on management roles" (Frost & Durrant, 2003, p.176). Nevertheless it is not a formal role, responsibility or set of tasks; it is more a form of agency where teachers are empowered to lead development work that impacts directly upon the quality of teaching and learning.

It is more inclusive in that the need to encourage all teachers to be "change agents" is addressed (Fulan, 1993) whether they have or do not have formal managerial roles. Therefore, teacher leadership seems to offer a very appropriate model for leading teaching and learning. It can expand the role of educative leadership because of its value correspondence with it, especially in relation to Fullan's (2001) three core aspects of leadership – moral purpose, relationship building and knowledge creation. Keeping in view these core aspects of leadership, the three factors given in Reddin's 3D managerial grid for leadership,

Houssaye’s (1994) triangular model of pedagogy, and Altet’s (1994) scale of participation in teaching and learning process, I came up with three basic factors for teacher leadership that can impact almost all aspects of a classroom:

- Interest of teacher for the objectives (*Learning outcomes*) in terms of students’ result (L)—concern for the production: students’ achievement.
- Interest of the teacher for the human factor (students) in terms of *students’ Care*, interpersonal relationship, students’ self-esteem (C)—concern for students.
- Interest of the students for their own learning keeping in view their own capacity i.e. *students’ Motivation* (M)—students participation in the learning process.

Models Emerging from the Various Combinations of the Factors Affecting Various Aspects of a Classroom

Although it is possible to further divide the three factors identified above into independent elements, doing that would bring complexity into the geometrical representations and might lose simplicity, representativeness and especially accessibility. Therefore, taking into account these three factors, eight different combinations (models) emerged by considering extreme existence (+) or extinction (-) of the L, C and M in order to specify a particular leadership style for teacher leadership.

Style-1: (L-, C-, M-)	Style-2: (L-, C+, M-)
Style-3: (L+, C-, M-)	Style-4: (L+, C+, M-)
Style-5: (L-, C-, M+)	Style-6: (L-, C+, M+)
Style-7: (L+, C-, M+)	Style-8: (L+, C+, M+)

Identification of Important Aspects of a Classroom Affected by Teacher Leadership

According to Harris & Muijs (2003), teacher leadership is primarily concerned with developing high quality learning and teaching in schools. It has at its core a focus upon improving learning. Frost & Durrant (2003) have also emphasized

that teacher leadership is “development work” which has an explicit focus on teaching and learning. Keeping in view the focus of teacher leadership and classroom activities, I identified eight important aspects:

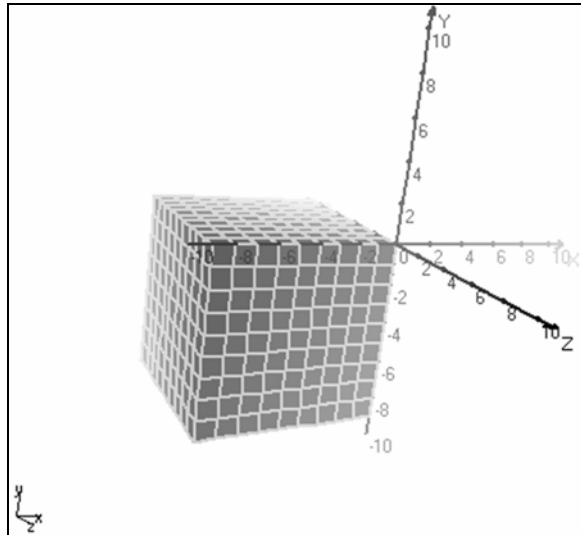
- Teacher’s role (mentor, leader, facilitator, transmitter etc.)
- Teacher’s attitude towards students (kind, polite, accommodative, harsh, etc.)
- Teacher-student relationship (friendly, empathy, mutual respected, annoying, etc.)
- Students’ personality development (openness to experience, emotional stability, confident, depressed, etc.)
- Students’ conceptual understanding (problem solver, in-depth, life long, shallow, etc.)
- Students’ attitude towards knowledge (asset, means to achieve a goal, task completion, liability, etc.)
- Nature of learning activities (student centered, focused and light, heavily content loaded, teacher centered, etc.)
- Overall environment of the class (student friendly, supportive for learning, pleasant, frustrating, etc.)

These aspects were validated by five professional development teachers.

Models (styles) of Teacher Leadership and their implications in a classroom

In this section implications of the three factors on the identified aspects will be discussed in light of literature and data collected for the validation of each of the eight styles. Every combination is graphically presented in three dimensional models by taking L, C & M along with X, Y & Z axis respectively. Keeping in view the model developed by Blake & Mouton (1985), a scale of 1 to 9 has been used for each face of the models.

Style-1: Laissez-faire (L-, C-, M-)



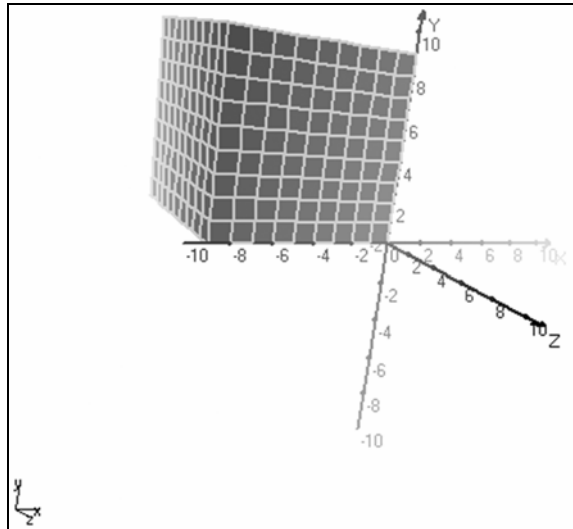
The respondents picked title “laissez-faire” for this style.

A teacher with this style seems tired, careless, disappointed or de-motivated and satisfies the necessary minimum. The division of the work of teaching as well as the simplification of the tasks is thorough to the extreme, not offering any stimulant, and there is no challenge to be surmounted.

This type of style generates monotonous and repetitive work. In order to avoid controversy, evaluation design in this style is limited to the bare minimum, avoiding drawing attention to its lack of engagement. It reflects the teacher’s incompetence and lack of aptitude.

A student confronted with this style usually faces two main negative consequences (a) lack of stimulation in the teaching associated with the indifference, and (b) lack of consideration. These can cause the student to reproduce the behavior of the teacher, which will result in a drop in motivation, lack of cognitive engagement, and lack of perseverance.

Style-2: Paternalist (L-, C+, M-)

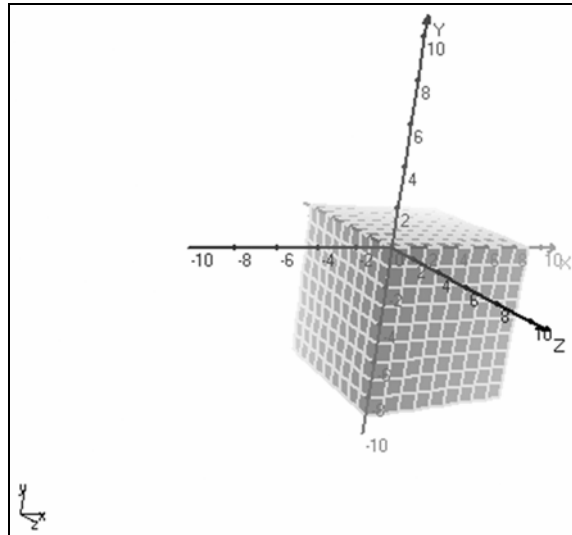


The respondents picked title “Paternalist” for this style.

With this style, everything is arranged in sequences of teaching to satisfy needs of students. The standards of knowledge are established on relatively low levels in the spirit of user-friendly. Thus a teacher with this style often seeks to successfully make it across all the obstacles of the school course (while encouraging positive reinforcement and trying to convince) by developing a good relationship with students.

The students could however underestimate the suitable requirements for knowledge in their search for an environment that is “child-friendly”, or think that what counts before all is the quality of their relationship with their teacher (Rey, 1998).

Style-3: Autocratic (L+, C-, M-)



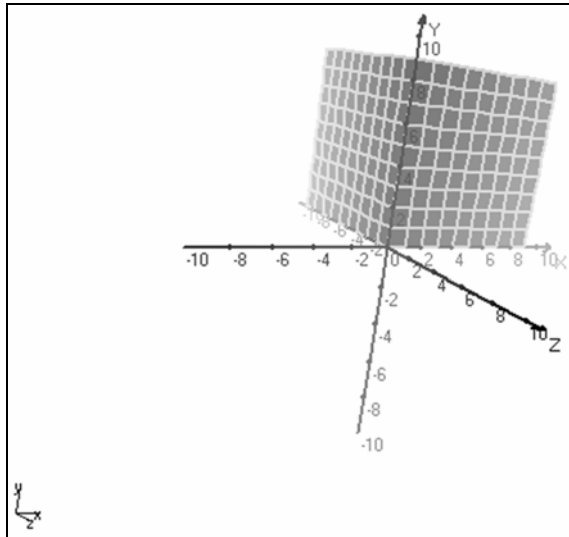
This combination was given the title “Autocratic”.

In this mode of leadership, the classroom environment is not significant; the most important thing is to complete the task, and to achieve the objectives in order to cover the matter guided by the handbooks and the exercise books.

The programme constitutes the only “contract” (not negotiated and non-negotiable) binding the teachers and students. The course of the teaching is collective, of transmitting type and is carefully controlled by a strict discipline. The teacher gives her instructions only step by step, breaking up and parceling out the knowledge. All occurs as if the process of teaching were “extrinsic and alien with the personality of the student” (Bastien, 1999, p. 417).

This pedagogical rigidity can generate more “weakness”, de-motivation, high level of stress and even school overwork. Since too much is solicited through repetitive activities or of seed-planting drill, the students do not have time to develop their creative aptitude. Above all, this pedagogy generates conformism by supporting only the reproduction of a standard setup in ideal-type. Accordingly, punishment would play an essential role in this attempt to obtain “flexible bodies”.

Style-4: Benevolent Autocratic (L+, C+, M-)

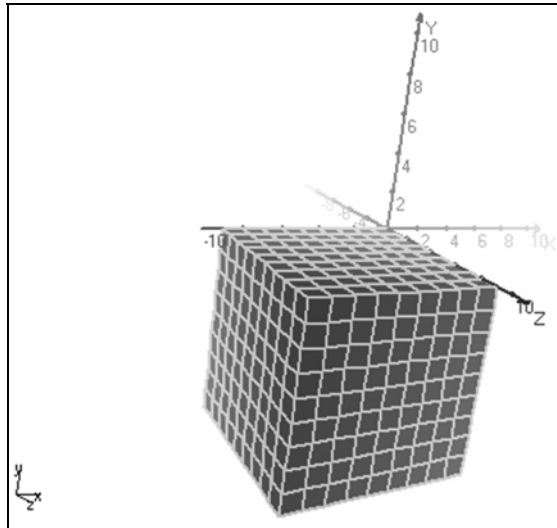


A teacher with this style expresses a high concern for students and their results but is unable to relinquish control and allow students to make their own contribution.

The basic internal principle of similar teaching (neglecting participation) could be described in these terms: “I am the teacher responsible for your teaching, I will transmit my knowledge to you and I will help you but in return I await your obedience in the way that I will show you”.

The spring of motivation which probably hides behind this style is to encourage admiration by granting to the students (with the limit selected and sorted) the benefit of teacher’s experience and counseling. In this way, we approach more patronage, the student becoming an apprentice under the aegis of a mentor (teacher). The implication for the student is two-fold: (a) the knowledge is folded back by the student; (b) creativity is choked and attached in the efforts to answer, waiting for the teacher’ question.

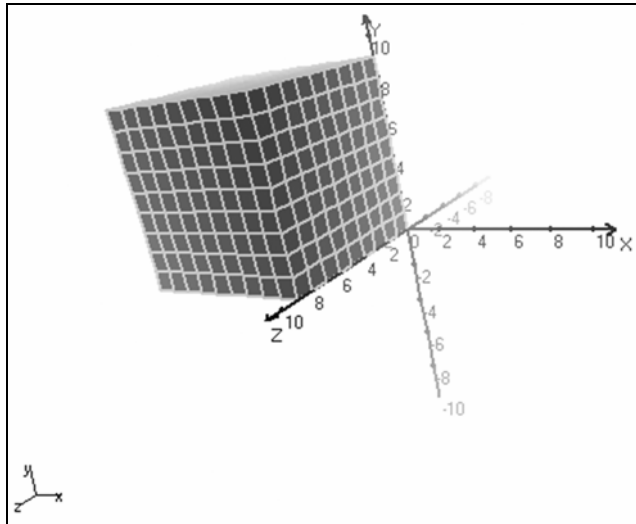
Style-5: Pure Form (L-, C-, M+)



It is a question here “simply” of giving the exchange, to create the illusion of participation in order to meet the requirements of the official curriculum. Actually, in this style, objectives could be of three types: (a) minimal conformity with the programme; (b) obtaining obedience; and (c) success with examinations, which become the goal even of the acquisition of the knowledge.

This step comprises a trap which would likely block the learning process. For Rogers (1996), one of the essential qualities of the teacher is authenticity. However, this quality is precisely incompatible with a leadership of pure form. Research (e.g. Miller 2001; Stitt-Gohdes 2003; etc.) supports the view that when students’ learning preferences match their teachers’ teaching styles, student motivation and achievement usually improves.

Style-6: Buddy (L-, C+, M+)

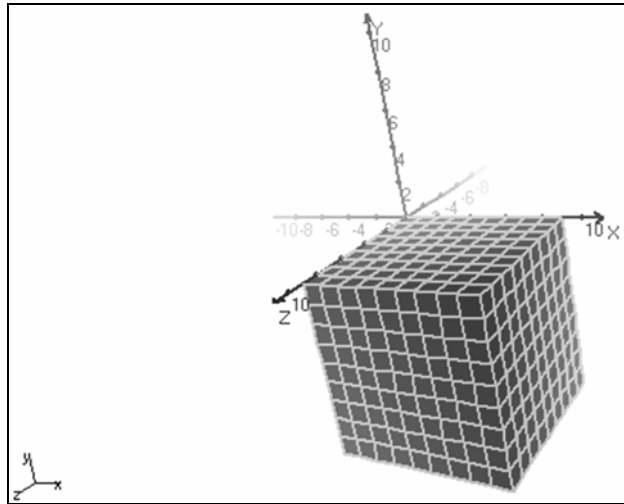


Perhaps this style is mostly observed in young people at the beginning of their career. This style combines interest for the students and their participation. The required harmony can come owing to the fact that the teacher keeps abstract relations with the students, e.g. through discussions on their centers of interest (like games).

This style of leadership can, for teaching, lead to for example, the formation of a group for a recreational activity, like a festival.

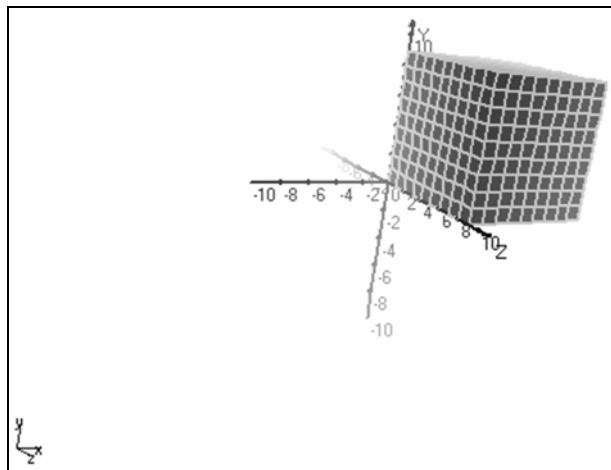
However, essentially the formation of a group for a festivity is temporary. It is thus the entire problem which is raised after the festivity that has to be addressed in terms of teaching style! “What will happen once the festival over? The things will take again their normal course... and formed will only mobilize very little the learned assets” (Galambaud, 1980, p. 181).

Style-7: Manipulator (L+, C-, M+)



Apparently a teacher with this style is attractive to students because of her emphasis on the task as well as participation. However, the lack of interest for her student's learning is an indicator of an underhanded style and most dangerous for this model. By skewed presentation, the teacher induces the choices of her students and later on takes credit for good teaching.

Style-8: Mediator (L+, C+, M+)



The pedagogical orientation of leadership “mediator” carries out the integration of the three axes “learning-care-motivation”, supported by a classroom environment where it is good to work and where the students not only take

pleasure in work, but are also stimulated to deal with themselves and to develop their critical spirit and their creativity (Rogers, 1996). In this way, the material taught is not an end in itself, but a means with the pedagogy centered on the development of the students. Thus the students become true creators of their learning.

The data collected regarding the implications associated with each style also validate the above discussion. A summary of implications associated with each of the above styles mentioned by the respondents is given in Annexure II.

Conclusion

The model for teacher leadership discussed above can undoubtedly appear very simplistic, incomplete or too conceptual. This was also evident during formal and informal discussions with the teachers and school heads, at the time of data collection. However, the limitations of the model are as many as its prospects for development and exploration, and a lot of work remains to consolidate the model. Observations in class would be necessary to identify the behaviors of teachers and to locate them in a suitable space. This would then equip the model with tools that are genuinely operational and can be mobilized in various situations.

With the perspective of initial model formation, the model stresses the various elements to be taken into account in a teaching situation. Moreover, it explicitly points out some standard and unquestionable behaviours and practices (a thorough knowledge and a better comprehension of the concepts allowing a greater objectivity) for prospective teachers. However, it is obvious that the minimum requirement for effectiveness of classroom activities is presence of all factors i.e. L+, M+, and C+, known as the “mediator style”.

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Appendix 1

General Description of Leadership Styles

Style-1: Laissez-faire

A person with this style exercises little control over his team members, leaving them to sort out their roles and tackle their work, without him participating in this process. In general, this approach leaves the team floundering with little direction or motivation. Generally with this style very low motivation can be maintained in an organization.

Style-2: Paternalist

A person with this style demonstrates all of the strength, determination, and courage that brings about results, and yet also considers people in the process. Paternalists don't just want to control others, but who want them to smile and say, "Thank you!" He often has a proven track record of accomplishment and wants to share that expertise by taking care of everyone in what he perceives to be a helpful and supportive way.

Style-3: Autocratic

A person having this style dominates team-members, using unilateralism to achieve a singular objective. This approach to leadership generally results in passive resistance from team-members and requires continual pressure and direction from the leader in order to get things done. Generally, an authoritarian approach is not a good way to get the best performance from a team.

The autocrat has little confidence in his subordinates/team members and distrusts them. He makes most of the decisions and passes them down the line. He makes threats where necessary to ensure that his orders are obeyed.

Style-4: Benevolent Autocratic

The benevolent autocrat sees herself as a superior father figure who makes all the important decisions and then convinces his subordinates/team members to go along with them. He may allow some decisions to be made by some subordinates/team members within a framework set by her/him. Rewards as well as punishments may be used to "motivate" people.

Style-5: Pure Form

A person with this leadership style has minimal consistency with the production; desires for master and servant from his subordinates/team members; and achieves the output requirements of his position.

Style-6: Buddy

A person with this leadership style avoids confrontation and dealing with negative issues e.g. performance and behavioral problems. Poor performing subordinates/team members often get advantage from him and he loses top performers because they are burdened with covering for poor performing subordinates/team members who are not properly disciplined by buddy managers.

Style-7: Manipulator

A manipulator believes the ends justify the means. This style is the least ethical. This is based on short term gain and lacks trust.

Style-8: Mediator

A person with this style is motivated to create and maintain interpersonal harmony; incorporates others' agendas and opinions into decision-making process; seeks a comfortable living and working environment; steady, adaptable and easygoing; understands all points of view in a conflict, but may find it difficult to assess personal priorities; may become inflexible and immovable once a decision is reached. The person promotes acceptance of differences and mutual positive regard. He emphasizes teamwork, cooperation and collaboration as a way to reduce conflict and maintain good will. He believes in hearing all sides of a dispute before making a decision.

Appendix 2

Summary of implications associated with each combination mentioned by the respondents.

Combination Style	L-, C-, M-	L-, C+, M-	L+, C-, M-	L+, C+, M-	L-, C-, M+	L-, C+, M+	L+, C-, M+	L+, C+, M+
	<i>Laissez-faire</i>	<i>Paternalist</i>	<i>Autocratic</i>	<i>Benevolent Autocratic</i>	<i>Pure Form</i>	<i>Buddy</i>	<i>Manipulator</i>	<i>Mediator</i>
Aspects					Implications			
<i>Teacher's role</i>	Passing information	Facilitator, more directed towards students' interest	Dictator, director, dominant, threatening	Mentor, control with bit caring, keep on reminding, transmitter of knowledge	Master	Friendly, Facilitator	Self-oriented	Moderator
<i>Teacher's attitude towards students</i>	Non-participatory, passing time, careless attitude	Caring, loving, friendly, satisfying students' need	Means to an end, all are same	Wants her student to learn best, Indifferent, result focus	Less or no formal, more professional than humanistic	Respect student ideas, positive attitude	Use students as a mean towards an end, lack of care & respect	Nurturing, positive, encouraging
<i>Teacher-student relationship</i>	Most of students in this class will be damaged. Both students and teacher remain like a stranger	Interpersonal relation are developed, friendly, very open to each other, mutual trust	Very poor, senior-junior	Frustrating for the teacher, Rapport but not ever lasting.	Restricted to academic support, not socialization with each other	Friendly and close	Good relations but declining, no respect to each other in future	Mutual trust and reciprocal, interpersonal harmony Co-operating
<i>Students' personality development</i>	Confused, drift, afraid to take initiatives, aggressive, self centered	Lack of confidence, very weak interpersonal skills	Not holistic only cognitive level	Lopsided, lacking	Lacking human relationship	Social development	Social & Interpersonal skills	Confident, independent learner, holistic development

Appendix 2: Summary of implications associated with each combination mentioned by the respondents (contd.).

Combination Style	L-, C-, M- <i>Laissez-faire</i>	L-, C+, M- <i>Paternalist</i>	L+, C-, M- <i>Autocratic</i>	L+, C+, M- <i>Benevolent Autocratic</i>	L-, C-, M+, <i>Pure Form</i>	L-, C+, M+ <i>Buddy</i>	L+, C-, M+ <i>Manipulator</i>	L+, C+, M+ <i>Mediator</i>
Implications								
<i>Students' conceptual understanding</i>	No concept building, can only reproduce	Low level of conceptual understanding, no proper learning	Rote learning, assessment focused, superficial	Scanty, superficial, no improvement in understanding	Less or no learning	Critical	Rote learning, superficial	High level of cognitive development
<i>Students' attitude towards knowledge</i>	Hatred, feel liability, assessment oriented	Motivated because of the care of teacher, leisure time activity, not a priority not bothering about learning	As a fixed content to be reproduced, learning for the sake of learning	De-motivated, Non-involvement	Look at teacher for knowledge seeking, Non-serious	Independent learner, life long learner	Students are enjoying but not learning, assessment oriented	Knowledge is asset, interested, like to access more and more knowledge
<i>Nature of learning activities</i>	Non stimulating, memorization of factual knowledge, no concept building, teacher centered	Learning from fun, without any objective in mind, not challenging for the students, student centered but objective-less	Lack of variety, transmissive nature	Routine, teacher directed, focused, boring	Exam oriented activities	Value, students' choice and interest	Not student centered, devoid of conceptual learning	Student-centered and cooperative, according to students' mental level
<i>Overall environment of the class</i>	Monotonous, controlled, boring, tense, chaotic, partially out rolled	Comfortable, noisy, not taking care of what is going on, undisciplined	Military type, outcome oriented, threatening	Business like, disciplined, tense situation	Little bit discipline, individualistic	Conductive, friendly	May be discipline in traditional way	Every one takes part in classroom actively, interesting, harmonious