

# Disproportion BETWEEN THE Practices OF Autocratic & Democratic Leadership Styles OF Teachers AT Public Secondary School Level

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## Abstract

This research study has mainly focused on major leadership styles of teacher at secondary level of school. The study aims to find out the disparity in the practice of leadership styles of the public secondary school teachers. The study is aimed to examine the disparity between the practices of leadership styles among secondary school teachers. This study employed a descriptive survey research design and quantitative in nature. This study was also conducted on the practice of leadership style among teachers. The population for this study was the teachers of Government High Schools of both boys and girls of Model Town of District Lahore, Punjab. There are 5 Government High Schools were selected randomly out of 50 public schools of Model Town, Lahore. In this study there is no significant difference between the practice of leadership style of teachers at public secondary school of Model Town, Lahore. Both male and female teachers have complete access to these leadership style to increase the academic achievements of students. According to the finding of this study the following suggestion were made that teacher should use both autocratic and democratic styles of leadership to increase the achievement of students at public school level. Government should arrange the training seminar on leadership styles where school teacher can easily learn about leadership styles to development of educational organization

**Keyword;** Autocratic leadership, Democratic leadership, practice, secondary school

## Introduction

Universally, development of school environment, culture and norms depend on effectiveness of leadership styles. Student's academic achievements at school level could be measured more effectively through leadership styles of teacher. Ross & Gray (2006) has been stated that leaders support to encourage the leading of students and teachers to the construction of good

school settings which are mostly helpful to student's academic achievements. According to Sidhu (2001), In educational organization which are structured learning core where the important foundations of educational process are teachers and students. Both students and teachers play a vital role in successful academic achievements of students because students most of time copy their teacher's teaching-learning process. In other hand, teacher delivery effective data to the

students as well as sharp their skill and provide different types of experience through different ways. All around the world, every teacher uses different types of teaching methods which are sometimes traditional or sometimes modern for the teaching-learning process. These teaching methods are frequently known as instructive leaderships. Leadership styles of teaching offered different acts in development and achievement of students in educational organizations. Cotton (2003) observed that, in educational field; effective leaders are concerned with student's core curriculum & curriculum because both introduce to overall successful growth of academic achievement of students. Maicibi (2013) surveyed in different areas of Africa, like Uganda suggested that specific leadership styles of school leader might be have encouraging and destructive effects on instructional process and method leading to development of students for the academic achievements and others educational activities (Russell & Stone 2002).

In an educational organization, teachers are leaders and products are students. (Lin, 1999) has been stated that the styles of leaderships which are used by school leaders including teachers and headteachers are important in developing of effective academic presentation of the educational organization. For well-organized school's curricula, plans, and activities leaders would accumulate to generate operative plans for academic quality that is individual likely if they have the aptitude to obtain operative styles of leadership.

Leadership styles of teachers act a substantial part of decision making, as assorted and cooperative actions that are include in educational processes. Leaders as teachers doing effort with their students to achieve their academic goals. In a exertion of team, also consuming their services and involvements, leadership of teacher interconnects and coordinates with the members of team to enhance

the students' academic achievement (Blase, Blase & Phillips, 2010; Smylie, 2010). A leadership of teacher is deep-rooted in their performance, skills, services and characters, these are impulsively useful in the organization setting for efficiently leading and develop more multifaceted and assorted framework for the student achievement.

The main aim of this is to constructive changes in the performance of the pupils.

Teacher who is a leader, their aim is achieving the desired at providing direction, applying strategies and motivate the students for accomplishing the desired communicative goals. Teachers should use all types of leadership styles such as: cooperative, constructive, transactional and autocratic leadership styles by the process of teaching-learning along with all levels of management (Hallinger, 2004; Houser & Frymier, 2009; Plax & Kearney, 2010). The leadership style teachers practice influences the performance of students. There is less research done on this issue. So, this research filled this research gap.

### **Literature review**

The term leadership is an important role in all organizations as well as leadership also have many definitions: Mankoe, (2002) has been stated that "leadership can be well-defined in different ways through many writers since of the changing viewpoints after that they interpretation the concept".

To Burns, (1978), leadership is "the shared method that assembling by individuals with positive purpose and standards, several financial, party-political, and other belongings in a framework of race and war, in command to understand goals self-sufficiently or reciprocally apprehended by individually leaders and supporters" (p. 425). Musaazi, (1982) has been cited by Mankoe 2002, nevertheless trust that leadership is merely the aptitude to the inspiration

of persons to effort to accomplishing organizational goals.

According to (Fischer, Dietz, & Antonakis, 2017) Leadership is an intricate, complicated method anxious by the art of inspirational, encouraging, and superintendent towards supporters in a specific path that includes molding a idea, setting of goals, and inspiring individuals to become successful.

### **Style of leadership**

According to (Thoha Miftah, 2010) When a person used behavior model to the inspirations of others, then it's known as leadership style. Leadership can be planned as a characteristic system of performing from the leader to his supporters. Thus, leadership style is the method in which the leader act constantly towards assistants as affiliates of his group to effect assistants to realize goals. So, it can be determined that style of leadership is a form of performance of a leader who constantly effects his assistants to be joyful to do their work to attain area of goal.

### **Significant effect of leadership styles on student's performance**

Ojikutu, Ode tayo, & Sajuyigbe, 2012 has been suggested that "The heart of the organization is the leader who complete the achievement of objects and then goals. Leaders can also support the group of people to enhance a collective sympathetic toward the mission, vision and actions of organization. They could be show pure and extensive path of organization to their supporters.

According to Hina & Hussain, 2019; Karadag, Bektaş, Çoğaltay, & Yalçın, 2015; Mlingwa, 2015; Sun & Leith wood, 2015). Some scholars of leadership give their point of view about substances of leadership since operative leaders make a modification in careers and life of people; give instructions and authorities to the

followers on how they do their actions by taking proper arrangements that can help to bring changes in organization.

(Hina & Hussain, 2019; Karadag, Bektaş, et al., 2015; Mlingwa, 2015; Sun & Leith wood, 2015) examined that Leaders would recognize what is essential to advance the value of education process the ones who can variety practice of the operatives' measurements and encourage interest and expectation. In this circumstance, leaders may become the best obtainable of their team and by way of outcome is the development of their efficiency.

(Ouma, Lucy, & John, 2015) stated that Discretely from the condition that the principles of educational organizations such as colleges identifies what should be do, he/she recognizes at what time, in what way, and the what are the goals for it, the significance of enhancement that conveys approximately precision on the achievements of students. It might consequently, be claimed that a principal, who not ensures involve in activities dependable on the leadership of instructors, has a incorrect viewpoint of the goals of educational organization.

(TS & Swamy, 2014; Vaismoradi, Bondas, Salsali, Jasper, & Turunen, 2014) has been observed that the core profession of the instructors of education organization e.g., schools & colleges stays to generate an inspirational environment that adopts aptitude, advance educational process. Hence, the nature of setting that occurs in a school or college might be used as a tool for the measurement of teacher's efficiency.

### **Influence of Leadership Styles on Teaching and Learning process**

(Caldwell, 2004) has been observed that leaders as a teacher can show a selection of changed styles, each style have an amount of constructive and undesirable properties on students and the

whole organization. The methods to leadership are play an important role in a leader's efficiency, effective leaders frequently display potentials from many changed styles. Effect of leadership style on the school through upsetting worker self-esteem, efficiency, decision- making rapidity, and system of measurement. Leaders can successfully examine difficulties, measure the ability side by side of students, study changes, and style a well-versed choice. By selecting the maximum proper style of leadership for the condition, an active leader offers a long-lasting impression.

According to (Karadağ, Çoğaltay, Bektaş, & Yalçın, 2015) dissimilar viewpoints regarding leadership and its styles in leading relationship for foundations and establishments are following. Leadership is connected by school and school administration in the educational division. School of leaders are predictable to lead and inspire all students and encourage and nourish the students to achieve the objectives of the school.

### 1. Autocratic (authoritarian)

(De Cremer, 2006; Van Vugt, Jepson, Hart, & De Cremer, 2004) has stated that an autocratic leader is one who resolves and originates with explanation aimed at the complete cluster on their personal by slight or no conversation with further followers. agree on their observation until they persuade the assistants.

### 2. Democratic (participative)

According to (Sheshi & Kërçini, 2017) "Democratic which is also known as participative leadership is identical stress-free and contributive in which the leader offers the assistants or members of group to take part in the result regarding them and their involvement obsessed by inclusive methods."

(Choi, 2007; Iqbal, Anwar, & Haider, 2015; Moynihan & Pandey, 2010; Snell & Swanson, 2000) has been examined that Leaders whose use democratic style constantly proceeds participation and guidance from individuals whose are followers or individuals in a group for the method of decision making inside the mission set, various contributors demonstrated this type of leadership for finding and gaining Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.11, No.34, 2020 22 recommendations from further followers to originate to a group agreement when frustrating to a problem-solving.

### 3. Laissez –faire

Al-Ababneh 2013, Snell, J., & Swanson, J. (2000). The Essential Knowledge and Skills of Teacher Leaders: A Search for a Conceptual Framework. has been suggested that Laissez –faire leadership style or unrestricted rein leaders Laissez-faire or free rein leaders are those leaders whose provide slight leadership when production with team problems offer inclusive control and authority about their assistants.

### 4. Transformational Leadership

(Ayoko & Chua, 2014; Bass & Riggio, 2006; Boysen, Kelly, Raesly, & Casner, 2014; Nielsen, Yarker, Brenner, Randall, & Borg, 2008) has been stated that "Leaders are inspirational, the members of a group by a shared vision, they can spend their maximum time period for supervisory and conversing with their followers , they are not prepared to do the whole thing but give farm duties amongst their group of members then leaders are perceiving weakness they are ready

actively to support their assistants through aspect and practical controlling opinions. (S. Nanjundeswaraswamy & Swamy, 2014; Wang, 2014) has been found that These can generate and endures a context that maximizes human and administrative competences; help various stages of transformation, and make parallel for the essential standards and an incorporated determination. Style of organizations magnetism to superior style of leadership commonly accompanying with transformational style of leaders; tremendously influential, really important for the work of a team.

### **Attractiveness and services linked to leadership**

(Chai & Kong, 2006; Zvavahera, 2014b) has been absorbed that Leaders are fit alert of pupil in education supplies, school values and moral, and suitable instructional approaches that lead to learner in learning, generous significance to processes of decision making that influence the superiority of pupil achievement and teacher expertise, collaborating the associations among standards of education, actual instruction, studying facts, consuming serious intellectual, and methods to solve problems, assessing results for efficiency, customs appropriate, effective, and transparent methods to decision making, equality, planned and concrete consequences, and modifications as desired and integrating data-driven for making decision by operative technology combination to evaluate results of educational organizations.

According to (Akessa & Dhufera, 2015a, 2015b; Khan, 2012; Martirosyan et al., 2014) Leaders in an educational organization play a vital role to bring more effective teaching and learning process and to provide good superiority of education to pupils for achieving goals. The leadership style of school teachers hangs on the

leaders' expectations toward the life of human, landscape of human, and education of human. These expectations determinedly and instinctively are the key substance for making a decision and selecting a style of leadership.

### **Methodology**

This study employed a descriptive survey research design. This study is quantitative in nature. Quantitative approach is the inspiration of modern science. Leedy and Ormrod (2001) supposed that quantitative studies are particularly definite in its surveying and examination, because it assembles upon current philosophies. (Creswell, 2003) has been observed that the procedure of a quantitative research studies continues by hypothesis of a research standard. This study is also descriptive in nature which purpose is to describe the variables of interest to the researcher. It is the main type of quantitative research. Hence, observation and survey tool such as questionnaire are frequently applied to collect data. It also helps in describing, population and identifying situation. The population for this study was the teachers of Government High Schools of both boys and girls of Model Town of District Lahore, Punjab. There are 5 Government High Schools were selected randomly out of 50 public schools of Model Town, Lahore.

The sample was 150 teachers of 5 Government High School, Model Town selected randomly. Simple random sampling techniques has been used by researcher and choose the random public schools of Model Town, Lahore and determined the sample size from the population. The research used stratified proportion random sampling for the sample size. Then the researcher randomly chose the teachers from these 5 public schools of Model Town, Lahore for data collection.

The sample was 150 teachers of 5 Government High School, Model Town selected

randomly. Researcher selected randomly 5 public schools out of 50 public schools as sample.

### Research instrument and data collection

Instrument of this study was structure recorded questionnaire that was filled through the survey from the teachers of selected public schools for the collection of data. Collected data were analyzed by using the special package for social sciences (SPSS). Data collected by the researcher from the public schools by having the responses

of teachers through survey. Data were collected by conducting the questionnaire from the teachers of selected public schools. Analysis was conducted on the sample of 150 male and female teachers by using the special package for social sciences (SPSS). Independent Samples T-Test were applied to check disparity between the practices of Leadership Styles of teachers. Mean and standard deviation were also found for all variable involving in this study from descriptive statistics as referred in:

**Table:1 Practice of Autocratic Leadership Styles among Teachers**

	Gender	N	Mean	Std. Deviation	t	Sig.(2-tailed)
AULS	Male	58	3.4402	.46707	-1.794	0.075
	Female	92	3.5780	.45229		

**Table:1** shows that the means score of Male for Autocratic Leadership style is 3.4404 with Std. deviation 0.46707. Whereas the mean score for the Female 3.5780 with std. deviation 0.45229. Apparently, there is difference between the mean scores of the practice of Autocratic Leadership style of male and female teachers. However, when these two mean scores are tested through independent sample t-test to see whether the

difference in the mean scores is statistically significant or not?

The value of the t is -1.794 and the corresponding value of the P is 0.075, which is greater than the predefined value of P which is 0.05. So, the difference in the mean score of the practice of autocratic Leadership style is not statistically significant.

**Table:2 Practice of Democratic Leadership Styles among Teachers**

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
DELS	Male	58	3.4632	.41875	.05498	-.369	.712
	Female	92	3.4891	.41806	.04359		

**Table:2** shows that the means score of Male for Democratic Leadership style is 3.4632 with Std. deviation 0.41875. Whereas the mean score for the Female 3.4891 with std. deviation 0.41806. Apparently, there is difference between the mean scores of the practice of Democratic Leadership style of male and female teachers. However,

when these two mean scores are tested through independent sample t-test to see whether the difference in the mean scores is statistically significant or not?

The value of the t is -0.369 and the corresponding value of the P is 0.075, which is greater than the

predefined value of P which is 0.05. So, the difference in the mean score of the practice of Democratic Leadership style is not statistically significant.

### Findings

The value of the t is -1.794 and the corresponding value of the P is 0.075, which is greater than the predefined value of P which is 0.05. So, the difference in the mean score of the practice of autocratic Leadership style is not statistically significant. The value of the t is -0.369 and the corresponding value of the P is 0.075, which is greater than the predefined value of P which is 0.05. So, the difference in the mean score of the practice of Democratic Leadership style is not statistically significant.

### Conclusion

The study concludes that there is no difference in the practice of autocratic leadership style of teachers of public secondary schools. Similarly, study also conclude that there is no difference of the practice of democratic leadership style of teachers of secondary public schools. So, it can be concluded that the teachers are practicing the both leadership styles similarly. In other words, there is no disparity in the practice of leadership styles of public secondary school teachers.

### Recommendations

1. It is recommended that teacher should adopt democratic leadership styles in the classroom in making decision and therefore grow a positive classroom environment for students to learning well.
2. It is recommended that at the secondary school level, teachers should establish goals exclusively, work according to their plan and allocate assignment to pupils and check them strictly. This may be possible if in-service and pre-service programs of training will be organized.

3. It is recommended that teachers should use different type of leadership styles according to the conditions.

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