

Autocratic style of leadership education essay

[Business](#), [Leadership](#)



Leadership is the procedure of acting upon others to work voluntarily towards an organization's end and to their best of their capabilities. The kernel of Leadership is followership. In other words, it is the willingness of people to follow that makes an individual a Leader. It is of import to the success of any group, although the nature and manner of Leadership needed in one status may differ well from that needed in another. Leadership is important in actuating and animating the work force. Some of the Leadership manners chosen are Autocratic, Democratic, Laissez-Faire and Paternalistic.

2. 2. 1 Autocratic manner of Leadership

Autocratic manner is besides known as the autocratic manner of Leadership. In such a manner, determination devising is centralized in the manus of the Leader himself, who does not promote engagement by subsidiaries. Indeed subordinates' thoughts might be actively discouraged and obedience to orders would be expected from them. Wise leaders maintain the usage of bossy methods to a lower limit as they know this attack closes the door to communications with the group they control (Norman, S and Vigor, H 1991). This manner of Leadership can be used at school particularly when the Administrators do not anticipate any feedback or justification ; that is one manner communicating is used. This can be used for illustration in a formal meeting with the Educator.

2. 2. 2 Democratic manner of Leadership

Under this manner, leaders consult the group and beg their sentiment and engagement in determination devising procedure (Sheikh 1999, p. 145). The democratic manner of Leadership is more appropriate in about all state

of affairs in the school. Covering with people is the most ambitious undertaking to be done. Thus Administrators can follow this manner to obtain feedback of pupils and besides welcome suggestion for the best of the pupil. In the category the Educator can follow this manner to be certain that everyone has good understood the category delivered to them. In this manner Educator will cognize whether they have succeeded in their undertaking or non.

2. 2. 3 Individualistic manner of Leadership

The individualistic manner is besides known as the free rein manner of Leadership. This manner may work efficaciously when the subsidiaries are extremely competent, able to exert self-denial and can hold the capacity to take determination (Sheikh 1999, p. 146) . Individualistic manner can be used when there is any event which is organized. The function of the Educator is to put their mark and leave the pupil on their ain to finish the work. Bing motivated in an event the pupil will probably to execute good in doing the readyings.

2. 2. 4 Paternalistic manner of Leadership

The paternalistic Style of Leadership can be helpful if it used at school. The Educator already acts as a `` Father " or `` Mother " for the pupil. Some pupil is even more at easiness to discourse any issue with their Educator alternatively of their ain parents. This is due to the fact that about all parents work today and the pupil find merely the Educator to whom they can show their positions, feelings and sentiments. The Administrators can besides follow this manner with the Staff of the school. This will promote the

Educator to work more assurance. Knowing that they are trusted, the Educator will be more motivated to work and will therefore give their best in their work.

2.3 Administrator as an effectual Leader

Leadership is portion of good direction. A Manager with a acute sense of concern and an first-class cognition of planning, commanding and forming must be a strong Leader, although if his cognition is to be of any usage. The Manager seeks to see a Leader, it is of import that he understands the qualities, attitudes, behaviour and other ingredients that contribute to Leadership.

Leadership is a procedure by which a individual influences others to carry through an nonsubjective and directs the organisation in a manner that makes it more cohesive and coherent. Harmonizing to Northouse 's (2010) Leadership is a procedure whereby an single influences a group of persons to accomplish a common end. In this position the Administrators needs to work together with the Staff in order to accomplish the purpose and aim of the school. The common end of Administrator and Educator for the school should be the success of pupils in their instruction.

Peretomode (1991 quoted by Sharma, S 2011) stated that the importance of Leadership in school for achievement of school plans, aims and attainment of educational ends. Without a proper school Leadership the purpose of doing larning a success will non be possible. The administrative competences can be measured from assorted dimensions ; from the perceptual

experiences of pupils, Educators, parents, communities the instruction and non-Teaching-Staff.

2. 3. 1 Poor Leadership

If a Manager has hapless leading accomplishments, his subsidiaries will still make the occupation but in an inefficient manner. A hapless Leader will frequently neglect to win over his staff and will hold jobs in passing with the Staff efficaciously. A Leader demand to hold a certain upbringing, instruction and a "chopper" factor significance that he should hold the ability to lift above a peculiar state of affairs and to analyse it objectively.

2. 3. 2 Can Leadership be taught?

Peter Drucker (1954 quoted by D'Alessio F. A 2006) presented a sound outline: " Leadership is of extreme importance. Indeed there is no replacement for it. But Leadership can non be created or promoted. It can non be taught or learned. " Nowadays positions differ on this issue. History has legion ordinary people who after holding studied become great Leaderships for illustration Mahatma Gandhi. This is a ground why there is a great support on the positions that Leader can be trained to follow the cardinal property of good Leadership. Peoples can go good Leader through acquisition and preparation. How can Leader be born in this grim universe of today, where everything alterations every twenty-four hours? It is more productive to get down with the premise that it is possible for everyone to take. Everyone is a Leader in his ain and in whatever he does because each one has his ain manner of sing and making things. " Leadership and larning are indispensable to each other " . (John F. Kennedy)

2. 3. 3 Culture and Leader

The climate is the feel of the organisation, the person and shared perceptual experiences and attitudes of the organisation's members (Ivancevich, Konopaske, Matteson, 2007 cited by UK essay. Case Study of Opito Organizational Management And Leadership.) . The climate represents the beliefs about how the Staff feels at school. If the Staff is at ease with the manner the school maps along with the manner of Leadership being adopted, this will finally take to Motivation of Staff. The pupils and the Staff of a school spend most of their time in the school premises. Thus the climate should be adaptable to the pupils every bit good as the Staff for learning procedure to be successful. The ambiance should be enrapturing.

2. 4 Educator as a Leader

In category the Educator is the exclusive Leader. The Educator needs to be able to set up a positive civilization and environment in order to do the instruction of the category becomes successful. As reported by Koutsoulis (2003, cited by Krishnaveni. R and Anitha. J. , 2007) , pupils demand a humanistic approach, effectual communicating accomplishments of the instructor, better apprehension towards them, every bit good as ability to command the schoolroom. Educator need to hold good attitudes, communicating accomplishments, persuasive attitude and should be able to switch from a friendly approach to a more terrible approach as and when required. "It is the supreme art of the Educator to rouse joy in original look and cognition " (Albert Einstein, scientist) . Educator need to supervise and measure each pupil's public presentation to cognize what can be done for a better betterment.

Every Educator has legion chances to act upon the environment in which he or she works. A research by Muijs (2003 cited by Chen 2007) said Leadership means the capacity for Educators to exert Leadership for learning and learning within and beyond the schoolroom. Each Educator should come to cognize the pupils profoundly and to understand their backgrounds, their involvements, their penchants in acquisition, and their household configurations. Furthermore Administrators need to give Educators chances to execute professionally so that they can comprehend their functions as of import. Educators need to be emotionally strong in covering with pupils. Educators should anticipate different attack as pupils are from different background. Bing A-Level pupils, they do non hold the adulthood yet to make up one's mind of whether they are right or incorrect in their actions or in what they say.

2. 5 Instructional Leader

Effective Instructional Leaderships are intensely involved in curricular and instructional issues that straight affect pupil accomplishment (Cotton, 2003 cited by Reading First Notebook) . Leaderships can non pretermitt other responsibilities, learning and learning should be the country where most of the Leaders ' scheduled clip is allocated. Instructional Leadership requires Administrators to liberate themselves of bureaucratic undertakings and concentrate their attempts on bettering instruction and acquisition.

Instructional betterment is an of import end, a end worth seeking, and a end that, when implemented, allows both pupils and Educators to do a more meaningful learning environment. Blase and Blase (2000 quoted by Phillips J. A) cite specific behaviours of Instructional Leadership, such as doing

suggestions, giving feedback, patterning effectual direction, being sentimental, backing up coercion, supplying professional development chances, and giving congratulations for effectual instruction. Instructional is more at the administrative degree.

In short, Instructional Leaderships are those actions that a chief takes, or delegates to others, to advance growing in pupil acquisition (Flath, 1989 quoted by Phillips J. A) . The principal must possess certain accomplishments to transport out the undertakings of an Instructional Leader: interpersonal accomplishments ; behavioral accomplishments ; instructional observation accomplishments ; and research and rating accomplishments (Lashway, 2002 quoted by Phillips J. A) . There should be a good relation between the Administrators and the pupils. Instructional Leaderships need to cognize what is traveling on in the schoolroom. Without this cognition, they are unable to appreciate some of the jobs Educators and pupils brush. The Administrators need to follow up the undertaking of Educators by inquiring inquiries, sing schoolrooms, and reexamining subsequent informations to vouch instructional alterations are happening and advancement is being made. Furthermore, with the turning importance of engineering in schools, Administrators besides need to be equipped with the cognition of engineering integrating in instruction and acquisition. In addition to that they are responsible for guaranting that the Educators receive the counsel they require.

2. 6 Transformational Leadership

Transformational Leadership is a procedure that alterations and transforms persons (Northouse, 2001 quoted by Almansour, Y. M. , 2012, p. 162) . This means that Transformational Leadership is the ability to acquire people to alter, to better, and to be led. If the Rector and Deputy Rector are Transformational Leaders the Educators will be more divine to work.

Harmonizing to Carlson (1996 cited by Ibrahim A. S & A ; Al-Taneji, S. , 2012, p43) , Transformational Leader entails traveling people to a common vision by constructing trust and authorization. With this trust and authorization Educators will be more motivated to work in the involvement of the pupil, which is giving them a better learning civilization. Educators can therefore convey in their ain invention in the manner they deliver the acquisition method in the category. This can be done through the usage of power point presentation, relevant stuffs such as articles, books, press releases, magazines, newspaper and even the usage of image, drawings and exposure when it is possible to make so. By coming in category and merely reading throughout the whole category will ne'er be a benefit to the pupil and the Educator will non even be able to hold on the full attending of pupil in this manner of educating. Thus the disposal should concentrate on offering engineering installations for the Educator to be able to go more advanced.

Bass (1990 quoted by Rollinson D. , 2005, p. 377) Transformational leader requires the leader to hold a vision of what needs to be done to get by with the state of affairs, the ability to pass on this vision to followings and the capableness to energies or animate them to alter their current manner of making things. As articulated by Bass (1985 cited by Ibrahim A. S & A ; Al-

Taneji, S. , 2012, p43) , four factors characterize the behaviour of Transformational Leader and they are:

Figure 3: Behavior of Transformational Leaderships

Individual Consideration is more about Leader giving support, taking attention, understanding and gives encouragement to others. This will profit the Educator if the administrative adopt such attitude.

Intellectual Stimulation is to promote being more advanced and originative. The Leader of the school can therefore advance critical thought and job resolution for the Educator to make their work more expeditiously.

Inspirational Motivation is that Leader motivated their followings to make the vision set. Thus the Rector and Deputy Rector need to actuate the Educator for learning procedure to be promoted. In this factor Leader has high outlook on the followings.

Idealized Influence is a Leader who is an model function theoretical account. By being a function theoretical account for the Teaching-Staff, the Administrators will be trusted and respected in the determination devising.

2. 7 Motivation

Having a extremely motivated Staff it is the pupil who will profit more about this. The Educator will non waver to give their best when they are motivated. Without Motivation pupil will non be willing to larn and they will happen it tiring. It is of import that the Educator makes acquisition interested for the pupil to be motivated. Educators on their side demand to be motivated to go

better Educators. Last but not the least the Administrators need to guarantee themselves that the school keeps on bettering. Participative Administrators require a civilization and manner that are unfastened and flexible to be able to react to the demands and endowments of single Staff. Frankincense Leaderships need to maintain Educators motivated for the Educators to actuate the pupil to larn. This shows that there is a rhythm on the Motivation at different degree of the hierarchy in on order to do learning procedure easier. This rhythm of Motivation is illustrated below.

Figure 4: Cycle of Motivation

2. 8 Types of Motivation

Motivation at plants operates in two ways: the Intrinsic Motivation and Extrinsic Motivation. Intrinsic Motivation is more about the motive that comes within an single and Extrinsic Motivation is about factor which comes from outside an single. Extrinsic motive is easier to understand ; it consists of desire for a touchable wages.

Harmonizing to Armstrong (1996 p. 299) Intrinsic Motivation is when people can actuate themselves by seeking, happening and transporting out work (or being given work) which satisfies their demands or at least leads them to anticipate that their ends will be achieved. Furthermore Armstrong (2002 p. 56) elaborated that the Intrinsic Motivation factors include duty (experiencing that the work is of import and holding control over one 's resources) , freedom to move, range to utilize develop accomplishments and abilities, interesting and disputing work, and chances for promotion and growing. When a staff is per se motivated they will experience an

involvement and will bask their work. Educators which are deciding in his work will probably present good instruction to the pupils. The intrinsic incentives, which are concerned with 'quality of working life ' (a phrase and motion which emerged from this construct) , are likely to hold a deeper and long-run consequence because they are built-in in persons and non imposed from outside (Armstrong 1996 p. 299) .

Extrinsic Motivation is when people can be motivated by direction through such methods as wage, publicity and congratulations (Armstrong 2002 p. 56) . Extrinsic Motivation includes waggess, such as increased wage, congratulations or publicity and penalties such as disciplinary action with keeping wage or unfavorable judgment (Armstrong 1996 p. 299) .

Whenever an Educator has excelled in his undertaking he needs to be appraised by the Administrators. This will convey more motive when an Educator is rewarded when the latter has work good and with this the 4th demand harmonizing to Maslow Hierarchy of demands will be achieved that is the Esteem needs which include accomplishment, position and acknowledgment.

Extrinsic Motivation has an impact on single in a short term period merely. However Administrators need to concentrate more on the intrinsic motive of Educator in order for the Educator to stay motivated on a longer clip footing.

2. 9 Approachs to Motivation

2. 9. 1 Behavioral Approach

Behaviorism is chiefly concerned with discernible behaviour, as opposed to internal events like thought and emotion (McLeod, S 2007) . Behavioral is to

detect any alterations in the behaviour. The Rector can follow this attack specially after giving direction or guideline to the Educator for a better acquisition procedure of the pupil. Harmonizing to Armstrong (2002 p. 57) behaviourists are interested merely in the external factors that straight influence behaviour and they believe that learning takes topographic point chiefly through the procedures of positive and negative support. The conceptualisation of learning utilizing this attack could be considered `` superficial '' as the focal point is on external alterations in behaviour that is non interested in the internal procedures of learning taking to behavior alteration and has no topographic point for the emotions involved the procedure (Wikipedia) .

2. 9. 2 Humanist Approach

This attack focuses on acknowledging human capablenesss in countries such as creativeness, personal growing and pick (Memiah Ltd, 2012) . This attack sees the positive nature of homo being which allows one 's fulfilment and potency. The highest round on Abraham Maslow 's ladder of human motivations is the demand for self-actualization of people which consist of: Awareness and credence of themselves, openness and spontaneousness, the ability to bask work and see work as a mission to carry through, the ability to develop close friendly relationships without being overly dependant on other people, a good sense of wit and the inclination to hold peak experiences that are spiritually or emotionally hearty. (Spark Notes LLC 2012) .

2. 9. 3 Cognitive Approach

The cognitive approach accelerates the acquisition that takes topographic point by developing their apprehension of learning and by taking stairss which expedite the procedure (Boolaky M and Gokhool D. , 2011 p. 82) . Cognitive theory can be more utile to director that needs theory because it provides more realistic counsel on motive techniques (Armstrong 2002) . Harmonizing to Cole (1998 cited by Boolaky M and Gokhool D. , 2011 p. 82) the cognitive approach is doing sense of issues and state of affairss, of developing insight and understanding and of seeing forms in their environment. Educator following this approach can assist more in decision-making. With a better understanding Educator is likely to take the right determination at the right clip.

2. 10 Importance of Educators ' Motivation

The Educators ' Motivation is a key for effectual acquisition to take topographic point. One facet of motive, likely the hardest to alter, lies in the personality of the instructor (Eggleton P. J) . The chief aim of the school is the success of the pupil and for this aim to be met Educator need to be motivated to supply an efficient acquisition procedure to the pupil. To be able to learn the pupil Educator demand to possess a good cognition. Furthermore, to keep a category good Educator need to utilize some humoristic approach in order to hike up the motive on pupil and the Educator in return will besides be motivated to work. Besides, when Educators are motivated they will convey in personal technique to heighten pupil learning such as engineering as the Educator has a great impact on the scholars. We frequently see pupils ' motive reflected in personal investing and in

cognitive, emotional, and behavioural battle in school activities (Fredricks, Blumenfeld, & A ; Paris, 2004 ; Maehr & A ; Meyer, 2004 ; Reeve, 2006 cited by Ormrod 2008) .

2. 11 Factors act uponing Educators ' Motivation

There are several factors that can act upon the Educators ' Motivation which are:

A good environment demands to predominate in the school.

The school needs to possess the needed equipment and stuffs so that the Educator can let the category to work efficaciously.

Recognition and feedback of Educators when they put in excess attempt for their pupil.

Educators know that they will hold support in times of trouble.

Administrators need to affect Educator in determination devising.

Staff 's sharing of thoughts is encouraged by the Administrators.

Staff turnover: A low staff turnover will intend that Educator is happy with his work.

Encourage Educator to take portion in extra-curricular activities.

A sense of trust worthy reins amongst the Educators.

2. 12 Decision

Based on the expressions of the theoreticians, Leadership and Motivation were viewed in different angle. This will finally assist in the analysis portion of the survey to place what can be done to increase the Motivation degree at ICC-FVI.