UNIT 10 LEADERSHIP ROLES

Structure

10.1 Introduction
10.2 Objectives
10.3 Leadership at Different Levels of School Hierarchy
   10.3.1 Meaning of Leadership
   10.3.2 Nature of School Leadership
   10.3.3 Styles of Leadership
10.4 Teacher as Leader
10.5 Role of Headmaster
10.6 Leadership Roles of Pupils
10.7 Let Us Sum Up
10.8 Unit-end Activity
10.9 Points for Discussion
10.10 Answers to Check Your Progress
10.11 Suggested Readings

10.1 INTRODUCTION

Our concept of leadership can, probably, be best understood if we realise the importance of a ‘leader’ in any organization or system. Normally, in any organization, a set of people are involved at different positions, working for the attainment of the pre-defined goals. At times, people in the organization require support, guidance and motivation in carrying-out their tasks. Sometimes, disagreements may arise in a group regarding the opinion, working style, skills and competencies. This kind of situation hampers progress and the realization of goals. There is need for an individual who can control the system, guide personnel, plan, organize and lead the system towards a sustainable development. Such an individual can be called a ‘leader’ and the quality he possesses is ‘leadership’. Thus, leadership meets the needs and preferences of group members, utilises what is known about human motivation by relating an activity to its consequences and elicits the maximum contribution from each member in the group. In a way leadership is the process of helping others to discover themselves and their potential for achieving objectives which an organization has set for itself.

With this context in view, let us examine leadership roles in school situations. As we all know, school is a formal organization created for providing education, wherein teachers and learners interact with each other, and co-exist to achieve learning objectives within the school framework. Apart from the teaching-learning process, there are certain activities which support this and the overall management of the institution. These activities are usually looked after by the Headmaster or the Principal of the school. Thus, the important components of any school system are the Headmaster/Principal, teachers and students. For effective functioning of the institution, the above three components have to play different roles.

In this unit, we will discuss educational leadership in different school hierarchies and focus on the leadership roles of Headmaster, supervisor, teacher and students for effective functioning of the school.

10.2 OBJECTIVES

After going through this unit, you should be able to:

- define leadership in the school context, along with the focus of its nature and types;
- discuss school hierarchy and the leadership roles of Headmaster, supervisor, teacher and pupils;
explain the importance of educational leadership; and
• discuss leadership roles of different components for better school management.

10.3 LEADERSHIP AT DIFFERENT LEVELS OF SCHOOL HIERARCHY

School is a formal setup of education, wherein teachers and students interact with each other for achieving pre-determined objectives. It is through this interaction that students learn. The quality of interaction enhances the quality of learning outcomes. Classroom processes and interaction depends upon many factors in a classroom, like regularity in classroom activities, discipline, motivation of students, resources available, and so on. Classroom interaction also gets influenced by the school environment outside the classroom like cleanliness, state of buildings, conduct of co-curricular activities such as assembly, sports, cultural activities and also the functioning and behaviour of staff including peons.

For enhancing the quality of interaction many factors have to be controlled and this cannot be done by a single individual. Due to this reason, a hierarchical administrative structure is created in a school along with different leadership positions.

The usual leadership positions that exist in a school are given below:

![Leadership Position in a School](image)

The Headmaster of the school is considered to be the leader of the school, because he/she looks after all academic, non-academic and administrative functions of the school. You must have seen in schools where the Headmaster stands in front of students during morning prayers. You must also have seen the Headmaster’s room, wherein the whole plan of school activities is displayed.

Similarly, teachers prepare unit plans, instructional plans, evaluation techniques and other co-curricular activities in the school. Recall your school days and remember your teacher sitting in the staff room and preparing for the next class, correcting note books, etc.

Students also have a different type of leadership role in the school. They are the assets of a school. The detailed description of the different leadership roles is given in subsequent sections.

People involved in different positions at school hierarchy tend to perform leadership roles. Now let us understand the meaning of leadership, its nature and types of educational leadership.
10.3.1 Meaning of Leadership

According to social psychologists, leadership evolves from a dynamic and interacting group that is held together by loyal ties to an individual, and is concerned with the goals of the group. Thus, a leader may be anyone who is recognised by individuals or by the group as an available source of help.

The leadership behaviour must adequately recognise the importance of each individual in accomplishing the task by the contribution of the individuals through group activity. Power and position may not be the criteria for leadership. Leadership requires specific characteristics which an effective leadership must possess. The qualities, characteristics and skills required for an effective leader are:

i) Sociability  
ii) Intelligence  
iii) Self-confidence  
iv) Adaptability  
v) Responsibility  
vi) Dependability

vii) Initiative  
viii) Creativity  
ix) Co-operation  
x) Scholarship  
xi) Risk taking  
-xii) Verbal clarity

Do you have any of the above qualities? If you have qualities and exhibit them through your activities, then you are an 'effective leader'.

Leadership evolves from groups. These groups are usually unified around mutually agreed upon goals. The individual in the group who works for attainment of the goals and maintains group
solidarity, gets support and affiliation of the group. Members of the group accept the proposals made by such individuals and accept them as their leaders. Thus, leadership includes the follower-ship also. Gandhiji was a national leader and the entire country accepted his principles and followed him in the freedom struggle. Similarly, in a educational setup we find leaders and followers. The Headmaster leads the entire school and teachers lead students. Therefore, leadership always involves follower-ship. In the next section, we focus on the nature of educational leadership.

Activity 1
Give the name of a leader. Justify how he can be called a leader.

10.3.2 Nature of School Leadership

As discussed in the previous unit, the school is an institution for learning. Management of school means managing different activities in the school which are directly or indirectly affecting student learning. Leadership is important in planning, organizing, directing, supervising and evaluating school programmes.

Let us examine different leaderships which are essential for the school management.

![Kinds of School Leadership](image)

Administrative leadership requires the utilisation of available human and material resources through the adoption of sound management techniques for the progress of the school.

Instructional leadership could be viewed as providing assistance to staff members of a school in identifying and formulating learning objectives and for planning strategies to attain the goals.

For the above tasks, a leader could be - anyone Headmaster, Supervisor, teacher or any person of the school management committee. Each one of them has specific leadership roles to perform in school administration. The administrative process of a school always emphasises learning by students. In fact, administrative functions are the support service for academic functions. Coordination between these two functions needs to be maintained.

So far, we have discussed the nature of school leadership and the two types of leaderships which are essential for better school management. The following sub-sections discuss in detail the leadership roles of Headmaster, teacher and pupils.
10.3.3 Styles of Leadership

The leadership styles of individuals could be classified on the basis of how leaders use their authority/power. Usually leaders are categorised according to three basic styles. They are:

1. Autocratic leader
2. Democratic leader
3. Free-rein/Lassiz fair leader

The autocratic leader uses power and authority, commands and expects compliance, is dogmatic and positive, and leads the organization by the ability to withhold or give reward and punishment.

The democratic leader consults with group members on proposed actions and decisions and encourages participation from them in the management process. The democratic leaders involve the group members in the decision-making process and listen to the members' opinions.

The Lassiz fair/Free-rein leader uses his power sparingly, if at all, giving subordinates a high degree of independence in their operations. Such leaders largely depend on group members to set the goals and the means of achieving them.

You must have seen the principal in your school behaving in a manner as described above. You must have also noticed the effect of his/her leadership style on the school climate.

Activity 2
Identify the leadership style of your school Principal and list down the consequences of this leadership style on School Programmes.

Check Your Progress

Notes:

a) Space is given below for your answers.

b) Check your answers with those given at the end of this unit.

1. What do you mean by leadership role in the school context?

2. Explain the nature of educational leadership.
The National Policy on Education, 1986 stated that "No system of education can rise higher than its teachers". A teacher is the most important element in the educational process. A teacher is the vital component in teaching-learning process. Before identifying the teacher as leader in the instructional process, we have to understand the process of classroom interaction.

The Secondary Education Commission (1952-53) stated, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher". A teacher usually performs three different types of activities in a classroom. They are pre-active, interactive and post active functions.

Let us examine, how a teacher performs the above activities and guides the instructional process.

Pre-active functions are those which are to be performed before going to the classroom. They are:

- Planning curricular and co-curricular programmes,
- Organizing programmes,
- Selecting appropriate strategy of teaching,
- Preparing lesson plans, assignments and teaching aids, etc.

In the interactive phase the leadership role of a teacher is directive. Here a teacher is the leader of the overall transaction. Let us list the different functions of the teacher in the interactive phase.

- Creating an appropriate classroom climate for better learning
- Explaining, illustrating and questioning
- Providing motivation and positive reinforcement
- Getting feedback from students, and
- Evaluating students’ learning.

A teacher performs the above activities in the classroom. During classroom teaching, a teacher acts as a leader and guides the classroom instructional process.

The post-active phase of teaching consists of the following:

- Supervision and guidance,
- Communicating with parents,
- Maintenance of cumulative records,
- Preparation of evaluation reports/progress reports,
- Organization of tutorial classes, and
- Maintaining inter-personal relations.
These are the activities which are to be undertaken by the teacher after classroom teaching.

The pre-active, interactive and post active functions discussed above, require leadership qualities in a teacher. As the Education Commission, (1964-66) stated, "the destiny of the nation is shaped in the classroom". Teachers are also expected to perform leadership roles in non-teaching situations. These would include co-curricular and extra-curricular activities and set the tone of the school. Teachers become leaders of national reconstruction.

Teachers are also responsible for carrying out non-academic activities in the school, for example, celebrating school day, days of national importance, sports and games etc. Therefore, teachers are expected to perform leadership roles in organizing co-curricular and extra-curricular programmes of the school.

In the above discussion, we have looked at multiple roles of a teacher in school. These roles are linked with students' learning. Tomorrow's nation will depend upon the type of citizens trained and educated today in schools. Hence the teacher is a leader and literally the arbiter of a nation's destiny.

### Check Your Progress

**Notes:**
- Write your answers in the space given below.
- Compare your answers with those given at the end of the unit.

3. What are instructional leadership roles of a teacher?

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### 10.5 ROLE OF HEADMASTER

Schools become great, not because of the magnificent buildings but because of the effective and efficient Principals/Headmasters. Headmaster in a school is like a spring in the watch, a wheel in the machine and an engine in the steam ship. A Headmaster is the organizer, leader, governor, director, guide and co-ordinator of school programmes.

A Headmaster in a school is vital to school administration. He/she is the leader for both administrative and instructional processes. Now, we shall discuss the position of the Headmaster in a school and his/her responsibilities.

Study the Figure carefully. It shows the multiple responsibilities of a Headmaster in a school. He is a leader to all the sub groups in the school, working for the achievement of the goals.
Leadership Roles

Let us elaborate these roles by understanding the activities that a Headmaster performs in schools.

- He plans and organizes school activities,
- Allocates duties to staff and non-teaching staff,
- Maintains relationship with parents, community and Government,
- Develops networking with other schools,
- Acquaints himself with recent trends in technology and information,
- Organizes social activities,
- Procures infrastructure and material resources,
- Mobilizes available resources for the development of the school,
- Visualises future of the school in the society,
- Coordinates different school activities,
- Appraises performance of the teaching staff, non-teaching staff and students, and
- Organizes staff meetings on various aspects for decision-making.
Who can be a good headmaster?

![Diagram of the Headmaster's Seat](image)

The above diagram represents the multiple dimensions of an effective and efficient school Principal/Headmaster. These are also the qualities of a leader. Let us understand the position of Principal in the educational hierarchy.

The Principal is the key-stone of the arch of educational administration. He is in the strategic center of a web of instructional inter-relationships, self-development and school management. The Principal of today finds more responsibilities arising from new responsibilities assigned to the schools by the community.

The above activities require leadership qualities to mobilise resources in the system for attaining the objectives of the school. Therefore, from this discussion, we understand that Principal/Headmaster is a leader of teachers and non-teaching staff, students, community etc.
Activity 5
Principal of a school holds two types of leadership positions.

i) Instructional Leadership
ii) Administrative Leadership

List the various activities under these positions.
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Check Your Progress

Notes: a) Write your answers in the space given below.
       b) Compare your answers with those given at the end of the unit.

4. How do you justify that the Principal is a leader in the school management? Give illustrations.
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In the next section, we discuss the leadership roles of students in a school. As in the case of teachers and Principal in school administration, students have also equal importance in school hierarchy. In fact, without students the existence of school has no meaning. Let us examine the leadership roles of students.

Leadership Roles
10.6 LEADERSHIP ROLES OF PUPILS

Pupils are the legitimate actors in a school. It is for them that all educational activities are organized and undertaken. It is they who occupy the focus or the limelight of school activities for which curricula are planned and designed, school plant is set up, qualified teachers and principal are recruited and auxiliary services are organized. In fact, pupils are the measure of all these endeavours. The entire set of activities in a school are planned, organized and evaluated in relation to pupils. There should be a reciprocal behaviour on the part of students'. This means, that students have to participate actively in all activities organized in the school. In some context, students have to organize programmes such as students literary club, annual day, teachers' day celebration, national festivals etc.

Let us elaborate these roles in the school context.

Student is a leader in a classroom. The quality of interaction in the classroom enhances the quality of learning. Students have to take part actively in classroom process. If students are passive and the teacher is active in teaching, the process becomes passive and teacher loses interest. In a teaching-learning process, students and teacher are the wheels of a cart and they should move simultaneously to move ahead.

Imagine a situation, where students are active in interaction. Is it not a challenging task for the teacher to match the students' interest with their participation?

Activity 6
Suppose in your class, students are leading the teaching-learning process. How do you prepare yourself for teaching in such a class?

The other type of leadership that students have to perform is that of “leadership in co-curricular activities”. Many a times, school provides opportunities to students to organize co-curricular activities in a school. These activities may be in terms of monitoring the class and school, organizing school prayer, cultural programmes, celebrating the national days of importance, conducting competitions among students in the school and among schools, maintain the dignity of the school etc.

Usually, we observe that “school pupil leader”, with the help of class leaders, organize these activities. Of course, the involvement of teachers in these activities is also important. Here teachers, guide the students in organizing activities, but in organizing the activities students have a significant role in making activity successful.

From the above discussion, we come to know that students have dual roles to perform in school administration. They are leaders in classroom interaction and in co-curricular activities.

In the above discussion, we looked at the leadership roles of teachers, principals and students in school management. Each one has specific tasks to perform. The whole process revolves around these three components and hence the effectiveness of a school depends upon the quality leadership of teachers, students and the principals in the school activities.
Check Your Progress

Notes:  
   a) Write your answers in the space given below.  
   b) Compare your answers with those given at the end of the unit.

5. List the leadership roles of students in the school.

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10.7 LET US SUM UP

In this unit, we discussed leadership at different levels in school hierarchy. In this context, we defined a leader as anyone who is recognised by individuals or by the group as an available source of help. We pointed out the characteristics of an effective leader. We also focussed on two major types of leadership in the school context. These are administrative leadership and instructional leadership. The role of a teacher as a leader in school was touched upon. The leadership functions of a school teacher are mainly classified into pre-active, interactive and post-active. The most important leadership role is performed by the Headmaster of a school. He is a leader for both administrative and instructional process in the school. Finally leadership roles of school students in classroom interaction and in co-curricular activities were discussed.

10.8 UNIT-END ACTIVITY

1. Take two schools in the locality you live including your own school, study and compare the leadership behaviours of the Headmasters or principals of these schools.

10.9 POINTS FOR DISCUSSION

1. Imagine a situation, where students are leading the instructional process in the class. What steps would you take to meet the needs of the students suitable to such a classroom situation?

2. Explain how the leadership roles of teachers, principals and students enhance the school management.

10.10 ANSWERS TO CHECK YOUR PROGRESS

1. School is a centre for learning. For promoting learning in students on various aspects for all-round development, it organizes curricular and co-curricular programmes/activities. For the above tasks, a leader could be anyone - Headmaster, Supervisor, teacher, students etc. Each has specific leadership roles in the school context.

2. Educational leadership is mainly of two types - administrative leadership and instructional/academic leadership. Administrative leadership requires the management skills for the optimum utilisation of human and material resources in the school context. Instructional/academic leadership requires the skills and competencies to prepare the curriculum and implement them in the school programmes effectively. Thus the nature of school leadership is broadly administrative and academic in nature.
3. Instructional leadership role of a teacher consists of the following:
   - defining educational objectives,
   - preparation of the curriculum,
   - selecting appropriate learning experiences/methods of teaching, and
   - adapting standard evaluation techniques, etc.

   Instructional leadership mainly focuses on the curriculum related activities in the school context.

4. The role of a Principal/Headmaster is vital in school administration. A school becomes reputed and effective, not because of the magnificent buildings but because of the leadership style of its principal. A principal’s style of decision-making, communication skills, interpersonal relationships, motivational devices and the values and moral judgements have significant effect on school climate, as the Principal is the Chief Executive of the school. He/she is responsible for the whole set of activities in the school.

   **For example:**
   1. Planning the school calender which contains the details of both academic and non-academic programmes in the school.
   2. Allocation of duties/responsibilities to the teachers and non-teaching staff for conducting programmes like school prayer, celebrating the days of national importance, competition among students etc.

5. Leadership roles of students are:
   - Leadership role in curricular and co-curricular activities,
   - Leading the instructional process by actively participating in the teaching-learning activities,
   - Conducting debate/essay writing/quiz/drama etc. competitions for the students themselves in the school,
   - Holding the positions like “School Pupil Leader” and “Class Leaders” to represent students problems to the Principal/Management committee, and
   - Captain of a school sports/games team for competing at inter-school competition.

10.10 SUGGESTED READINGS


