Effect of Professional Training on Educational Leadership Styles

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ABSTRACT

This study is intended to explore the leadership styles with reference to professional qualification of the secondary school teachers. This study is providing the direction to readers, students and creates a positive impact towards the professional qualification. It determines values, culture, change and styles of leadership which is helpful for educational sector. The major objective of the study is to explore, leadership styles of heads with different professional training. The study is descriptive in nature, convenient sampling technique is used in this survey. Questionnaire is given to 50 Government Schools heads of Secondary level. Data is analyzed with advance statistics. It is concluded that professional training has no effect on democratic, transformational and laissez-fair leadership styles. Professional training has no contribution on leadership styles. The training effect is not instantly reflected in the leadership style of the heads. It is might be due to the reason that leadership styles, Democratic Style, Laissez-fair Style and Transformational Style are the portrayal of personal traits adopted through their administrative practices. These are shaped up with intensive and continuous training. This sort of training like M. Ed and B. Ed of the heads is not the targeted trainings for the leadership styles. There should be need to adopt democratic styles by Head of schools for improvement in school progress and for teacher's understanding.

Keywords: *Democratic leadership Style, Laissez-fair Leadership Style, Professional qualification, Professional training.*

INTRODUCTION

If one wants to work at the highest level of any profession of his or her choice, normally he or she needs a professional training. These types of trainings are normally given by professionals and follow on from having completed a degree or equivalent qualification. Now-a-days more options are available for young generation. Professional training is often considered as an element of practical training, linked with a specific hard work to help you improve and develop relevant skills for a particular career.

If you wish to become a member of a professional institute, you must have professional qualification. Most professional trainings are getting through specific institutions under the supervision of professional bodies. Heller (2006) described that general certification has three types, which are listed in sequence that are corporate, product specific and profession wide. Gardner (2002) describes a person has successfully ended a line of study which allows him or her to work in one of the profession on the bases of a certificate. According to Herman (1990) Linking to a person's work that requires special preparation is called professional. A range of qualification that is specifically linked to certain careers choices and recognized by the relevant professional bodies.

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People have always tried to copy the styles of good leaders. According to Mumbe (1995) a particular case of interpersonal control that gets an individual or group to do what the leaders wants to do is a part of leadership. It means that a leader must have positive qualities that may encourage others to go after them. Mumbe (1995) defined the leadership as somebody who sets directions in an attempt and influences people to go after the same. Similarly, Ddunge (2005) defined the leadership as; A procedure of influencing the actions of a planned group in the direction of goal getting. The art and science of helping others to decide on goals and work towards those goals.

This study is intended at investigate the relationship between leadership styles and professional training. This study based on the impact of professional training on educational leadership styles. This study based on three leadership styles which are Transformational Leadership Style, Democratic leadership Style and Laissez-fair Leadership Style. In this study we used two type of professional training which is related to education B. Ed and M. Ed. The objectives of the study were to explore the educational leadership styles and to find out the link between educational leadership styles with professional qualification.

Scope of the Study

This study provides the direction to readers, guiding all students and creates a positive impact towards the professional qualification. It determines values, culture, change and styles of leadership which is helpful for education sector. This study is helpful in developing the objectives of professional qualification and its values. It measures the standards of leadership elements which are able to accomplish professional qualification success. It defines what is relevant and what is not relevant, fruitful and fruitless in research. Prevent whole sale gathering of data which may later turns out to be immaterial.

In addition, it enables a researcher to clarify the procedures and methods to be used and to rule out methods which are incapable of providing the necessary data. It shows the researcher, positive sides of the circumstances which are related and offer a guide to the thinking process. It also places specific and clear goals before you and serves the function of connecting together related facts and information an organizing them into one understandable whole research. The manners, learning about knowledge, and implement on professional training to teacher, guidance, analyst, parents, school administrators and the students themselves to improve their knowledge.

The teachers, guidance counselors, being the mentors can get benefit from the result of this study. The findings of this research may serve up as a direct to deal with problems, topics related to education and controversies. Readers will be able to understand and give suitable recommendations in order to strain respected and responsible members of society.

LITERATURE REVIEW

Mwalala DB (2007) said that the successful school leaders paying attention on new teaching styles because there are many tools for teachers to communicate and work together. For the development and usefulness of school there is a great role of a head of that school. He also said that the school principals having good leadership styles play a significant role in teachers

motivation and achievement goals. Kyeyune (2008) commence that there is a straight effects of school culture on student achievement and principal's leadership style.

The idea of two different types of leadership was developed by Bernard Bass and age group, replace of manual labor for rewards is transformational and democratic which is based on be anxious for workers, and provided that a group courage. Burns (2003) described that the transformational leaders given power to perform the certain responsibilities and incentive. It gives a chance to the executive to lead the group and members of the group agrees to go after his lead to complete a planned goal in switch for something else. Effective leaders create and promote a popular visualization or image of the organization is include in transformation theory. The transformational leader must support the college community to accept a visualization created by his or her spokesperson dealings. (Bensimon 2000).

Cheng (2002) includes that transformational leaders must be active and fast about the organizational vision and task, determining members thinking, values, and behavior, while a transactional leader is reactive about the organizational goals, using a transaction come close to motivate supporters. Common continuing education reforms in many countries in the Asia-Pacific region, Europe and America are challenging transformational leadership at both systems, from kindergarten to secondary vocational and institutional levels, and higher education. (Crowson 1995).

Burns (2003) describing transformational leadership as not a set of particular behaviors but as a procedure by which leaders and followers lift up one another to higher levels of motivation and principles. He further said that the transformational leaders appeals to moral values such as equality and justice and can be found at some levels of an organization. Burns (2003) distinguished between transactional and transformational leaders as leaders who motivated by appealing to followers' egotism. Bass (2003) follows the definition of transformational leadership with the reference of Burns (2003) that these leaders motivate followers by appealing to strong emotions and do not essential to attend positive moral values. Leithwood (2003) defined transformational leadership that it is a term which has performed a main roll in education since the late 1980's. Sometimes it has been used to point out a suitable type of leadership for schools taking up the challenges in most developed countries throughout the world.

Ross and Grey explained the effects of transformational leader on students' achievement exposed sometimes principals are responsible for student's success, but most researchers found the principals to have very little direct control on achievement of students. (Ross & Grey 2006). Keyeyune (2008) states that Democratic leadership intended at improving the quality and participation citizen rather than inducing and shaping their choices would avoid the pitfalls of both elitism participatory democracies. Democracy and leadership are never more than uncomfortable allies (Iheanacho 2000).

Butcher (2003) has found that one of the most effective leadership style is democratic leadership style because it does not have any potential downsides. It can lead to the communication failure and uncompleted projects in unclear situations. Laissez-faire and leadership are totally opposites. The French term laissez-faire is defined in economics and polices as an economic system in which all functions going best because there is no

interference by government and it is originally used relative to mercantilism (Hogan, 1994). Butcher (2003) and Simkins, T. Sisum (2003) described laissez faire leaders as leaders who believe in this theory to "Execute minimum interference or control over other's action. In the Laissez faire style of leadership, the leader believes that individual or group members are given complete freedom to do or decide on what they are going to do and how they are to do it.

METHODOLOGY

The study nature was descriptive type of research. As descriptive research provided data about population and its characteristics and the study focused on the Leadership Styles and Professional Training. The sample technique was convenient sample and the methodology applied was survey type to collect the data.

Population of Study

Population of the study was Govt. Schools of Secondary level (Boys/ Girls) Lahore.

Sample of Study

The sample of study was consisted on 50 Govt. Public schools' heads (Boys/Girls).

Research Tool

Questionnaire was used as a research tool in this study. Researchers found many indicators of Leadership Styles (Transformational, Democracy and Laissez-fair) and Professional Training. After reviewing several times, the items of questionnaire by three experts, 25 items were finalized. The questionnaire was consisted on two parts. Part 1 contained demographic profile like Gender, Age, designation and experience. The 2nd Part comprised of three portions and nature of each portion items was related qualification profile. The items were developed at 5-point Likert Scale which is defined as 5= strongly agree, 4= agree, 3= no opinion, 2= disagree, 1= strongly disagree.

DATA ANALYSIS

The data was collected from the Heads of secondary schools about their leadership styles and professional trainings through survey questionnaire. The impact of leadership styles and professional training of Heads analyzed with multiple regression. Data was analyzed with descriptive and inferential Statistics.
Professional Qualification of Heads is formulated as following:

$Y_i = B_o + B_1 X_1$
Y = Professional qualification of heads
$_i$ = the participant
B= Regression Coefficient (B_o = the intercept, B_1 = the coefficient of X_1)
X_1 = Democratic Style

Table 1

Descriptive statistics for regression analysis of democratic leadership style for the effect

Model	M	SD
Constant	1.62	.490
Democratic Style	4.06	.52

Professional training on educational leadership styles

Table 1.2

ANOVA for regression analysis of democratic leadership style for the effect of professional training on educational leadership style

Model		SS	DF	MS	F	Sig
	Regression	.891	1	.891	3.283	.076
	Residual	13.029	48	.271		
	Total	13.920	49			

R=.253, R^2 =.045, p< 0.05

Table 1.3

Coefficient for regression analysis of democratic leadership style for the effect of professional training on educational leadership styles

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	S. E	Beta	t	Sig.
(Constant)	3.514	.257		13.690	.000
Professional qualification of the responded	.275	.152	.253	1.812	.076

$Y=B_0+B_1X_1$

Professional Qualification = 3.514 + .275 (Democratic Style)

A standard multiple regression analysis was conducted to evaluate how democratic leadership style scores predicted the professional qualification (table 1, 1.2, 1.3). The linear combination of leadership style was statistically significant related to professional qualification, $F_{(1, 48)}$ =.076, p>0.05. The multiple correlation coefficient was 0.253, indicating that approximately 04% of the variance of the professional qualification can be accounted the scores. Democratic styles of leadership (M=4.06, SD= .52) (t= 1. 812, p<.05) did not enter into the equation of the analysis.

Table 2

Descriptive statistics for regression analysis of laissez-fair leadership style for the effect professional training on educational leadership styles

Table 2.1

Model	M	SD
Constant	1.62	.490
Laissez-fair Style	3.58	.72

ANOVA for regression analysis of laissez-fair leadership style for the effect of professional training on educational leadership style

Model		SS	DF	MS	F	Sig.
1	Regression	.031	1	.031	.052	.820
	Residual	27.969	48	.583		
	Total	28.000	49			

$R = .033$, $R^2 = -.020$, $p > 0.05$

Table 2.2

Coefficient for regression analysis of laissez-fair leadership style for the effect of professional training on educational leadership styles

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	S. E	Beta	t	Sig.
1	(Constant)	3.683	.376		9.791	.000
	Professional qualification of the responded	-.051	.222	-.033	-.229	.820

X_2 = Laissez-fair Style

$Y = B_0 + B_2 X_2$

Professional Qualification = 3.683 + - .051 (Laissez-fair Style)

A standard multiple regression analysis was conducted to evaluate how laissez-fair leadership style scores predicted the professional qualification. The linear combination of leadership style was statistically significant related to professional qualification, $F_{(1, 48)} = .820$, $p > 0.05$. The multiple correlation coefficient was -.0333, indicating that approximately 03% of the variance of the professional qualification can be accounted the scores. Laissez-fair Style of leadership (M=3.58, SD= .72) (t= -.229, p>.05) did not enter into the equation of the analysis (table 2, 2.1, 2.2).

Table 3

Descriptive statistics for regression analysis of transformational leadership style for the effect professional training on educational leadership styles

Model	M	SD
Constant	1.62	.490
Transformational Style	4.42	1.9

ANOVA for regression analysis of laissez-fair leadership style for the effect of professional training on educational leadership style

Table 3.1

ANOVA for regression analysis of transformational leadership style for the effect of professional training on educational leadership style

Model	SS	DF	MS	F	Sig.
Regression	1.655	1	1.655	.677	.415
Residual	117.347	48	2.445		
Total	119.001	49			

R=.118, R^2 = -.007, p >0.05

Table 3.2

Coefficient for regression analysis of transformational leadership style for the effect of professional training on educational leadership styles

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	S. E	Beta	t	Sig.
(Constant)	3.678	.770		4.774	.000
Professional qualification of the responded	.375	.456	.118	.823	.415

X_3= Transformational Style

$Y=B_0+B_3X_3$

Professional Qualification = 3.678+ .375 (Transformational Style)

A standard multiple regression analysis was conducted to evaluate how transformational leadership style scores predicted the professional qualification. The linear combination of leadership style was statistically significant related to professional qualification, $F (1, 48)$ =.415, p>0.05. The multiple correlation coefficient was .118, indicating that approximately 0.7% of the variance of the professional qualification can be accounted the scores. Transformational Style of leadership (M=4.42, SD= 1.9) (t= .823, p<.05) did not enter into the equation of the analysis (3, 3.1, 3.2).

CONCLUSION AND DISCUSSION

It is concluded that professional training has no effect on democratic, transformational and laissez-fair leadership styles. Professional training has no contribution on leadership styles. There is an ordinary opinion that subject matter knowledge, professional development, pedagogy studies and years of experience are very much important and connected with student's academic performance and achievement. As a new aspect to the argument, this paper conceptualized teacher training into two categories B. Ed and M.Ed. A qualified teacher is essential in any educational system that is why it is important to make sure to every teacher academically and professionally qualified.

Teachers' qualifications have a severe implication on students' academic achievement. Some scholars supported that poor pedagogical content knowledge of teachers led to poor academic performance. Teachers 'qualifications, teacher self-efficacy and teacher competence are all connected. Therefore, teachers' qualifications must have an influence on students' academic achievement. It had observed that teacher effectiveness has an influence on students' academic performance. Teacher personal quality is very essential to teachers' qualification. Therefore, it is supreme always to consider it as part of teacher qualifications.

This study recommended that only qualified teachers should be allowed to teach at the secondary school level. This may improve their teaching method in order to improve the performance of students. The study brightly showed that professional qualification of teachers is the major variable affecting students 'performance in secondary school. There were total 50 heads who responded among all of the heads there were 25 % were females and 25 % were males. The responded were between the ages of 30-60 years. Most of the heads were having M. Ed certificate. The heads were having experience from 5-35 years. But this training, experience and professional training has no effect on heads styles of leadership and behavior. The training effect is not instantly reflected in the leadership style of the heads. It is might be due to the reason that leadership styles, Democratic Style, Laissez-fair Style and Transformational Style are the portrayal of personal traits adopted through their administrative practices. These are shaped up with intensive and continuous training. This sort of training like M. Ed and B. Ed of the heads have is not the targeted trainings for the leadership styles. There is need to see the effect of training on the specific leadership style specific training is required.

RECOMMENDATIONS

Following recommendations were made on the bases of the conclusion of the study;

1. There should be need to adopt democratic styles by Head of schools for improvement in school progress and for teacher's understanding. Democratic style acts like a motivation among the teachers and creates a good relationship between teachers and the Head of school.
2. Transformational leadership style important as well. If one should adopt this style then a school runs perfectly without any disturbance, its performance going good when transformational leadership style is in school.
3. Regular trainings with teachers should be conducted.
4. There should be providing more interesting changes activities for the heads of schools.
5. Heads should conduct some activities for being all teachers active, it causes to avoid from laissez-fair, and due to laissez-fair teachers are unable to produce a good generation and an active batch of students.

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