The Impact of New-Genre Leadership Style Training on Leadership Skills of School Leaders

| Neelam Nisar [*] | Uzma Quraishi [†] | Afifa Khanam [‡] |

Abstract   *This research determined the impact of New-Genre leadership style training on leadership skills of school leaders working in public and private schools. The rational of this training was developed on the basis of related literature and training need analysis. A short-course was developed focusing the deficient areas and offered to 120 participants, randomly sampled to participate in this training. With addition of sub-grouping and a follow-up study, one-group pre-test post-test design was adapted in this quasi-experimental research using quantitative methods. For statistical analysis, mean, standard deviation, percentages and paired sample t-test were applied. According to findings, the New-Genre Leadership Style Training has enhanced the leadership skills of school leaders. The five representative styles: Transformational, Transactional, Authentic, Leader-member Exchange and Global were found highly applicable and effective in educational leadership development. Such professional development courses have been endorsed by the participants for promoting quality education through quality leadership in Pakistan.*

Key Words: Educational Leadership, New-Genre Leadership, Educational, Leadership Development, Educational Leadership in Pakistan

Introduction

Leadership development in the field of education (Nwamae & Kayii, 2018) is much more in demand in case of under-developed countries like Pakistan (Faraz, 2016). This is because these countries are facing many challenges i.e. over-population, poverty, unemployment, economic and political instability. So, they are striving to ensure the provision of quality education in their educational institutions (Laleka, 2019). During recent school reforms in Pakistan, a dire need for quality educational leadership identified by school education department (Khan, Bano, Bano, & Khan, 2017). It was acknowledged that school leaders are reliant on traditional leadership styles. Also, they are not receiving any pieces of training to improve their leadership skills (personal, interpersonal, technical and social) which are necessary to cope up with the diverse and complex nature of their everyday tasks (Malik, 2018). The majority of them apply their teaching experiences and improvise according to situations that may help them hold their positions but don't contribute to quality or sustainability of education (Nasreen & Odhiambo, 2018).

To improve the quality of school leadership, a few major steps have been taken in the last ten years at the provincial (School Leadership Development Training Program, 2018) and national level (School Management, 2012) by public sector of education. The private sector which could be, further, divided into two groups: elite and non-elite schools (Ali & Khan, 2018), take the professional development as per requirement of their business model (Khan, 2018). Elite private schools invest in their principals to stay prestigious (Niazi, 2012) whereas non-elite schools do not invest in leadership development of their principals much. Collectively, a lot of concrete efforts are required to overcome the personal and professional deficiencies of common educational leaders (Niqab, Sharma, Kannan, & Ahmed, 2015).

In a preliminary investigation in the field of educational leadership, a couple of experimental researches

[*]Student, Department of Education, Lahore College for Women University,Punjab, Pakistan.
 Email; sirius-blue@hotmail.com
[†]Vice-Chancellor, Department of Education, Women University, Multan, Pakistan
[‡]Assistant Professor, Department of Education, Lahore College for Women University, Punjab, Pakistan.

found testing instructional technologies (Minaz, Tabassum, & Idris, 2017) or comparing between public and private leadership styles (Mehrotra & Sinha, 2017; Khan, 2017; Waqar & Siddiqui, 2015). But the researchers selected among autocratic, democratic and lasses-fair styles only (Akhter, Rashid, & Salamat, 2015). Moreover, this is not enough to identify the existing leadership styles, compare them and suggest the best in practice to others. Inquiry into effects of leadership styles on teachers and students' performance is again appreciable but insufficient. There is paucity of any training program over educational leadership. Especially, in given context of educational leadership in Pakistan where quality of leadership is low (Nasir, 2019). No leadership studies or training is available to prepare them to perform their job well. And competing another world in excellence has become a challenge for educational leaders (Mehmood, Khan, Khan, & Tahirkheli, 2012). Researches need to go forward to investigating how quality education can be acquired through quality leadership development. Progressive and extensive field-work is required to help the educational leaders in conceptualizing leadership in their own way and adopting an appropriate leadership style (Rubens, Schoenfeld, Schaffer, & Leah, 2018).

Traditional leadership training, then again, need to be improved (Khan, Bano, Bano, & Khan, 2017 ; Petrie, 2014). A deep understanding of leaders' personal, social and educational background is essential to get the maximum output of the training (Brubaker, 2018). A training designed for urban school leaders cannot be similarly effective for rural school leaders as they experience different life styles. Private schools are preferred over public schools for providing better educational facilities (Awan & Zia, 2015) so both sectors are found censuring each other. Disapproving one another promoted unhealthy competition even within private school systems (Akhter, 2017) for each of them is serving a specific segment of society according to their socio-economic status. Non-availability of training material in national or local language is another limitation (Najmi, Ahmad, & Rehman, 2016). Correspondingly, traditional trainings revolving around educational policies, school management and record keeping are not helpful in enhancement of school leaders' skills as effective individuals (Bernadine, 2019). Training content, method, environment and evaluation, all needs to be refined which demands plenty of resources and most of all, time (Aftab, 2015).

For projecting effective leadership training, such constraints and variances are to be taken (Brubaker, 2018) in account by selecting biased-free content that covers Educational and social differences of leaders. Educational, moral, social and global perspectives are to be considered while leading the 21st-century students (Alkhasawneh, 2018). Personal and emotional aspects of leadership development and the constraints they face in this regard cannot be ignored (Petrie, 2014). Teacher-centered training methods are to be avoided and collaborative training techniques are to be used like question-answer, dialogue, and discussion. Peer/group work is to be promoted through activity-based assignments (Brubaker, 2018). Public and private sector leaders may become closer if they are facilitated with combine training which ignite their shared interests, co-existence, and harmony. Instructions are to be clear and language is to be as simple as possible. The performance of participants is to be measured using alternative assessment i.e. participation and presentation instead of an evaluation which is based only on pre-test post-test or other written tests. So, uniting these elements in a non-traditional type of training program could possibly be the elevator to quality educational leadership in Pakistan. To this purpose, New-Genre leadership (Hereinafter NGL) theories and styles are to be preferred as training content for they describe leader-follower relationships, wellbeing and their collective effort to achieve the goals (Mathews, 2016 ; Avolio, Walumbwa, & Weber, 2009). They are recommended for educational leaders among many other leadership styles (Seybert, 2014). That's the reason why NGL styles i.e. Transformational, Transactional, Authentic, Leader-member exchange and global (Gumbo, 2015 & Barling, 2014) were chosen as the representative NGL styles in this research. Key characteristics of each style were conveyed to local school leaders through educational context. Interactive training modules were developed and delivered to meet up the needs of local school leaders. Also, the impact of leadership training on leadership styles (skills) was assessed through triangulation. As skills enhancement is the need of the time for all professionals exclusively the educational leaders (Woulfin & Kruse, 2018), the existing study was planned (with a special focus on collaboration & internationalism in education) to empower the local school leaders.

Literature Review

There's a variety on the concept of leadership (Hallinger, 2018). Its nature is dynamic, evolving and multi-faceted

so its definition is considered one core problem that seems to be constant in leadership studies (Batmanghlich, 2015). As a behavior or trait or set of dynamic skills, it confines its scope to leaders and their personalities. But emphasizes both on leader and followers when taken as a process or relation (Ch, Ahmad, Malik, & Batool, 2017). Leadership is more observable as an act that turns plans and decisions into action. It combines and mobilizes resources so as to stimulate, engage and satisfy the motives of followers (Waqar & Siddiqui, 2015).

Educational leaders have their role in improving schools by leading the group of teachers, students, and workers to achieve the academic qualification or achievement (Bush, 2007). As the main source of leadership in schools, they lead towards positive change and bring sustainable reforms in personal and social wellbeing. They deploy their personal knowledge and skills to combine a range of leadership tactics and make them work (Day, Sammons, David Hopkins, & Brown, 2010). So, they must learn and adopt appropriate leadership styles to perform their responsibilities well.

In recent times, leadership is defined in a more comprehensive way, well separated from sheer management and supervision (Simonet & Tett, 2012). Recent studies on leadership indicate that leaders should be authentic, motivated, evolving and visionary Enough to inspire followers (Northouse, 2016). Leadership is, now, more ethical, transformational and taken as an evolving and on-going relationship among leaders and followers (Fehr, et al., 2015). New trends and changes in the organizational environment have led the leadership studies to a new paradigm named, "New-Genre leadership" (Avolio, Walumbwa, & Weber, 2009) in which, leadership and development skills evolve side by side (Gumbo, 2015). This theory evolved within last thirty years and referred to a set of other theories comprises transformational, charismatic, visionary, or inspirational leadership (Mathews, 2016). According to NGL, leaders should be extraordinary people who have extraordinary effects on their followers and prefer collective interests to their personal interests. NGL advocates modeling, morality, ideology, and vision transformation to make the followers highly committed to the cause (Hao & Yazdanifard, 2015). Team-building and trust-building followed by motivational support are considered essentials (Fink, 2005).

According to NGL (Gumbo, 2015), Transformational, Transactional, Authentic, Leader-Member Exchange (LMX) and Global leadership styles were found to be the most popular leadership styles applied by International Joint Ventures leadership. By taking a closer look, three out of these five styles, transactional & Leader-Member Exchange are currently in practice (Seybert, 2014) while transformational, authentic and global styles are needed to be practiced in educational institutions. The current practices are focused on educational management which takes the responsibility to take care of smooth functioning of everyday work. But the desirable leadership styles are the ones that influence the followers to direct the functions towards a common vision (Connolly & Fertig, 2019).

Getting the perspective, the Pakistani School industry is in need of such leadership for it is going through rapid change and reform (Nasreen & Odhiambo, 2018). Pakistan prominently has two types of institutions, public (AKA Government schools) and private sector schools (Rizvi, 2015). Total numbers of schools in the province Punjab are 104,008 with 21,439,412 students and 803,898 teachers. Out of them, 52,314 schools are public with 11,229,506 students and 336,628 teachers. Private schools are 49,526 with 9,845,161 students and 458,660 teachers (Khan, Amin, Kakli, Piracha, & Zia, 2017).

While comparing two of the education sectors, it can be observed that heads in public schools are highly qualified, experienced (Bukhari & Awais, 2010) and have a people-oriented / democratic leadership style (Iqbal, 2012). On the other hand most of the headteachers in private sector are less qualified, untrained and inexperienced but show better performance as compared to the government school. The main differentiating factor is the better instructional supervision and monitoring system in private sector (Iqbal, 2012). Overall, private sector is trusted and preferred for better education compared to public sector of education in Pakistan (SMEDA, 2015).

Wazirabad, an administrative subdivision of Gujranwala District in Punjab, (Miraj, 2012) is a Tehsil and subdivided into 36 Union Councils. Its population is more than 150,000 in recent times (Pakistan Bureau of Statistics, 2018) and 74 public schools are currently working in this small city. According to the recent report issued by District Education Office, 299 is the number of private schools in Wazirabad which are registered with Board of Intermediate & Secondary Education, Gujranwala. School franchises with brand names are getting

successful among the local investors and business-people (SMEDA, 2014) bringing healthy competition among branded and non-branded schools. Like other religious-minded communities in Punjab, teaching is considered the most preferable profession for women in Wazirabad (Ullah, 2016). In the light of government policies, Punjab Public Service Commission conducts tests and interviews of candidates and recommends them to Education Department for the posts of headmasters/headmistresses. They get no training before they posted to their assigned schools province-wide. Later, they receive promotion and development training through Quaid-e-Azam Academy for Quality Education at different centers. In private schools of small cities like Wazirabad, there is seldom direct hiring for the post of school head. Local private schools are being run by school owners or one of their family members. The senior teachers with experience of the same school system are promoted as principals. Principals are not offered handsome salaries. They are not provided with the required leadership training or the training provided is not enough to be a productive school leader (Khan, Bano, Bano & Khan, 2017). They as employees are expected to implement academic policies in letter and spirit along with many other challenges they face throughout their work experiences (Pont, Nusche, Moorman, Roseveare, Copel, & Goudby, 2009). Due to insufficient opportunities for training, the available workforce is in need of continuous training to improve their sense of responsibility, confidence, personality, morality, self-motivation, communication and other skills (Adi, 2019). Non-availability of professional environment and guidance is the main reason behind these deficiencies. Female workers face more problems/pressure from family and society in their houses and at workplaces as compared to male colleagues (Asghar, Manj, Ali, & Malik, 2016).

It could be concluded that Pakistan is going through a phase of educational reform (Nasreen & Odhiambo) that requires visionary leadership along with extraordinary interpersonal, moral and motivational skills. The heads, those create such situations in which the teachers and the students could learn and grow, are to be deployed in public and private education sectors (Alam, 2017). Today's leaders should also be transformational with strong character and balanced personality, emotional stability, and commendable morality with understanding of internationalism. It's all could be covered under the umbrella of 'New-Genre Leadership' (Gumbo, 2015); leadership training can be greatly helpful in overcoming the challenges, education is going through in Pakistan.

Methodology

Within the quantitative tradition, we followed quasi-experimental research. As there was only one group to receive the treatment, one-group pre-test post-test design (Allen, 2017) was adapted with addition of continuous assessment and follow-up to make it more reliable approach to experiment. Further, this one group was divided into two sub-groups, public and private to compare within-group performance (Thomas & EdD, 2016). The same test was taken by the experimental group before and after the training as pre and post-test. In between, the group was treated with leadership training for three months. Twelve training modules were developed to be delivered on weekends, each for a three-hour session, arranged by the researcher. Below is the research design:

Table 1.Research Design

Pre-test	Treatment	Post-test	Observation	Evaluation
O	X	O1	O2	O3

At the completion of the experiment, collected data were analyzed via descriptive and inferential statistics. The findings were presented and concluded to draw the result and recommendations.

The population of the study

District Gujranwala is divided into 6 Tehsils and 36 union councils. Wazirabad as one of its Tehsil is the main town administrates 74 public and 299 private schools registered with the Board of Intermediate and Secondary Education, Gujranwala. For this study, all principals of private schools and headteachers of public schools were considered as study population, with a grand total of 373.

Selection of Participants

The sample was divided into two subgroups: private and public school-heads to have a comparison of private and public sector leaders' performances. At initial stages when training was offered, 310 people got registered out of 373 public and private schools. Sixty (60) school heads were randomly selected from each sector's candidates using stratified sampling technique (Anderson, Sweeney, & Williams, 2011) as the most suitable technique for sampling for this study. For having an adequate class-size for training, the study group was kept limited to 120 school leaders (60 from public and 60 from private sector schools).

Research instrument

A scenario-based questionnaire comprising 40 questions was used to assess the leadership styles of school leaders before and after the training, the research instrument was developed using the information derived from documents and literature review. The ideas in instrument development by other canvassers (Northouse, 2016) in the discipline of education (Pont, Nusche, Moorman, Roseveare, Copel, & Goudby, 2009) have been incorporated as well. Key components of five New-Genre Leadership Styles, transactional, transformational, authentic, leader-member exchange and global, have been considered for this research (figure 1).
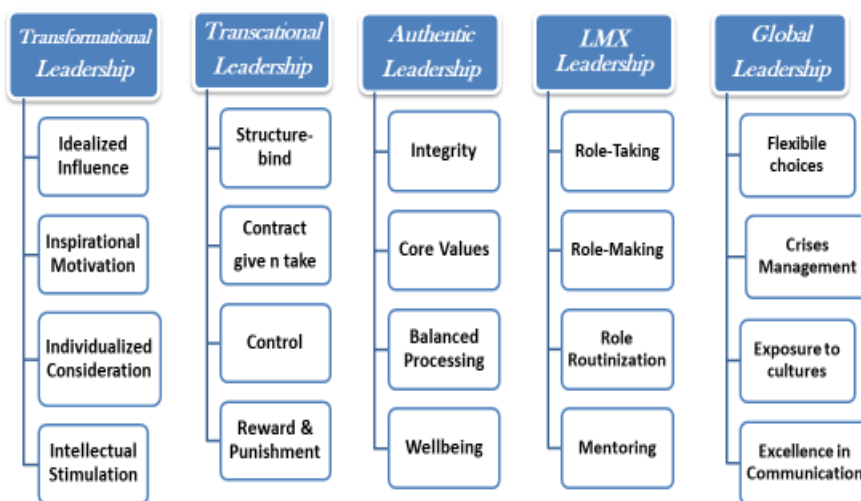

Figure 1: New-Genre Leadership Styles

Data collection procedure

The data collection was done by the researcher herself. The training has been offered to the school leaders in introductory seminars. The instrument was administered individually to conduct the pre-test and post-test. The items which were scenario-based were explained to them. Training and afterward observations were taken by the researcher. Evaluation of school leaders, done by their subordinates were also recorded by the researcher in form of interviews.

Statistical Analysis

The collected data then were coded and entered into computer on excel sheet and further analyzed by using the software Statistical Package for Social Sciences (SPSS). For the general description of data, mean, standard deviation, percentages and frequency distribution were used. Paired Samples t-test was applied to compare the results of pre and post-tests.

Validity and Reliability of the Instrument

The research had not been announced as an experiment or research work to keep it safe from the threats like the placebo effect. With the cooperation of higher authorities, the NGL training was offered just like any other regular training arranged for public and private schools. The sub-groups had not been told about comparing their performances at the end.

The validity (face validity and content validity) of the instrument was checked by the panel of experts and via pilot study, it has been improved before using it as the research tool. Then, the instrument was used for conducting the pre-test of 120 participants belonging to public and private schools and the results were tested to determine the reliability. The overall reliability of the instrument has been determined through Cronbach alpha calculation (Table 2).

Table 2. Reliability Statistics of Questionnaire

Cronbach's Alpha	N of Items
.715	40

Table 2 shows the value of Cronbach's Alpha for all items of the New-Genre Leadership Style Test which was more than 0.7. As a minimum value acceptable for an instrument's reliability, it made it satisfactory enough to use it in the research.

Results

One hundred and twenty public and private schools' principals were given the pre-test at the beginning of NGL Styles' Training. After a 12-weeks' professional development training same questionnaire was given to them as post-test to determine the effectiveness of training. Scores of pre and post-tests were calculated and compared applying t-test to determine their individual & collective improvement.

Comparison of pre-test and post-test scores

Table 2. Mean Difference between the pre and post-test scores of School Leaders

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test Score Public	23.06	60	3.41	0.44
Post-TestScore Public	47.58	60	2.02	0.26
Difference	*- 24.52*	*0*	*1.39*	*0.18*
Pre-Test Score Private	22.54	60	3.23	0.41
Post-TestScore Private	47.96	60	1.56	0.20
Difference	*-25.42*	*0*	*1.67*	*0.21*

Table 2 indicates that the mean scores of public and private school leaders were 23.06 and 22.54 before the training or treatment. After training it was replaced by 47.58 and 47.96. It also indicates that standard deviation was more (3.41 & 3.23) in pre-test scores while less (2.02 &1.56) in post-test scores.

Comparison of Leadership Styles of School Heads before and after Leadership Training

Table 3. Paired Sample T-test for comparing pre-test & post-test scores of Public & Private Sectors' Participants by five categories of New-Genre Leadership Styles

Five Categories of NG Leadership Styles		Public	Private	Difference
Pair 1	Transform_Pre	6.78	2.13	4.65
	Transform_Post	7.68	6.15	1.53
Pair 2	Transac_Pre	7.16	6.15	1.01
	Transac_Post	7.78	7.75	0.03

Pair 3	Authentic_Pre	6.10	1.35	4.75
	Authentic_Post	7.73	7.76	-0.03
Pair 4	LMX_Pre	6.48	3.78	2.70
	LMX_Post	7.95	7.98	-0.03
Pair 5	Global_Pre	5.76	3.78	1.98
	Global_Post	7.68	7.73	-0.05

It is detected (Table 3) that the order of best performance was given by the public sector in Pre-Tests as compared to the private sector. But private-sector leaders' performance was observed better than public in the Post-Test results.

It could be observed that mean score in pre-test is less than in post-test except for Tr1 and Tr8 which shows that transactional leadership style was most dominant style before training, but after training, respectively, Authentic, Transformational, Global, LMX and Transactional leadership styles were found popular among the participants.

Comparison of School Heads' Performance in Leadership Training

Table 4. Mean Difference between the performance of School Leaders in Training Components

Sector	Attend-ance	Assignm ents	Class Participation	Presentation	Pre-Test	Post-Test	Observation	Evaluation
Public	86.00	82.67	86.83	97.22	46.13	95.17	90.33	90.00
Private	91.33	80.67	85.67	97.11	45.08	95.92	95.92	92.58
Difference	5.33	2.00	1.16	0.11	1.05	0.75	5.59	2.58

Table 4 presents the performance of both public and private school leaders through their mean-score in training components which were attendance, assignments, class-participation, pre-test, post-test, observation and evaluation. According to this table, there is no significant difference found in the performance of both public and private school leaders except for in component no.1 which was attendance.

Discussion

As a unique experiment, New-Genre Leadership Theories and Styles were presented in educational context and turned into training modules for this research work. Research showed the five representative styles of New-Genre Leadership theories were efficiently applicable in educational leadership development. Because they have clarified the school principals' concepts about leadership. They made them comprehend their existing leadership styles and practice the techniques to improve them. Unlike regular researches that only suggest some leadership styles suitable to educational leaders, this was an advanced effort that went a step further in conceptualizing educational leadership. It has not only identified the shortcomings and suggested how to overcome them, but also practically worked for alleviating them.

Due to an exclusive approach, it is hard to compare or contrast its results with other contemporary researches which are different in nature. Still, the results of the study confirmed the importance and usefulness of leadership styles training in area of school leadership in Pakistan (Aftab, 2015 Akhter, Rashid, & Salamat, 2015). It also strengthened the notion that quality leadership is essential to educational development in under-developing countries (Nyangena, Akujah, & Okanga, 2019). Nevertheless, it went against the results previously identified that, in Pakistan, most of the private school leaders were following democratic and public were practicing authoritarian leadership styles (Alam, 2017). The difference is because the other researchers investigated among autocratic, democratic and laissez-faire styles only and didn't add NGL styles.

According to this research findings, Transactional and Leader-Member Exchange styles were protruding leadership styles among public and private school leaders which goes by the administrative streak in the education system of Pakistan. Private institutions are mostly run like business or industry (Khan, 2018) and students are

called customers (Parsons, 2015) or products (Mark, 2013). Moreover, Leader-member exchange is a popular approach that is similar to transactional in many ways. First, because of 'exchange' or 'give-n-take' is common in both. Second, scale of give-n-take is almost same i.e. rewards and punishments are offered to high and low-performers in transactional leadership. In leader-member exchange, in-group members do more and get more than out-group members (Northouse, 2016). Education systems are controlled by investors or managing directors in private schools. Implementation of school policies, rules, and regulations, in letter and spirit, are the top responsibilities of school principals. So, leadership in private schools cannot be called democratic. Up to some extent, it could be participative (Paraschiv, 2013) or it is purely transactional (Akhter, Rashid, & Salamat, 2015). The responses of principals at various stages of training and during the follow-up study reconfirmed it. As the most common tendencies, observed through the responses to NGL style test, were to take control, stick to rules, bind to contract and sharing on need-to-know basis. Performance-based rewards and punishment were favored by all the school principals. Strictness and distance from teachers, staff, and students were also chosen as the options to cope up with undesirable behaviors and crises.

The main objective of the study was to find out the impact of New-Genre Leadership Styles' Training on leadership skills of school leaders. So, training was the main focus of the research. The components and process of training remained a great experience for the researcher herself. A scenario-based questionnaire was developed as research instrument. Contemporary leadership theories and styles have been introduced to participants mostly through visual aids and activities for three months. It aimed at catching their interest in something they haven't learned before. First, this training clarified the concept of leadership / educational leadership to the participants. It helped them become aware of the leadership style that they were currently using with or without knowing about it. Second, the training guided them in self-improvement as it is the utmost value in order to learn and improve. One cannot expect to grow morally, socially or professionally until they, willingly, bring a change in themselves. Third, alternative and continuous assessment were used to judge the performance of participants throughout the training. Fourth, after completion of 12 weeks' training, they have been observed in their schools by the researcher. One of their subordinates also evaluated their leadership skills according to New-Genre leadership questionnaire. So, these were the main elements due to which, the Efforts have been proven a success. Results showed that the 12 weeks' training enhanced their leadership skills. They also depicted that after completion of the training, the leaders showed understanding of the things that they were taught and in the end, the styles found prominent were Authentic, Transformational and Global.

Recommendations

School leaders require personal, professional and leadership development. They need to manage their time for learning new skills in order to improve their NGL styles so that they can practice their own leadership style effectively. Professional development should be provided to educational leaders at every level, from introductory to advanced, by their employers. NGL style training can be helpful in introducing them to educational leadership at the start of their careers. Early years are most important in young leaders' professional career. NGL style training can help the training bodies in monitoring and supporting school leaders, particularly, in the begging of their profession. Interactive training methods, alternative assessment, flexible hours, less content, more activity-based training with intense follow-up should be parts of leadership development programs. Having these components make NGL style model training for quality leadership development. NGL Training Modules have been found highly beneficial for school leaders. This model is recommended for leadership development programs in Pakistan.

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