

Managerial Approaches and Leadership Styles for Educational Leader: Motivating staff towards the achievement of organisational goals

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Abstract; Recently, educational leaders in nations, just like everywhere globally, are facing challenges due to the high expectations for formal education characterised by technological innovation, and globalisation. This paper aims to examine managerial approaches and leadership styles that are needed to be employed by an educational leader/manager in motivating staff towards the achievement of organisational goals, and to emphasis leadership styles that are most possibly to achieve the expected outcomes. It begins with an overview of the meaning and concept of leadership and management. The next part of the paper is to explore management approaches and leadership style that may be used to encourage staff to reach institutional goals. The study conclude that leadership is dealing with individuals and its transformation; management is related to mechanism and its application. To choose which leadership style or managerial approach to follow is not easy although it can close to success when educational leaders can use the right style in the right place, and in proper way.

Keywords—*Managerial approaches; leadership style; educational leaders; motivating staff; organisational goals.*

I. INTRODUCTION

Leading an educational institution is most likely to bring the unique challenges due to the complication of problems that may impose. To fulfil the educational requirements of the 21st century the educational leaders must be creative and proactive much more than a top administrator. This fact has placed educational institutions are in need for competent leaders and managers. Education institution leaders are required to provide effective educations for all in need. To achieve this, leaders have been forced to reinvent their leadership styles as well as to differentiate the implementation of managerial skills and the exercise of leadership.

This paper examines types of managerial approaches and leadership styles that are essential to be administered by an educational leader / manager in motivating his or her staff towards the achievement of organisational goals. It discusses the differentiation between leadership and management, development of leadership theories and their implementation in educational institution. There is no single leadership style or

management approach that will suit in every institution; rather it must be implemented in accordance with needs and situations of individual institution.

II. LEADERSHIP AND MANAGEMENT

A. Difference between Leadership and Management

The terms of leadership and management are sometimes used interchangeably. The situation of work may distinguish the meaning of leadership and management. The differentiation between these two entities is important in order to improve effectiveness of an organisation.

Leadership may be defined as the capability to influence others to follow direction, motivate, inspire, and inspire the vision and purpose of the organisation [1]. This definition indicates that to provide leadership, a leader should have the ability to convince the beliefs, opinions, or behaviours of others. This can be undertaken in several distinguished methods, which associated to leadership styles.

Leadership refers to the capability to influence and convince others, to provide leadership, a leader must be able to persuade the beliefs, opinions, or behaviours of others

Management, on the other hand, refers to accomplishments of planning, organising, directing, and controlling, with the purpose of succeeding definite goals and objectives in organisation. Essentially, it involves organising and directing a group of people to accomplish certain tasks. Management focuses more on techniques rather than on strategies.

Leading is closely related to vision, strategic matters, transformation, results, followers, and doing the right things; while managing is focuses in implementation, operational issues, transaction, systems and doing things right. In this perspective, the task of manager is to maintain the status quo of an organisation while the role of the leader is more focuses on strategies to creatively establish changes through collective oand designated goals [2].

B. Leadership Style

Leadership is a comprehensive topic since it can be learned in diverse methods and have many different meanings. Leadership may refer to a practise of leader in envisioning their ideas, have the approval of the vision and encouraging staff to support and implementing their ideas through the followers [3]. The unique thing is a leader can always influence others and he/she may not have position as a

manager; whereas some persons can possess both of qualities to be a leader and manager [4].

Leadership theories have been studied since the mid-20th century, and number of theories have been postulated. The theories of leadership listed in Table 1 are those that most frequently cited in literatures, based on theoretical and research bases of the historically derived model of leadership types [5].

Table 1. Theoretical and research bases of the historically derived model of leadership types

Leadership type	Theoretical and research bases
Directive leadership	Theory X leadership (McGregor, 1960) Initiating structure from Ohio State studies (e.g. Fleishman, 1953) Task oriented behavior from Michigan studies (e.g. Katz <i>et al.</i> , 1950) Punishment research (e.g. Arvey and Ivancevitch, 1980)
Transactional leadership	Expectancy theory (e.g. Vroom, 1964) Path-goal theory (e.g. House, 1971) Equity theory (e.g. Adams, 1963) Exchange theory (e.g. Homans, 1961) Reinforcement theory (e.g. Luthans and Kreitner, 1985; Sims, 1977; Thorndike, 1911) Reward research (Podsakoff <i>et al.</i> , 1982)
Transformational leadership	Sociology of charisma (e.g. Weber, 1946) Charismatic leadership theory (e.g. House, 1977) Transformational leadership (e.g. Bass, 1985; Burns, 1978)
Empowering leadership	Behavioral self-management (e.g. Thorenson and Mahoney, 1974) Social cognitive theory (e.g. Bandura, 1986) Cognitive behavior modification (e.g. Meichenbaum, 1977) Participative management and participative goal setting research (e.g. Likert, 1961, 1967; Locke and Latham, 1990)

The most important issue in relation to leadership is a tendency in leadership study, to mark down the current theories and bringing a new horizon of thinkin [6]. Similarly, educational literatures had been abounded by models and theories of leadership that much of them soon will disappear as they cannot provide deeper perspectives. Moreover, evolution in leadership thinking has resulted in differentiation between “traditional” and “emerging” views of leadership. The contrast between traditional and emerging views of leadership is provided in Table 2 [7].

Table 2. An emerging view of leadership

The traditional view	An emerging view
Leadership resides in individuals	Leadership is a property of social systems
Leadership is hierarchically based and linked to office	Leadership can occur anywhere
Leadership occurs when leaders do things to followers	Leadership is a complex process of mutual influence
Leadership is different from and more important than management	The leadership/management distinction is unhelpful
Leaders are different	Anyone can be a leader
Leaders make a crucial difference to organizational performance	Leadership is one of many factors that may influence organizational performance
Effective leadership is generalisable	The context of leadership is crucial

The most prominent leadership model was recommended by Burns (1978), who categorised leader behaviour as transactional or transformational [8].

In transactional leadership, leaders and followers exchange needs and services to resolve the independence objectives, it is a form of leadership when leader exchanging positive reinforcement for good working performance from followers. In contrary, transformation leadership occurs when leaders emphasis to acknowledge individuals potential and fulfil their higher needs which addressing the humanistic view of the person. Transformational leadership theory is closely engage to charisma, intellectuality and consideration of the leaders.

III. MANAGEMENT APPROACHES AND LEADERSHIP STYLES FOR EDUCATIONAL LEADER

Despite the similarity between leadership and management, leadership has been referred as a process of influence leading to the achievement of determined goals [9]. This differentiates it from management, when it involves the efficient and effective maintenance of an organisation’s activities, and the implementation of policies [10]. The organisation wants to focus on task and relationship orientation or to concentrate on organisational changes. The flexibility in leadership style means that the leader should apply a leadership style that suit with staff. Leadership principle asserts that individual’s behaviours can influence each other, therefore an intellectual leader can inspire the followers to achieve organisational goals. Leadership has conventionally been conceptualised as an individual-level skill [8]. Meanwhile, managerial style is the pattern of behaviour which a manager, such as a principal, implements in order to plan, organise, motivate and control [11].

In educational field, the study shows that a charismatic transformational leadership style could be more effective, particularly when it combines with transactional leadership [8]. However, in today’s education institutions, there is a tendency that leadership cannot be reduced to formulas and prescriptions. The leaders must have to choose the style which is most fit their personal characters, experiences and conditions regardless competencies and confidences that need to be situated not only from one with another staff but also to each task that assigned to a staff [12].

The proposed management styles models assume that managers have two main concerns, which are how to achieve result (task-oriented) and how to develop relationships (people-oriented) [13]. In terms of better managerial approach, there is no wrong management approach. It should be depending on the task, people, and situation to be controlled. Management approach is the capability to use relevant knowledge and methods working with people. It contains the accepting of people behaviour within and towards an organisation as well as the ability to people of different levels of organisation to comprehend needs and problems faced by others [14].

In managing organisation, it is important to have “situational sensitivity” and “style flexibility” [15].The importance of

participatory management which may provide a wider room for the people within organisation to share responsibilities and to facilitate creative solution to the problems in an organisation. This can be implemented through delegation and empowerment mechanism. Employing the participatory management has been introduced as an essential element in the pursuit for better education. They argue that to improve organisational effectiveness, participatory management is one of the most important keys [16].

IV. MOTIVATING STAFF TO ACHIEVE ORGANISATIONAL GOAL

Managers or leaders can be granted a term of successful when they can influence employee to achieve organisational goals. Accomplish the organisational goal is the action to sustain employees motivation and support employees to achieve their personal and career goals as significant part of their motivation [17]. Leadership and motivation are closely related. Leader's ability to communicate and motivate followers to achieve goals and reach the target of organisational mission and vision is a characteristic of leadership effectiveness [18]. It becomes a motivational cycle that the more motivated the supporters, the more effective the leader; the more effective the leader, the more motivated the followers [19].

Motivation is a fundamental topic because leadership competencies should come with the ability to motivate employees. The triumph of every organisation be contingent on its employees' efforts, commitment, engagement, practice and persistence as one of the important duties or jobs [3]. Thus, Leadership starts from the new employee recruitment; induction process; and happens every day until the resignation. The leaders or managers involve in this cycle, motivating new employees and it emphasis, the significance of leadership to an organisation [4].

V. CONCLUSION

There is no absolute way to lead which style can promise success. Leadership is situational and contextual, encompass the issues of diversity, inclusion and equity and involving transformation. Leadership plays significant role of organisational success and planning, which is associated with terms of innovator, mentor, enabler, motivator, energetic and communicator, whereas manager is linked to planning, policy implementer, and controller. Leadership concern with individual and transformation; management is more emphases the mechanism and its application. To choose which leadership style or managerial approach to follow is not easy. The quality of educational leaders offers great contribution to further reform educational leadership and management policies and practices by accepting and utilising the basic managerial approaches and leadership styles. The concept of leadership style has been discussed thoroughly. It is evident that directive leadership leads to behaviour to provide instruction how to do the job. Transactional leadership is concern with the behaviour of exchange relationship between leaders and staff. Transformational leadership is dealing with maintaining the vision, inspiring staff and improving staff for

the better transformation. In the contrary, empowering leadership has the purpose to develop the staff, it motivates leaders to be more effective and stimulate the leader's characters to be innovative, creative, and independent.

It is believed that the most important thing for the leaders to ensure their successful is to consider systematically the actual situation they faced and, based on that consideration, applies leadership style and managerial approach which most appropriate.

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