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A comparative study of public education sector and private education sector leadership styles of institutional heads

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Abstract

The main element in managing, directing, and improving an organisation is leadership. It has broader effects on many facets of life, particularly the paradigm of education. When necessary, standardised, efficient, and cutting-edge information are required to satisfy the social, national, and scientific demands. Since it is the institution's lifeblood, leadership has come to be recognised as being of utmost importance for educational institutions. This distinction comes at a time when the demands on the global education development are greater than ever. The study's main goal was to contrast the leadership philosophies of heads of public and private organisations. Heads and the autocratic, democratic, and laissez-faire leadership philosophies were the only topics covered in the study. Data were gathered using a survey method and a quantitative research methodology. The information was gathered utilising a reliable and valid research tool. While friends and family were consulted in some areas, the researcher herself collected the majority of the study's data. According to the study, chiefs of public organisations exhibit authoritarian leadership styles, whilst heads of private institutions exhibit democratic leadership styles. Similar to both democratic and autocratic leadership styles are used in both the institutions sectors, laissez-faire leadership is not used in either.

Keywords: Leadership, leadership style, education sector, performance

1. Introduction

One of the main things that affects how well employees perform, how committed they are, how motivated they are to use their human resources, and how they use technology is the way in which they are led. Leaders always take the lead from the front and steer their followers so that their thoughts and deeds work together to achieve the goals. The leaders do not bind themselves to the organization's established rules and regulations; instead, they advance in a suitable manner to improve their working environment. Both teachers' and society's growth depend on effective leadership. The global teacher networks that the 21st century's technological advancements have created present several issues, including the need for excellent educational leaders for educational institutions. When it comes to implementing educational and cultural reforms, a principal's leadership is primarily focused on three key areas: boosting involvement, communicating the vision, and creating change. The capacity of educational leaders to contribute to raising educational quality in the age of technological innovation is a key indicator of their effectiveness.

1.1 Leadership styles

Since these theories directly allege the type of leadership style a leader employs in managing their institutional activities, a close examination of the various leadership theories is necessary to gain a clear understanding of leadership styles. Indirectly, the word "style" refers to how an institutional leader effectively motivates their employees. Different types of leadership, including "autocratic, democratic, transformational, transactional, and passive/avoidant leadership, servant leadership, democratic leadership, and charismatic leadership" have been developed, and their value for education has been established in various parts of the world. As is well known, the modern world is characterised by a variety of effective leadership philosophies. The following is a quick list of some of their main leadership philosophies.

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1.2 Autocratic

The autocratic management style emphasises "Do as directed." In this leadership style, a leader typically believes that they are much smarter than the other team members and make all the decisions with little input from them.

1.3 Democratic

Different from autocratic leadership styles, democratic leadership focuses on "What do you think." The democratic leadership style of a leader incorporates all team members and prioritises their input before endorsing a final choice.

1.4 Laissez-faire

The laissez-faire leadership approach contrasts with the autocratic approach. It emphasises the phrase "Feel free to do work." A leader with a laissez-faire leadership style doesn't take strict action over existing issues, and team members carry out their tasks without worrying about restrictions from the boss.

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1.5 Significance of the study

By examining its elements connected to impact, this study will serve as a guide for future researchers in the context. Policymakers and administrators will get insight into the types of leadership styles being used by department heads in terms of both traditional and contemporary leadership styles. They will then construct their plans and policies with these styles in mind and enhance them in accordance with international standards.

1.6 Statement of the problems

The effectiveness of any Organisational structure, whether public or private, has been generally noted to depend greatly on leadership over the years. Implementing a bad leadership style had led to the demise of numerous organizations. The truth is that schools without a digital or transformative leader are more likely to lose students or pupils, whereas digitally minded schools may gain more. Research has been done to compare the leadership philosophies of Onitsha's principals and the effects they had on the quality of education received by students and teachers. A lot has also been stated about how, among other things, the workplace atmosphere, managerial abilities, and behaviour of principals affect leadership responsibilities. The leadership philosophies of the institutional leaders in the state of Haryana's public and private education sectors, however, have not been the subject of any investigation. To that purpose, this study will compare the institutional heads of the public and private education sectors in the state of Haryana's leadership philosophies.

2. Review of literature

Al-Kubaisi, Huda, Amna Khan, and Sayed Shahbal. (2022) [1]. The main element in managing, directing, and improving an organization is leadership. It has broader effects on many facets of life, particularly the paradigm of education. To

meet societal needs for international, national, and scientific knowledge, it is often required to have information that is standardized, efficient, and sophisticated. Therefore, it is necessary to implement educational management that is linked to opportunities for leadership style development and role identification. Through the electronic search engines of Google Chrome, Firefox, and Microsoft Edge databases- Google Scholar, Cochrane Collaboration, Emerald insight, MEDLINE, CINAHL, EMBASE, Taylor & Frances, Science Direct, Scopus, PubMed, and JSTOR-data were examined and looked up for related topics in the English language. Leadership Styles, Roles, and Opportunities in the Educational Management System were some of the search terms used. Using conjunctions like "and," "or," "with," and "if" Through promotion factors, educational management strengthens and stabilizes the capacity of educational outcomes. One of the most crucial components of development, organization, and management is an effective leadership style. Overall, the scenes created from the already written poetry and literature demonstrate an effective comprehension of the leadership's style, function, and opportunities in leading the organization.

Helen Olukayode Emmanuel and Jonathan Mshelia (2022). This empirical study covered the various leadership philosophies and how they may be incorporated into school administration. Its goals were to investigate how administrators' leadership philosophies impact the efficiency of school resources and to devise strategies for improving administrators' philosophies in order to achieve educational objectives. It examined education as a social system, different leadership philosophies, how they are used, reasons why some philosophies fail, and recommendations on methods to make school administrators' philosophies more effective. However, it is concluded that there is no one perfect leadership style and that the key to becoming an effective and efficient school administrator is the ability to use each one as needed, depending on the situation.

Eunice Bakare and Afolakemi Oredein. 2021 [2]. In this study, principals who were in charge of both public and private secondary schools during the COVID-19 era in Ibadan, Oyo State, Nigeria, were compared for their leadership philosophies. The chosen research design was descriptive. 26 state secondary schools and 97 accredited private secondary schools made up the study's population. There were 1194 teachers in the study as a whole. A sample size of 306 respondents was selected using the Taro Yamane formula, of whom 305 completed questionnaires were collected and used for analysis. Data were gathered using a self-designed questionnaire that produced reliability coefficients of $r = 0.942$, 0.911 , and 0.924 . The study's direction was provided by a research question and two hypotheses. The study's results revealed a substantial difference in the leadership styles used by school principals of both school types, with mean values of 92.5 and 1149, SD values of 9.712 and 11.634, and a significance level of 0.05 ($t = 0.719$; $df = 301$). The leadership styles used by the principals of both schools differ significantly by gender with mean values of 125.14 and 120.97, SD values of 14.195 and 9.318 and ($t = 2.909$; $df = 301$; $p = 0.05$). According to the study's findings, school administrators have taken initiative to address all of the issues that have arisen in education throughout the COVID-19 era. Therefore, in the COVID-19

Era, it is advised that principals in public secondary schools be transformational and digital.

Saleem *et al.* (2020) ^[19] discovered that the directive leadership style, followed by the supporting and achievement-oriented leadership styles, had a substantial impact on teacher job performance in the tested schools. On the other hand, although being a substantial predictor of teacher job performance, participative leadership was not thought to be a good predictor.

3. Objectives of the study

1. To explore the leadership styles of head practiced at the institution level.
2. To examine the relationship between a head's leadership style and the performance of head at the institutional level.

4. Hypothesis of the study

H1: As stated by the heads, there will be no discernible connection between a laissez-faire leadership style and the success of the organization.

5. Research methodology

The research was comparative in nature. The study used a survey method and a quantitative research design to get its data. The chiefs of the public and private education sectors

in Haryana provided the information. All of the leaders of Haryana's public and private institutions made up the study's population. The study's sample included the heads of 147 institutions (84 public and 63 private). The test included questions about authoritarian, democratic, and laissez-faire leadership styles. The instrument was created utilizing pertinent literature as a guide, and by following the right steps, it was validated and became dependable. The value of the reliability coefficient was discovered.84 is within a suitable range. By taking into account all of the research's ethical considerations, the most data possible was individually obtained. However, in some instances, assistance from friends and family was obtained by providing proper direction regarding the collection of study data.

6. Results and Data interpretation

These analyses the important information obtained during the course of the investigation. In order to make it easier to read and understand, this chapter provides an unbiased analysis. The researcher presented the findings using tables and graphs. Significant findings are emphasised in the tables. Numerous statistical techniques, including percentage, mean, mode, sd, and correlation, have been used depending on the needs.

Table 1: Demographic profile

Demographics		
	Frequency	Percent
Gender		
Male	80	54.4
Female	67	45.6
Total	147	100.0
Educational sector		
Public Sector	84	57.0
Private Sector	63	43.0
Total	147	100.0
Job Experience (Years)		
40-50	37	12.8
50-60	70	20.1
Above 60	40	17.4
Total	147	100.0

The demographic data of those who replied are shown in Table 1. Gender, industry, age, and teaching experience are among the demographic characteristics. The findings indicate that the majority of the respondents to this study

were men. Public sector respondents made up the majority of our respondents in this survey (57.14). The responses with the most work experience were between the ages of 50 and 60.

Table 2: Autocratic style

Sectors	N	Mean	Standard Deviation	Interpretation
Public Heads	84	3.16	.6520	Highly
Private Heads	63	1.33	.71	Slightly

Table 3: Democratic styles

Sectors	N	Mean	Standard Deviation	Interpretation
Public Heads	84	1.86	.7110	Moderately
Private Heads	63	2.91	.80	Highly

Table 4: Laissez-faire style

Sectors	N	Mean	Standard Deviation	Interpretation
Public Heads	84	2.45	0.512	Slightly
Private Heads	63	1.33	0.516	Never

The results of the perspectives of the leaders of public and private institutions regarding their leaders' autocratic leadership style are presented in Table 2 as mean statistics. The average values for public and private heads are respectively 3.16 & 1.33. The outcomes of the democratic leadership style of heads are shown in Table 3. According to the public and private heads, the median values for democratic leadership style are 1.86 & 2.91, respectively. Table 4 similarly displays the outcome of the heads' laissez-faire leadership style. According to the heads of public and commercial institutions, the median values for a laissez-faire leadership style are 2.45 & 133, respectively. Therefore, it can be concluded from the calculation of all three tables and the Valdez *et al.* (2020) [18] mean interpretation scale that the autocratic style is heavily used in public institutions and barely used in private ones. In private institutions, the democratic style is often used; in public institutions, it is used less occasionally. The laissez-faire leadership style, on the other hand, is rarely used in Haryana's private sector organizations and is mostly found in the public sector.

Table 5: Pearson correlation results for the relationship between laissez-faire leadership style and institutions performance as indicated by heads

		Performance	Laissez-faire leadership
Pearson Correlation	Laissez-faire leadership	1.000 -0.66	-0.66 1.000
Sig (1-tailed)	Performance	1.000 -0.66	
N	147	147	

From the table, there is a negative relationship between performance and laissez-faire leadership style as indicated by -0.66. The hypothesis as stated has not been proven by this study, since the relationship is a negative one and not a null hypothesis.

7. Conclusion

The study of educational leadership is multifaceted. Without a question, leadership is the topic most studied in the behavioural sciences. Although a lot has been written, a clearer picture is not given in the literature that is currently available. The study's conclusion was derived from its findings, which were made possible by the effective application of statistics. After all, the study comes to the conclusion that public sector institutions in Haryana have an authoritarian leadership style because the leader is the primary arbiter of each member's success. Additionally, it is concluded that heads of private sector institutions exhibit democratic leadership because they must assist subordinates in taking ownership of task completion. While heads perceive laissez-faire leadership styles as uncommon practises in both public and private institutions, analysis and heads' perceptions both point to low value for both types of institutions. All heads should be aware of the circumstances

and the capabilities of their coworkers in order to apply the appropriate leadership style. Since democratic leadership is the most demanding and well-liked, as the literature suggests, leaders may use it to improve the operation of institutions.

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