

A Short Overview of Various Leadership Theories and their Approach in the Teaching Sector

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Abstract

Leadership is an important element of directing managerial functions in an organization. The power of leadership means the power of integration. Good leadership is essential to achieve an organizational goal. It is the ability to build up confidence and zeal among people. To be a successful leader, a manager must possess qualities of encouragement, foresight, drive, initiative, personal integrity, etc. In this article, I am trying to give an overview of various leadership styles and their impact in the teaching sector. This will give an idea about various leadership theories and how they are implemented in teaching roles. Hope this will be helpful to other members of our teacher community also. The idea of leadership theories will enrich the students who wish to pursue public administration, polity, and human resource management in the future.

Keywords: Leadership, Leadership theories, Teacher's life, Students.

INTRODUCTION

Leadership has always been an evergreen topic in the field of organizational behavior. According to time, there changes come in various theories of leadership and its style.¹ Leadership has various importance. It improves the motivation and morale of employees. A good leader influences the behavior of an individual in a manner that he/she works voluntarily towards the achievement of enterprise goals. It acts as a motive power for group efforts. I think it is required for all levels of management. After my post-graduation, I joined R.I.C.E education (a unit of Adamas University, Kolkata) as an educator of Biological & Environmental

Studies to aware people about different kinds of environmental problems that are challenges at national and international levels. These are part of their preparation syllabus also. I become head of the department in the year 2020. My group is not so large but I then felt that whatever the group size may be, I must follow good leadership styles to become successful. Later I found that articles related to the impact of leadership theories in a teacher's life are very few. Therefore, I feel urge to write this article.

Objectives of the study

The objectives of this study are simple. I just express my experiences and personal feelings about various leadership theories and their impact on our

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practical lives. Moreover, I feel this article will help my colleagues and other members of the teacher-professor community to enhance their knowledge about leadership theories. Specifically, the deans, the principals, the head of the department at various schools, colleges & universities as well as the budding aspirants for the said positions or future leaders shall get an idea. Though many people may say that theories and practical implementation of ideas are different concepts but prior knowledge of concepts and theories can help to manage professional hazards and conflicts in a good way.

THEORIES & DISCUSSION

A. Great Man Theory

The Great Man Theory was popularized by historians like Thomas Carlyle in the 19th century. This theory is known as Charismatic Leadership Theory. According to this theory, leaders are born with just the right traits and abilities for leading like charisma, intellect, confidence, communication, and social skills. This theory suggests that leaders are born, not made. The term "Great Man" was adopted at the time because leadership was reserved for males, particularly in military leadership. Such theories say that people cannot learn how to become strong leaders. Leadership is either something you are born with or born without. This is very much a natural approach to explaining leadership.² According to this theory, leadership qualities are commanding, charm, courage, intelligence, persuasiveness, and aggressiveness that cannot be taught. Also, it cannot be acquired through formal education. We can exemplify Abraham Lincoln, Martin Luther King, Mahatma Gandhi, and many more as great leaders. The Great Man Theory, which posits that history is shaped primarily by the actions of "great men" or highly influential individuals, has several drawbacks and criticisms. Sociologist Herbert Spencer suggested that the leaders were products of the society in which they lived. In "The Study of Sociology," Spencer wrote: *"You must admit that the genesis of a great man depends on the long series of complex influences which has produced the race in which he appears and the social state into which that race has slowly grown... Before he can remake his society, his society must make him."*³ The theory reduces complex historical events to the actions of a few individuals, ignoring the broader social, economic, and cultural factors that also play crucial roles in shaping history. It downplays the role of collective movements, social groups, and ordinary people in driving historical

change, thereby offering a narrow view of history.⁴ The theory suggests that certain individuals are destined to become great leaders due to their inherent qualities, which overlooks the influence of circumstances, opportunities, and societal structures on a person's rise to prominence.⁵ The success or impact of so-called "great men" is often heavily dependent on the context in which they live, including external factors like timing, location, and the actions of others, which the theory tends to ignore. Historically, the theory has predominantly focused on white, male figures from Western cultures, thereby marginalizing the contributions of women, people from other cultures, and minority groups. The theory does not provide a framework for predicting future leaders or historical events, as it relies on post hoc explanations of success and influence. The Great Man Theory can lead to the glorification of individuals, fostering a culture of hero worship that may ignore or excuse the flaws and negative impacts of these leaders. Moreover, By focusing on individuals, the theory can obscure the underlying systemic issues and structures that need to be addressed for societal progress, implying that change only happens through extraordinary individuals rather than through systemic reform or collective effort.

My statement on teaching perspective

Now, through this review article, I want to focus on the applicability of Great Man theory to teachers. To me, The Great Man Theory, which suggests that history is shaped by extraordinary individuals with innate leadership qualities, can be adapted to the context of teaching, though with some nuances. Teachers can be seen as "great people" who shape the lives and futures of their students. A teacher with exceptional qualities like charisma, wisdom, and dedication can profoundly impact students, much like how a "great man" in history might influence society. Teachers who embody the principles of the Great Man Theory can inspire and motivate students to achieve greatness. Their personal qualities, much like those of historical figures, can drive students to reach their potential. But there are some challenges also. Unlike the often-individualistic focus of the Great Man Theory, teaching is inherently collaborative. The success of a teacher often depends on interactions with students, other educators, and the community, which means greatness in teaching is often a shared achievement. Therefore, a collaborative environment is required. The theory might overemphasize individual teachers at the expense of recognizing the systemic and collective contributions to education. Great

outcomes in education often result from a network of influences rather than a single “great” teacher. In this case, diversity matters. In Conclusion, I can say that, while the Great Man Theory can be partially applied to teachers, recognizing those with exceptional impact, it should be balanced with an understanding of the collaborative nature of teaching and the importance of systemic factors in education.

B. Trait Theory

The trait theory of leadership is tied to the “great man” theory of leadership first proposed by Thomas Carlyle in the mid-1800s.⁶ According to Carlyle, history is shaped by extraordinary leaders. This ability to lead is something that people are simply born with, Carlyle believed, and not something that could be developed. Carlyle’s ideas inspired early research on leadership, which almost entirely focused on inheritable traits. Later, the Trait theory was elaborated by Ralph Stogdill during the 1940s.⁷ This theory is very similar to the Great Man theory. It is founded on the characteristics of both successful and unsuccessful leaders. The theory is used to predict effective leadership. Usually, the identified characteristics are compared to those of potential leaders to determine their likelihood of leading effectively. The assumption made in this theory was that some basic set of traits differentiate leaders from non-leaders. Scholars researching the trait theory try to identify leadership characteristics from different perspectives. According to this theory, leadership traits might include intelligence, assertiveness, above-average height, self-confidence, initiative, and understanding of interpersonal human relations. The existence of these traits determines the importance of leadership. This theory too, has some limitations also. The controversy surrounding trait theory, particularly in the realms of leadership and personality psychology, has been widely discussed in academic literature. Trait theory is often criticized for reducing complex human behaviors to a set of fixed traits, ignoring the multifaceted nature of personality. Therefore, we can say it is oversimplified in some contexts.⁸ The theory is seen as overly deterministic, suggesting that traits are stable and unchanging, which does not account for personal growth or behavioral changes over time. Therefore, determinism and flexibility are not well defined.⁹ Trait theory has been criticized for its lack of attention to situational factors that influence behavior, which can lead to an incomplete understanding of personality and leadership. Hence, contextual ignorance is there.¹⁰

Critics argue that trait theory’s ability to predict behavior is limited because having certain traits does not guarantee consistent behavior across different situations.¹¹ Trait theory has been criticized for reflecting Western cultural biases, particularly in emphasizing traits like assertiveness and extroversion, which may not be valued in all cultures.¹² The theory is often seen as neglecting how traits develop over time and how they are influenced by early life experiences. Therefore, developmental aspects are neglected here.¹³ In conclusion, I can say that while trait theory remains influential, these criticisms underscore the need for a more integrative approach that considers situational, cultural, and developmental factors. For further reading, the provided references offer a deeper dive into these controversies.

My statement on teaching perspective

Now, let us discuss how trait theory applies to teachers. Trait theory, which posits that individuals possess certain stable characteristics (or traits) that influence their behavior across different situations, can be applied to the context of teaching, though with some considerations. It helps to identify effective traits of teachers such as patience, empathy, enthusiasm, and conscientiousness, which are often associated with effective teaching. Teachers who naturally possess these traits may be more successful in engaging students, managing classrooms, and fostering a positive learning environment. Traits like assertiveness, confidence, and leadership are also relevant, as teachers often need to guide, motivate, and manage groups of students. Trait theory can help predict certain aspects of teacher performance. For example, a teacher high in conscientiousness may be better at organizing lesson plans and grading assignments consistently. However, traits alone may not fully predict a teacher’s effectiveness, as teaching also involves skills, knowledge, and the ability to adapt to different classroom dynamics and student needs. However, Trait theory can inform hiring practices by identifying desirable traits in prospective teachers, such as empathy or enthusiasm. Understanding that certain traits contribute to effective teaching can also guide professional development programs, helping teachers cultivate or enhance these traits. But just as in other fields, the effectiveness of a teacher cannot be fully explained by traits alone. The teaching environment, student demographics, and specific classroom challenges can significantly influence teacher behavior and success. Teaching is dynamic, requiring adaptability and continuous learning, which may not be fully captured by a

static set of traits. A teacher might need to develop new traits or behaviors in response to different classroom situations. In conclusion, I must add that Trait theory can be useful in understanding and improving teaching by identifying key traits associated with effective teachers. However, its application should be complemented by an awareness of situational factors and the dynamic nature of the teaching profession. While traits are important, they are part of a broader set of skills and factors that contribute to successful teaching.

C. Contingency Theory

Fiedler's Contingency Theory, developed by Fred Fiedler in the 1960s, is a prominent theory of leadership that suggests that the effectiveness of a leader is contingent on the match between the leader's style and the specific situational context. This theory emphasizes different variables in a specific setting that determine the style of leadership best suited for the said situation. It is founded on the principle that no one leadership style applies to all situations. This theory contrasts with trait-based leadership theories, which emphasize that certain traits make for effective leaders in all situations. Fiedler identified two primary leadership styles: task-oriented and relationship-oriented. Task-oriented leaders focus on the completion of tasks and the achievement of goals. They are more concerned with the structure, planning, and execution of tasks. Relationship-oriented leaders prioritize building strong relationships with their team members. They emphasize trust, communication, and employee satisfaction.^{14,15} The theory suggests that the effectiveness of a leader depends on how favorable the situation is for leading. Fiedler identified three dimensions of situational favorableness:

- **Leader-Member Relations:** The level of trust and confidence between the leader and the team members. If the leader and the group enjoy mutual trust, respect, and confidence and they like one another, relations will remain good.
- **Task Structure:** The clarity and structure of the tasks being performed. Structured tasks are clear and well-defined, while unstructured tasks are ambiguous and open-ended. Task structure is the degree to which a group's task is clearly defined. If the tasks are highly structured, with formal guidelines and well-defined expectations, it will be directive style.
- **Position Power:** The degree of authority and power the leader has to reward or punish subordinates. It is the power vested in the

position of a leader in an organization. If the leader has the power to assign work, administer rewards and punishment, and recommend employees for promotion or demotion, position power is assumed to be strong.

Fiedler argued that task-oriented leaders perform best in situations that are either highly favorable or highly unfavorable. Relationship-oriented leaders are more effective in moderately favorable situations where leader-member relations are good, but the task structure or position power may be ambiguous. Moreover, as I mentioned before, Fiedler's theory suggests that there is no one best style of leadership. Instead, the effectiveness of a leader depends on matching their style to the right situation. If a mismatch exists between the leader's style and the situational demands, the theory suggests either changing the leader or altering the situation to better suit the leader's style. One of the main criticisms of Fiedler's Contingency Theory is its assumption that a leader's style is fixed and cannot be changed. This contrasts with other theories that suggest leaders can adapt their style depending on the situation. The theory has also been critiqued for its complexity and the difficulty in practically applying it in real-world situations, as assessing the favorableness of a situation can be challenging.¹⁶ Fiedler's Contingency Theory remains influential in the study of leadership, emphasizing the importance of situational factors and the idea that there is no one-size-fits-all approach to effective leadership.

My statement on teaching perspective

Applying Fiedler's Contingency Theory to teaching can provide insights into how different teaching styles might be effective depending on various situational factors within the educational environment. According to this theory, we can classify teachers into two different categories. They are task-oriented teachers and relationship-oriented teachers.

Task-oriented teachers focus on delivering content, maintaining classroom discipline, and ensuring that academic goals are met. They are likely to emphasize clear instructions, structured lessons, and assessments to gauge student progress. They are effective in situations where students require a lot of structure, such as in environments with strict curricular demands or where students are preparing for standardized tests. On the other hand, Relationship-Oriented Teachers prioritize building strong relationships with their students,

fostering a supportive and engaging classroom atmosphere. They focus on understanding student needs, encouraging participation, and providing emotional support. They are effective in situations where students need more motivation, and encouragement, or where the learning environment is more collaborative and less rigid. Situational favourableness in the classroom also matters. According to Fiedler's model, the relationship between teachers and students is crucial. A teacher with strong, positive relationships with students is more likely to be effective, especially in less structured environments. In classrooms with clear, structured curricula (e.g., math or science classes with specific objectives and measurable outcomes), task-oriented teachers may excel. In contrast, relationship-oriented teachers may be more effective in subjects that allow for more open-ended discussion and creative thinking, such as literature or art. The authority a teacher holds in the classroom whether they can enforce rules, motivate students, and influence behavior affects how their teaching style will work. A teacher with strong authority might succeed in a task-oriented approach, while a teacher with less formal power may rely on building relationships to manage the classroom effectively. In situations where the teacher has good relationships with students, the tasks are well-structured, and the teacher holds strong authority, a task-oriented approach might be most effective. This could apply in advanced placement classes where students are motivated, the curriculum is clear, and the teacher's authority is respected. In cases where relationships are positive, but tasks are less structured or the teacher's authority is less pronounced, a relationship-oriented approach may be better. For example, in classes focused on student-led projects or discussions, where the teacher acts more as a facilitator than a director. On the other side, when the classroom environment is challenging (e.g., poor relationships, unstructured tasks, and limited teacher authority), task-oriented teachers might still thrive by imposing order and focusing on achieving specific goals. In contrast, relationship-oriented teachers might struggle unless they can first improve the relational dynamics. Practical Application of this theory includes-

- **Teacher Training:** Teacher training programs can incorporate Fiedler's Contingency Theory by helping teachers identify their natural teaching style (task-oriented or relationship-oriented) and understand how to adapt their approach based on the classroom context.
- **Classroom Management:** Teachers can use the

theory to assess the classroom environment and adjust their strategies to be more effective. For example, a task-oriented teacher might focus more on building relationships in a class where student engagement is low.

- **Curriculum Design:** School administrators can consider contingency theory when assigning teachers to classes. For example, assigning a task-oriented teacher to a highly structured course or a relationship-oriented teacher to a course requires more student engagement and creativity.

I can add that Fiedler's Contingency Theory suggests that there is no single best way to teach; the effectiveness of a teacher depends on their style and how well it matches the specific classroom situation. By understanding and applying this theory, teachers can better adapt to different educational environments, leading to improved teaching outcomes.

D. Situational Theory

This theory is also known as the Life cycle Theory of Leadership. The Situational Theory of Leadership, developed by Paul Hersey and Ken Blanchard, posits that effective leadership depends on the leader's ability to adapt their style to the demands of the situation and the readiness level of their followers. This theory is particularly influential in the fields of management, organizational behavior, and education.^{17,18}

Hersey and Blanchard identified four main leadership styles, each varying in the degree of directive and supportive behavior. They are as follows.

1. **Telling (Directing):** High directive, low supportive. The leader provides clear instructions and closely supervises the task.
2. **Selling (Coaching):** High directive, high supportive. The leader explains decisions and encourages feedback while maintaining control.
3. **Participating (Supporting):** Low directive, high supportive. The leader shares decision-making with the group and supports their efforts.
4. **Delegating:** Low directive, low supportive. The leader entrusts the group with responsibility for making decisions and completing tasks.

One more thing is follower readiness. It refers to the degree to which followers have the ability and willingness to accomplish a specific task. It

is a combination of their competence (skills and experience) and commitment (motivation and confidence).

Hersey and Blanchard categorized readiness into four levels:

- **R1:** Low competence, low commitment. Followers are neither able nor willing to take responsibility.
- **R2:** Low competence, high commitment. Followers are willing but lack the necessary skills.
- **R3:** High competence, low commitment. Followers have the skills but lack motivation or confidence.
- **R4:** High competence, high commitment. Followers are both able and willing to perform the task independently.

Matching Leadership Style to Follower Readiness:

The Situational Leadership Theory asserts that the most effective leaders are those who can adjust their style to fit the readiness level of their followers:

- **R1 → *Telling*:** Leaders need to provide clear direction and closely supervise.
- **R2 → *Selling*:** Leaders should guide while also offering encouragement and support.
- **R3 → *Participating*:** Leaders should facilitate participation in decision-making and encourage independence.
- **R4 → *Delegating*:** Leaders should delegate tasks and provide minimal supervision, trusting followers to perform independently.

Managers can apply situational leadership by assessing their team's readiness and adjusting their leadership style to meet the needs of their employees. This flexible approach can improve team performance and job satisfaction. Teachers and school administrators can use situational leadership to better support students and staff. For example, a teacher might use a more directive approach with younger students who need clear guidance and a more supportive or participative approach with older students who are more capable of self-directed learning.

There are some criticisms of this theory also.¹⁹ The theory requires leaders to accurately assess both their style and the readiness level of their followers, which can be complex and challenging in dynamic situations.¹⁹ Some critics argue that the theory places too much emphasis on adaptability and overlooks the potential strengths of maintaining

a consistent leadership style.¹⁹ While the theory is widely accepted, some researchers have questioned the empirical evidence supporting its effectiveness across different contexts and industries.¹⁹ In conclusion, I can say that Situational Leadership Theory emphasizes the importance of flexibility in leadership, arguing that no single leadership style is best in all situations. By adjusting their approach to the readiness level of their followers, leaders can enhance their effectiveness and better support their team's development and performance. However, the theory's practical application can be challenging and requires careful assessment and judgment by leaders.

My statement on teaching perspective

Situational Leadership Theory can be effectively applied to the field of education, particularly in how teachers interact with students. The theory suggests that teachers should adapt their teaching style to the varying needs, abilities, and readiness levels of their students, just as leaders would in a workplace. Here's how this might work in a classroom setting:

1. Teaching Styles:

Similar to the leadership styles in Situational Leadership Theory, teachers can adopt different approaches based on their students' needs:

- ***Telling (Directing)*:** The teacher gives explicit instructions, closely monitors student progress, and provides step-by-step guidance. This approach is suitable for students who are new to a topic and require clear direction.
- ***Selling (Coaching)*:** The teacher explains concepts while also encouraging questions and interaction. This style is useful for students who are motivated but still need guidance to fully understand the material.
- ***Participating (Supporting)*:** The teacher collaborates with students, encouraging them to take part in decision-making processes related to their learning. This is effective for students who have a good grasp of the material but benefit from a more interactive learning environment.
- ***Delegating*:** The teacher steps back and allows students to take more responsibility for their learning, offering minimal supervision. This approach works best with students who are highly competent and motivated.

2. Student Readiness Levels:

Just as leaders assess their followers' readiness,

teachers need to consider their students' readiness in terms of both competence (understanding of the material) and commitment (motivation and confidence):

- **R1 (Low Competence, Low Commitment):** Students may be new to the subject or struggling with the material, lacking both the necessary skills and motivation. Here, a Telling approach is needed, with the teacher providing clear instructions and close supervision.
- **R2 (Low Competence, High Commitment):** Students may be eager to learn but lack the necessary skills. The Selling approach is appropriate, where the teacher provides guidance and encourages student effort.
- **R3 (High Competence, Low Commitment):** Students understand the material but might lack motivation or confidence. The Participating style, where the teacher involves students in decision-making, can help re-engage them.
- **R4 (High Competence, High Commitment):** Students are both knowledgeable and motivated. In this scenario, the Delegating style allows students to take charge of their learning, with the teacher offering support only as needed.

3. Practical Applications in the Classroom:

- **Differentiated Instruction:** Teachers can apply situational theory by differentiating instruction based on the varying readiness levels of students within the same class. For instance, while some students may need direct instruction on a new topic, others might work on independent projects.
- **Classroom Management:** Teachers can adjust their management style according to the behavior and maturity levels of students. Younger or less mature students may require more structure and direct control, while older or more responsible students might benefit from greater autonomy.
- **Student Engagement:** By assessing the readiness of their students, teachers can choose the most appropriate teaching style to keep students engaged and motivated. This might involve more interactive or hands-on activities for students who are ready to take on more responsibility.

4. Challenges and Considerations:

Complexity in Application: Just like in leadership, the application of situational theory in the classroom can be complex. Teachers need to continually assess student readiness and adjust their teaching style accordingly, which can be demanding in diverse classrooms.

- **Teacher Training:** Professional development programs for teachers can incorporate situational leadership principles, helping teachers develop the skills to assess student readiness and adapt their teaching strategies effectively.
- **Student Perception:** Some students might perceive the varied approaches as inconsistent, which could affect their learning experience. Clear communication from the teacher about why different approaches are used is crucial.

Finally, I must add that Situational Leadership Theory provides a valuable framework for teachers to tailor their instructional strategies to the diverse needs of their students. By adjusting their teaching style based on the readiness and needs of their students, teachers can create a more supportive and effective learning environment. This adaptability helps ensure that all students, regardless of their starting point, can progress and succeed in their education.

E. Behavior Theory

In Behavioral Theory, the focus is on the specific behaviors and actions of leaders rather than their traits or characteristics. The theory suggests that effective leadership is the result of many learned skills. Individuals need three primary skills to lead their followers.^{20,21} These are technical, human, and conceptual skills. Technical skills refer to a leader's knowledge of the process or technique; human skill means the ability to interact with others while conceptual skills enable the leader to come up with ideas for running the organization or society smoothly. Key Concepts of the Behavioural Theory of Leadership include

Task-Oriented Behaviors which emphasizes getting tasks done efficiently. Leaders focus on organizing work, setting clear goals, and ensuring team productivity. People-oriented behaviors mainly focus on the well-being and development of team members. Leaders are supportive, show concern for employees, and foster a positive work environment. Leadership Styles include

- **Authoritarian:** Leaders make decisions independently with little input from others.
- **Democratic:** Leaders encourage participation and collaboration in decision-making.
- **Laissez-faire:** Leaders provide minimal direction and allow team members to make decisions.



Various leadership styles²²

My statement on teaching perspective

The Behavioural Theory of Leadership is particularly relevant in teaching, as it emphasizes the importance of actions and behaviors that can be developed to improve leadership effectiveness. In the context of education, this theory can be applied to how teachers lead and manage their classrooms, interact with students, and contribute to the overall learning environment.

Application of Behavioural Theory of Leadership in Teaching

- **Task-Oriented Behaviors:** Lesson Planning and Organization: Teachers demonstrate task-oriented leadership by meticulously planning lessons, setting clear objectives, and organizing classroom activities to maximize student learning.
- **Assessment and Feedback:** Teachers use assessments to gauge student understanding and provide timely feedback, ensuring that learning goals are met.
- **People-Oriented Behaviors:** Student Engagement and Support: Teachers exhibit people-oriented leadership by building strong relationships with students, understanding their individual needs, and creating an inclusive, supportive classroom environment.
- **Motivation and Encouragement:** Teachers motivate students by recognizing their efforts, encouraging participation, and

fostering a positive attitude toward learning.

Leadership Styles in Teaching

- **Authoritarian Style:** Some teachers may adopt a more authoritative approach, setting strict rules and guidelines, which can be effective in maintaining discipline but may limit student autonomy.
- **Democratic Style:** Teachers who engage students in decision-making processes, such as choosing projects or setting classroom rules, foster a sense of ownership and collaboration.
- **Laissez-faire Style:** While less common, some teachers might allow students significant freedom in their learning, which can encourage creativity but may require more self-discipline from students.

Classroom Management

Effective classroom management involves balancing task-oriented and people-oriented behaviors. A teacher needs to maintain order (task-oriented) while also being empathetic and responsive to students' emotional and social needs (people-oriented).

Teachers who apply the Behavioural Theory of Leadership continuously develop their teaching practices by reflecting on their behaviors, seeking feedback, and adapting their strategies to meet the needs of their students.

F. The Path-Goal Theory

The path-goal theory of leadership was introduced by Martin Evans and Robert House.^{23, 24} The given model emphasizes that the leader's behavior should be such as to complement the group work setting and aspiration. Path goal theory says that a leader can motivate subordinates by influencing their expectations. The path-goal theory assumes that leaders can change their style or behavior to meet the demands of a particular situation.²⁵ The main propositions are-

The leader's behavior is acceptable to the extent of the subordinate's source of satisfaction and the Leader's behavior is motivated as it complements the environment of subordinates.²⁶ This model identifies four kinds of leader behavior, which are directive, supportive, participated, and achievement-oriented.

- **Directive Leadership:** The leader gives clear, specific instructions about what is expected, how tasks should be completed,

and the timelines for completion. This style is particularly effective when tasks are complex or ambiguous.

- **Supportive Leadership:** The leader is approachable and focused on the well-being of the followers, providing a friendly and supportive environment. This style is effective in situations where tasks are stressful or unpleasant.
- **Participative Leadership:** The leader involves followers in decision-making, considering their ideas and suggestions. This style works well when tasks require high levels of collaboration and input from team members.
- **Achievement-Oriented Leadership:** The leader sets challenging goals and expects high performance, expressing confidence in followers' abilities. This style is effective when followers are motivated and capable of achieving high levels of performance.

My statement on teaching perspective

The Path-Goal Theory of Leadership can be effectively applied in a teaching context, where the teacher acts as a leader guiding students toward achieving their educational goals. By understanding and addressing the specific needs of students and the nature of the tasks, teachers can adopt different leadership styles to enhance student motivation and success.

Application of Path-Goal Theory in Teaching

1. Directive Leadership in Teaching

Application: In a classroom setting, a teacher using a directive style might give clear instructions on assignments, outline specific steps to complete tasks, and set strict deadlines.

Example: A math teacher explaining the exact process to solve a complex equation, providing detailed examples, and clearly stating the expectations for the homework.

2. Supportive Leadership in Teaching

Application: Teachers provide emotional and moral support, creating a nurturing and supportive environment. This is especially helpful for students who may feel stressed or overwhelmed by challenging material.

Example: An English teacher who spends extra time helping a student struggling with reading comprehension, offering encouragement and

additional resources to help them improve.

3. Participative Leadership in Teaching

Application: Teachers involve students in the decision-making process, encouraging them to contribute their ideas and opinions on how the class should be conducted or what topics should be covered.

Example: A social studies teacher who asks students to vote on which historical events to study in-depth, or how to structure a group project.

4. Achievement-Oriented Leadership in Teaching

Application: Teachers set challenging goals for their students, encouraging them to push beyond their comfort zones and achieve higher levels of academic success.

Example: A science teacher who challenges students to design their own experiments or compete in a science fair, expressing confidence in their abilities to meet these high expectations.

The benefits of the Path-Goal Theory in teaching include

- **Customization:** Teachers can tailor their leadership style to the specific needs of individual students or the class as a whole, depending on factors like the difficulty of the material, the student's confidence levels, and the learning environment.
- **Enhanced Motivation:** By aligning their teaching style with student needs, teachers can increase student motivation and engagement, helping them to achieve better outcomes.
- **Support for Diverse Learners:** This approach is particularly beneficial in diverse classrooms where students have varying levels of ability, confidence, and motivation.

G. Emotional Intelligence Approach in Leadership

Emotional intelligence (EI) plays a critical role in leadership, influencing how leaders understand, manage, and leverage emotions within themselves and their teams to achieve organizational goals. ^{27,28,29} Key Components of Emotional Intelligence in Leadership are as follows.

1. **Self-Awareness:** It is the ability to recognize and understand one's own emotions, strengths, weaknesses, values, and drivers. Leaders with high self-awareness can better understand how their emotions impact their work and relationships. They are more likely

to be authentic and make decisions aligned with their values, which fosters trust and respect from their team. For example, A leader who recognizes they are stressed before a big presentation might take a moment to calm down, ensuring they communicate more effectively.

2. **Self-Regulation:** It is the ability to manage one's emotions healthily and constructively. Leaders who can self-regulate are less likely to make impulsive decisions and more likely to handle pressure with grace. They can create a stable and trustworthy environment, crucial for team morale. For example: A leader who receives negative feedback but chooses to respond calmly and reflectively, rather than defensively, demonstrates strong self-regulation.
3. **Motivation:** It is defined as a passion for work that goes beyond money and status, often driven by internal values. Motivated leaders are usually more optimistic, committed to their goals, and able to inspire similar enthusiasm in their teams. For example, A leader who continues to drive the team toward innovation, even in the face of setbacks, exhibits high motivation.
4. **Empathy:** It is the ability to understand and share the feelings of others, crucial for managing relationships. Empathetic leaders can build deeper connections with their teams, understanding their concerns and needs, which fosters a supportive work environment. For example, A leader who notices an employee struggling with personal issues and offers flexible working arrangements shows empathy.
5. **Social Skills:** It is proficiency in managing relationships and building networks. Leaders with strong social skills are better at resolving conflicts, leading change, and building rapport with employees. They excel in communication and can influence others positively. For example, A leader who effectively mediates a conflict between team members, ensuring all parties feel heard and respected.

The Impact of Emotional Intelligence on Leadership is as follows:

- **Improved Team Performance:** Leaders with high EI can motivate their teams, manage stress effectively, and create a positive work environment, leading to enhanced team performance.
- **Better Decision-Making:** Emotional intelligence

helps leaders to remain calm under pressure and to consider the emotional impact of their decisions on others, leading to more thoughtful and inclusive decision-making.

- **Enhanced Conflict Resolution:** EI-equipped leaders can navigate interpersonal conflicts with empathy and understanding, leading to more effective resolution and stronger team dynamics.

My statement on teaching perspective

Emotional intelligence (EI) in teaching is increasingly recognized as a vital aspect of effective education. Teachers with high emotional intelligence can better manage their classrooms, build strong relationships with students, and create a positive learning environment that fosters both academic success and emotional well-being. I am writing the emotional intelligence approach in teaching by using the following references.^{30,31}

Key Components of Emotional Intelligence in Teaching

1. **Self-awareness:** Teachers with strong self-awareness can better manage their emotional reactions in the classroom, ensuring that their interactions with students are positive and constructive. This helps in maintaining a calm and focused learning environment. A teacher who recognizes they are feeling frustrated might take a moment to collect themselves before addressing a disruptive student, thereby avoiding a negative confrontation.
2. **Self-Regulation:** Teachers who can self-regulate are more likely to remain calm under pressure, think before reacting, and respond to challenging situations with patience and understanding. For example, during a heated debate among students, a teacher who stays composed and facilitates a respectful discussion demonstrates strong self-regulation.
3. **Motivation:** Motivated teachers are committed to their students' success, often going the extra mile to ensure that all students can succeed. For example, a teacher who spends extra time preparing engaging lessons or offering after-school tutoring sessions exemplifies high motivation.
4. **Empathy:** Empathetic teachers can connect with their students on a personal level, understand their individual needs, and provide support that addresses both academic and emotional challenges. For example, A

teacher who notices a student struggling with personal issues and offers a listening ear or support reflects strong empathy.

5. **Social Skills:** Teachers with strong social skills can create a collaborative and inclusive classroom environment, foster positive relationships among students, and communicate effectively with parents and colleagues. A teacher who encourages group work and ensures that all students feel included and valued in classroom activities demonstrates strong social skills.

CONCLUSION

To conclude, motivational theories seem to furnish useful approaches in explaining and improving teacher efficiency and job satisfaction in the educational sector. Administrators in schools are able to respond to the intrinsic and extrinsic aspects of motivation through the application of models such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and the Self-Determination Theory. The mistreatment of such necessities as adequate income and job security, on the one hand, and emancipation, career advancement, and self-realization, on the other, supports the contention of a long-lasting commitment and efficiency of the teacher. This integrated model improves teacher mobility as well as learners performance, hence supporting the idea that teacher motivation has far reaching implications on the entire education system. The future policies and practices should consider multi-faceted motivational approaches so as to motivate the teachers and in turn, the students will be motivated and successful.

Limitations of this Study & Further Scope of Research

This review article is based on the leadership theories that are well suited for the teaching profession only. In many other professions, the approach of various leadership theories may be different. This needs to be studied further. Moreover, various kinds of leadership styles are often considered as part of leadership theories by many authors like Transactional and Transformational leadership, Managerial Grid, Three-Dimensional Grid, etc. are not reflected in this article as I think these are not suited well for the teaching profession. To me, the best leadership theory for the teaching profession is explained by situational theory as teachers are working in various situations in different countries. The

situation has both micro & macro level of impact that needs to be studied further. Further, leadership theories and their impact can be studied in different groups. A data-centric outcome may convey a great message to our society. To learn more about various leadership styles for better understanding of leadership theories, you can go through my other article named 'Leadership: An Introductory Overview'.³²

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