Manmohan Joshi

MBA Research Project

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MANMOHAN JOSHI

MBA RESEARCH PROJECT

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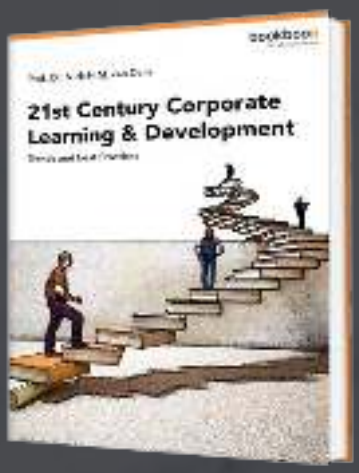

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ABOUT THE AUTHOR

Dr. Manmohan Joshi, M.A., M.Ed., Cert. Educational Admin, Dip. HRD, Dip. Mgmt. (UK), MBA, Ph.D. (Mgmt.), has over 45 years' teaching, training and administrative experience. He has worked as Principal of large and reputed educational institutions in India, Kuwait and the Sultanate of Oman.

For his work on Innovative Practices in Value Education he was awarded by the National Council of Educational Research and Training, India.

He is also the recipient of the Best Teacher Award from the Govt. of Tamilnadu as well as the Central Board of Secondary Education, India.

He has presented papers at various national and international conferences under the auspices of UNESCO. He has also conducted various workshops for teachers, students, parents and administrators. The topics covered a wide area viz., Leadership and Team Building, Value Education, Administration Skills, Career Choice, Effective Decision Making in Administration, Effective Communication Skills, Interpersonal Relationships, Continuous Comprehensive Evaluation, Skills in Dealing with Managers, Secretarial Skills. He has also authored several books on different subjects.

Later he worked as Acting Chief Executive for a reputed Training Institute in the Sultanate of Oman.

His recent formal official assignment was at a group of educational institutes in Bangalore, India, where he conducted workshops and training programmes – especially training in Soft Skills and Business Communication – for college professors and students, and taught students of MBA, B.Ed. and Law.

Currently he is a freelancer and conducts workshops and training programmes for college students, professors as well as those working in the corporate sector – particularly in the area of Soft Skills, Business Communication, Pedagogy of Teaching at College/School level.

He spends a great deal of time in writing books which are published as eBooks on www.bookboon.com

He can be contacted through e-mail: manmohan.joshi@gmail.com

PREFACE

Several universities and schools of management around the world make it mandatory for MBA students to prepare a Research Project covering a significant area of their curriculum. Though they are taught the fundamentals of research methodology, they are quite often at a loss as to how they should proceed with the task, and what should be the format for this.

This sample Research Project will work as a guideline for producing their own. The topic they choose may touch upon any specific area of study, but the format will remain the same as suggested in this book.

Moreover, this sample Research Project will be useful to Ph.D. scholars also. For them the format will remain the same. The only thing that will change is the scope of study which should cover a larger target population, so that the final thesis will have a lot more content as well as greater length of about 400 – 500 pages as required by different universities and schools of management.

I take this opportunity to express my gratitude to Karin Hamilton Jakobsen, Sophie Tergeist and their team at bookboon.com for publishing several of my books, including this one.

Manmohan Joshi

KEY WORDS

Organisational goals

Organisational objectives

Educational management

Leadership

Leadership styles

Team building

Vocational Education and Training

Management

ABSTRACT

Manmohan Joshi

(Research project in partial fulfilment of the requirement for the Degree of Master of Business Administration)

The study investigated and analysed the leadership styles practised and expected in Vocational Education and Training institutes in the Sultanate of Oman. The research was undertaken at two institutes – Arabian Institute for Financial & Administrative Studies (AIFAS) and Modern Gulf Institute (MGI). The population of the study is the lecturers and leaders in managerial positions in the two institutes.

The study discusses educational leadership in Vocational Education and Training organisations. It is revealed that knowledge of educational management is necessary for leaders and lecturers in these institutes. The leadership styles are discussed focusing on the advantages and disadvantages.

Questionnaires were used to collect quantitative and qualitative data. The data collected reflected that managers in both the institutes practised various leadership styles. Lecturers in both the institutes preferred their managers to practise Team Leadership style.

The study concludes by making recommendations that encourage high concern for production and high concern for people. The recommendations contribute towards the professional development of managers and lecturers in these institutes.

DECLARATION

I declare that *"An Analysis of Leadership Styles in Vocational Education and Training Institutes in the Sultanate of Oman"* is my own work, that it has not been submitted before for any degree or examination in any college or university, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

Manmohan Joshi

Acting Chief Executive

Arabian Institute for Financial & Administrative Studies

Sultanate of Oman

Email: manmohan.joshi@ gmail.com

January 2015

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I acknowledge the support provided by several professors and friends in managerial positions.

My thanks go to the management and lecturers of Arabian Institute for Financial & Administrative Studies, and Modern Gulf Institute for responding to my questionnaires.

1 INTRODUCTION

1.1 OMAN – FACTS AND FIGURES

1.1.1 LOCATION

The Sultanate of Oman occupies the South-Eastern corner of the Arabian Peninsula and is located between Latitudes 16° 40' and 26° 20' North and Longitudes 51° 50' and 59° 40' East. It has a coastline extending almost 3165 kms from the Strait of Hormuz in the north to the borders of the Republic of Yemen, overlooking three seas – the Arabian Gulf, Oman Sea, and the Arabian Sea. The Sultanate is bordered to Western South by the Kingdom of Saudi Arabia and by the United Arab Emirates to the north and west.

1.1.2 AREA

The total area of the Sultanate of Oman is 309.5 thousand sq. kms, and it is the third largest country in the Arabian Peninsula.

1.1.3 CLIMATE

The climate differs from one area to another. It is hot and humid in the coastal areas, hot and dry in the interior with the exception of higher mountains, which enjoy a moderate climate throughout the year.

1.1.4 POPULATION

The total population (as per Oman Statistical Yearbook 2011)[1] is 2773479 (Omanis: 1957336; Expatriates: 816143).

1.1.5 ECONOMY

Oman's economic development has moved from an agriculture and trade dependent society to a modern economic system in about 40 years. This has been possible mostly on account of the discovery of oil and gas. This has become the main economic activity which accounted for 81% of the government's budgetary revenue in 2011 (Ministry of National

Economy, 2011). [2] The Sultanate's policies have been giving attention to creating appropriate conditions for creating infrastructure and developing national manpower in order to help the growth of economy.

1.1.6 EDUCATION

There has been a remarkable development in the field of education. The number of government schools has increased from 3 before 1970 to 1043 in 2011 (Ministry of Education, 2011), [3] and 387 private schools. The number of colleges stands at 40 and universities at 7. There are also around 200 institutes which cater to the needs of Vocational Education and Training. Over 40,000 fresh Omani graduates look for jobs every year but unfortunately a large number don't have specific skills to enter the job market. This deficiency is intended to be covered by providing them training in various professions.

1.1.7 DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING IN OMAN

At present there are 5 Technical Industrial colleges, 4 Vocational Training centres, and 200 private training institutes spread across the regions of Oman. Private training institutes offer a variety of training programmes (including short-term courses) in different areas of training. The core of these programmes is designed in compliance with the requirements of the National Vocational Qualifications (NVQs). The Training programmes are flexible and periodically modified to align them with the changing needs of the evolving labour market.

In the field of Vocational Education and Training the Government has established a healthy partnership with the private sector in which the industry, trade, and commerce sectors have demonstrated increasing involvement in various types of pre-service and in-service training programmes. Various types of employment-oriented training and other vocational training and professional education programmes have been implemented. In order to encourage the private sector to play an increasing role in vocational education and the training of Omanis (which is a pre-requisite condition for the materialization of the envisioned goal of Omanization and self-realisation), the Government offers attractive incentives in terms of re-imbursement of training cost of trainees to the private sector. The training scheme also stipulates a guarantee of employment of each trainee on successful completion of training.

With the explosion of information technology and incredible developments in digital technology, the nature of work and techniques of task operations are in transition and, in turn, the attitudes, skills and competencies required to carry out those tasks are changing so fast that the knowledge and skills that are considered most up to date and appropriate today will be rendered obsolete tomorrow.

Keeping the aforementioned state of flux in mind, Oman Ministry of Manpower[4] has designed a futuristic Vocational Education and Training system with built-in emphasis on continuous learning and skill upgrading throughout one's life. The new philosophy of Vocational Education and Training prepares the learner to anticipate rapid changes in life styles and work styles, just as they are currently experiencing in learning style due to fast developing technologies, and to take pre-emptive measures to remain prepared to face the imminent challenges.

Modelled on the British system, the newly-established system of competency-based accreditation and certification of job-related knowledge and skills ensures and reinforces continuous self-learning and enhancement of knowledge, skills and competencies leading to up-gradation and re-certification at a higher level on the professional scale.

The introduction of innovative approaches to learning and training, and assessment and certification, have been eagerly welcomed and widely accepted by all stakeholders – employers, trainees, trainers, and the public concerned.

Scaled occupation levels of certification, determined on the basis of an objective assessment of skills and competencies, have led to a transparent standard of training programmes offered by the different institutions, and have provided further incentive for employees to upgrade their professional qualifications. The willingness of employees to enhance their professional competency has been favourably responded to and actively supported by employers by facilitating their employees' participation in various types of staff development activities, and related education and training programmes offered in Oman. Moreover, companies have adopted a common policy to take an employee's participation in training programmes into consideration for promotion etc.

1.1.8 INTERNATIONAL PROGRAMMES

In addition to local programmes, several private training institutes are also conducting various programmes in collaboration with International organisations such as University of Cambridge, IATA (International Air Transport Association), ICDL (International Computer Driving License), IC3, ACCA, IELTS, TOEFL, Microsoft, International House, etc.

1.2 MOTIVATION FOR THE STUDY

1.2.1 ORIENTATION

Skills orientation is vital for an economy to compete and grow, particularly in an era of economic integration and technological change. Skills needs are widespread in most countries. They are demanded by the modern wage sector. Vocational Education and Training is a direct means of providing workers with skills relevant to evolving needs of employers and the economy.

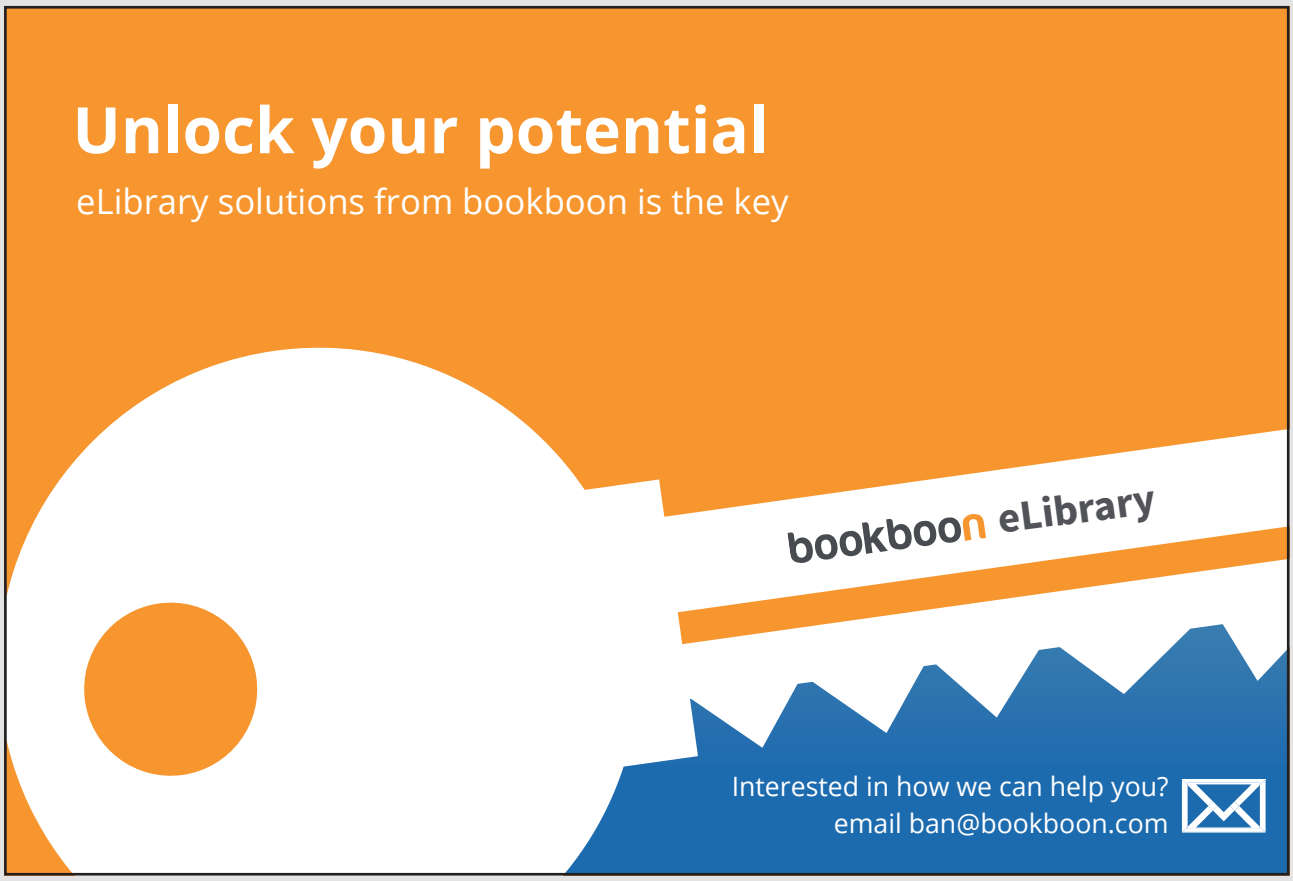
1.2.2 IMPORTANCE OF VOCATIONAL EDUCATON AND TRAINING

Investing in a strong Vocational Education and Training sector is crucial in knowledge-based societies as well as in developing countries. The UNESCO Revised Recommendation on Technical and Vocational Education and Training (2001)[5] notes:

> *"Given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital part of the educational process in all countries."*

The ILO Recommendation Concerning Human Resource Development, Training and Lifelong Learning (2004)[6] states that members should:

> *"ensure that vocational education and training systems are developed and strengthened to provide appropriate opportunities for the development and certification of skills relevant to the labour market."*



1.2.3 ROLE OF VOCATIONAL EDUCATION AND TRAINING IN OMAN

Vocational Education and Training has a crucial role to play in meeting the socio-economic, demographic, environmental and technological challenges facing Oman and its citizens today, and in the years ahead. A number of private institutes conducting such training programmes are functioning in Oman. They are approved by the Ministry of Manpower, Sultanate of Oman. The Ministry of Manpower has commended the role played by these institutes. The Ministry stresses that Vocational Education and Training plays an important role in preparing and qualifying citizens to meet the state requirements for a qualified national labour force in various vocational areas. The Omani private sector has been provided with the opportunity to contribute to such training programmes in an endeavour to relate training to work, to ensure that the graduates are qualified technically and vocationally, so that they can play a considerable role in increasing efficiency and productivity in various economic sectors to boost the national development.

1.2.4 RATIONALE FOR CHOOSING THE TOPIC

In order to manage these Vocational Education and Training Institutes effectively, the roles of senior and frontline managers are expanding. Managers themselves note that there is much more complex range of functions than they were involved in a few years ago. They are bound to perform the following broad leadership and managerial roles:

- Business management and development;
- Strategic leadership;
- Change leadership;
- People-oriented management; and
- Boundary management (external forces).

There is a broad recognition among the Vocational Education and Training community of the changing role of leaders and managers, and the need to identify approaches to leadership development that might provide this expertise. In view of this, effective leaders are needed to manage Vocational Education and Training institutes. Much depends on the leadership styles of managers of these institutes.

This realisation led the researcher to think in terms of looking into the aspect of leadership styles in these institutes. Since the researcher is associated with an institute, he decided to analyse the leadership style of managers as well as the expectations of lecturers working there. For this purpose, he chose Arabian Institute for Financial and Administrative Studies (the Institute he is associated with) and another similar institute – Modern Gulf Institute – in order to complete his research. The study done through this research will also help him put forth recommendations with regard to leadership style most suitable as well as desirable.

1.3 BACKGROUND TO THE STUDY

A variety of management theories and styles exist. Organisations have been established with a bureaucracy in them. Bureaucracy in this sense means governance by a formal system of authority. The purpose of bureaucracy is to engineer achievement of goals and objectives through people. An organisation and its people are inseparable entities. However, people have to interact so that there is production. The interaction has to be coordinated courteously so that there is harmony and achievement. (Griffin, 1987).[7]

In Vocational Education and Training institutes lecturers work towards achieving the objectives set for the training of trainees. In order to do so effectively, they need to work in an environment wherein the leaders are supportive, cooperative, and work as a team, and not simply as managers to pass on instructions. It was, therefore, of interest to find out the leadership styles practised and expected in the two institutes under investigation.

1.4 CONTEXT

In view of the developments in the Vocational Education and Training sector, an increasing interest in management and leadership within the Vocational Education and Training sector has emerged. The roles of managers and leaders are expanding. Consequently, new knowledge is required in the performance of these roles. Very little is known about management and leadership in training organisations within the Vocational Education and Training sector. Recent research has shown that the roles of educational personnel, most particularly education managers, have changed significantly in response to changing environment (Mitchell & Young, 2001).[8] The series of changes that are rapidly and significantly altering the educational and economic environment in which vocational education exists have made it necessary to look at leadership styles in these institutions. In order to analyse the leadership styles practised and expected in the two institutes, the Managerial Grid Model (Blake and Mouton, 1964) [9] was used.

1.4.1 PRINCIPLE

It is a fact that some leaders are task-oriented while others are people-oriented. At the same time, there are others who are a combination of the two. If a manager prefers to lead by setting and enforcing tight schedules, they tend to be more production-oriented (or task-oriented). If they make people their priority and try to accommodate employee needs, they are more people-oriented. A framework about a leader's 'task versus person' orientation was developed by Robert Blake and Jane Mouton in the early 1960s. It is called 'the Managerial

Grid', 'the Leadership Grid', or simply 'the Blake and Mouton Grid'. It plots the degree of task-centredness versus person-centredness and identifies five combinations as distinctive leadership styles. The model proposes that when both people and production concerns are high, employee engagement and productivity increase accordingly.

The management behaviours, the two variables for 'concern for production' and 'concern for people' are plotted on a grid showing nine degrees of concern for each, from 1 indicating a low level of concern, to 9 indicating a high level of concern. Five positions on the grid represent five different managerial patterns.

1.4.2 BENEFITS OF MANAGERIAL GRID

Using the Managerial Grid for analysing leadership styles results in the following benefits:

- It helps in developing various leadership styles.
- 80% of all people rate themselves as 9.9. But once this is analysed using the Grid, this number is reduced to 20%.
- It makes it possible to suggest action for improvement.

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1.5 STATEMENT OF THE RESEARCH PROBLEM

The hierarchical administrative structure in every institute reflects organised coordination which ensures that the goals and objectives of the institutes are achieved. The concern of this study was to analyse the leadership styles practised in these institutes. It was also of significance to investigate whether the expectations of lecturers working in these institutes were met. These issues were investigated through collecting the answers to the following questions:

- Which leadership style do the managers of these institutes practise?
- Which are the leadership styles preferred by the lecturers of these institutes?

1.6 OBJECTIVES OF THE STUDY

The objectives of the study were:

- to analyse the leadership styles practised at the two institutes;
- to analyse the lecturers' expectations of their leaders; and
- to suggest improvement in leadership styles at these institutes.

1.7 SIGNIFICANCE OF THE STUDY

The researcher made an in-depth investigation of the leadership styles in the two institutes. He also focused on the views of lecturers on leadership styles in these institutes. He made a cross analysis, identified major leadership styles, and generalized from the findings. This was done in the hope that the results would contribute to the establishment of effective leadership styles. The underlying assumption was that there was a gap between the perception of leaders and the expectations of lecturers with regard to the preferred style of leadership. It was also hoped that the study would suggest strategies on how leaders could improve their leadership styles through recommended styles and procedures that suit their organisations.

1.8 OPERATIONAL DEFINITION OF TERMS

- **Organisational goals:** Goals are defined as general results that the organisation is working to accomplish. These are those ends that an organisation seeks to achieve by its existence and operation. They are pre-determined and describe future results toward which present efforts are directed. They are usually broad

and formulated over a long period (Page & Thomas, 1977).[10] In this research, organisational goals mean the statements that establish the desired future an organisation is attempting to achieve.

- **Organisational objectives:** These are defined as the level of achievement expected from the implementation of organisational goals. They reflect the purposes, missions, and goals of an organisation, and include an organisation's long-range plans and administrative philosophy. All aspects of human activity are made clearer and more focused if there is a distinct objective to aim for. For any aim to be successfully achieved there has to be an appropriate strategy – or detailed plan of action – in place to ensure that resources are correctly directed towards the final goal. These objectives are systematic and observable guides that identify precisely what must be done as a measure for achievement of organisational goals (Van der Westhuizen, 1991).[11] In the present study, organisational objectives refer to what workers in an organisation exhibit as a way of showing that they are working towards the achievement of organisational goals.
- **Educational management:** Educational management as a field of study was derived from management principles first applied to industry and commerce, mainly in the United States. Educational management is the theory and practice of the organisation and administration of existing establishments and systems. It is a comprehensive effort dealing with the educational practices. West-Burnham (1977)[12] sees educational management as "concerned with the internal operations of educational institutions." For the purpose of this research, educational management means the way in which those in authority in the educational institutions work with lecturers to perform institutional activities.
- **Leadership:** Leadership means different things to different people. It can be defined as the art of getting others to do things you want done and feel good about it. It is a process whereby an individual influences a group of individuals to achieve a common goal (Northhouse, 2007).[13] It differs from the authority of management in that it makes the followers want to achieve high goals (called 'Emergent Leadership'), rather than simply bossing people around (Rowe, 2007).[14] In this study, leadership means inspiring others to perform organisational duties freely and willingly to achieve the objectives and goals.
- **Leadership styles:** Leadership style is the manner and approach of providing directions, implementing plans, and monitoring people. Lewin (1973)[15] led a group of researchers in 1939 to identify different styles of leadership. This early study has been very influential and established three major leadership styles: authoritarian or autocratic, participative or democratic, delegative or free-reign. In this research, leadership styles mean the ways of guiding others to achieve organisational objectives and goals.

- **Team building:** A team is a group of people coming together to collaborate. This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable. Coleman and Bush (1994)[16] define a team as *"a body established to fulfil certain specified tasks or activities."* Team members have a high degree of interdependence geared towards the achievement of a common goal or completion of a task rather than just a group for administrative convenience. In the context of this study, team building means that team members not only cooperate in all aspects of their tasks and goals, they also share in what are traditionally thought of as management functions, such as planning, organizing, setting performance goals, developing their own strategies to manage change, and securing their own resources.
- **Vocational Education and Training:** Vocational Education and Training includes practical activities, vocational skills and specific knowledge which are provided by Vocational Education and Training institutes to prepare trainees and qualify them for entry into the labour market for specific jobs. Moodie (2002)[17] states that *"one may consider vocational education and training to be the development and application of knowledge and skills for middle-level occupations needed by society from time to time."*
- **Management:** Management is the organisational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets to achieve objectives, and measuring results. Management may be viewed as *"making things happen. It is about developing people, working with them, reaching objectives and achieving results"* (Crainer, 1998).[18] In this study, management ref]ers to the fact that every member of the organisation has some management and reporting functions as part of their job.

1.9 PREVIEW OF THE NEXT CHAPTERS

A preview of the next 4 chapters is given. Chapter 2 reviews literature related to the study. The literature shows various authors' views on management, approaches to leadership, and leadership styles with the purpose of giving information about the research problem. Chapter 3 deals with the methods that are employed in undertaking the study. These include the population studies, the pre-testing and administration of research instruments for data collection. Chapter 4 analyses and interprets data collected through the questionnaires and focus group interviews relating the findings to the research problem, and literature review. Findings about the two institutes investigated are analysed, compared and contrasted. Chapter 5 draws conclusions on the findings from chapter 4. On the basis of the conclusions drawn, recommendations are made. Suggestions for future research are also given.

2 REVIEW OF LITERATURE ON MANAGEMENT AND LEADERSHIP

2.1 ORIENTATION

Literature on management and leadership was reviewed. This was done through defining and analysing management, and exploring leadership styles. The literature review was used to assist in developing and adopting the questionnaire, and for making recommendations.

2.2 CONCEPT OF MANAGEMENT

There are many answers to the question, "What is management?" but there is no simple answer. Various views have been given:

- Management is the use of techniques properly applied. There are managers who do things and those who get things done.
- Managing as a practice is an art; the organised knowledge underlying the practice may be referred to as science. So, science and art are complimentary.
- Modern management is the art of managing the activities of other people.

Mullins (2004)[19] has stated:

> *"It is through the process of management that the efforts of the members of an organisation are coordinated, directed, controlled and guided towards the achievement of organisational goals."*

2.2.1 HUMAN ASPECT OF MANAGEMENT

The success of any organisation depends directly on efficiently making use of human resources. Although the management is often used to refer to a group of people holding senior (executive) positions in an organisation, the activity of 'management' is that aspect of their jobs which is primarily concerned with the efforts of employees of the organisation. The real test of our abilities as leaders, managers and team members of an organisation is how effectively we can establish and maintain human organisations for the purpose of achieving results.

Peter Drucker (1979)[20] has said:

> *"Management is tasks. Management is discipline. But management is also people. Every achievement of management is the achievement of a manager. Every failure is a failure of a manager."*

What is it that makes some succeed and others fail? It is the way of looking at where they want to go and how they are going to get there. It means having an idea, a mental plan, a vision, and the skills to execute these ideas.

We can say that management is the process of working with and through individuals, groups, and other resources (equipment, capital, technology). To be successful, organisations require their management personnel to have interpersonal skills. The achievement of organisational objectives through leadership is management.

2.3 THEORY OF MANAGEMENT

Several scholars, who have researched on the genesis of management, maintain that it is as old as civilization and has been practised since the evolution of societies. Communities came together under the authority of a chief or a king who was supposed to lead the people. While the Egyptians built their pyramids, or the Chinese built the Great Wall, management activities such as authority, planning, organising, controlling, and evaluating were observed. There was also division of labour, and the leaders practised supervision of work. Even today, in villages and small towns, these management activities are still practised. Management theories have been developed from the primitive base and they are continuously being tested to justify their contribution to societies.

Modern management theory is not something which has just happened – it has evolved, and is continuing to evolve to meet ever-changing circumstances, technologies, challenges, ethical and other ideas and new theories. However, there have been various approaches to management analysis and the number of differing views that have resulted in much confusion as to what management is, what management theory and science is, and how managerial events should be analysed. This is why scholars have called this situation "the management theory jungle" (Koontz, 1961).[21] Since that time, the vegetation in this jungle has changed somewhat, new approaches have developed, and older approaches have taken some new meanings, but the development of management science and theory still has the characteristics of a jungle. Wilkinson and Cave (1987)[22] have stated that management theory emerged in industry and that its development is attributed to the USA. They also indicate

that, under management theory, there are various management approaches, which can be applied to achieve organisational objectives and goals. These are: the scientific approach, the classical management theory, bureaucracy, human relations theory, behavioural theory, the systems theory, and the contingency theory.

As a matter of fact, the varied contributions to our field of study came from many different backgrounds; each contributor brought to bear on their work their own opinions, based on their own experience which was often limited or restricted in scope. Some earlier contributors tried to 'generalise' from their sometimes limited or restricted experience, others researched in great detail in isolated and haphazardly chosen experimental situations. Contingency theories of management tend to account for and help interpret the rapidly changing nature of today's organisational environments.

2.3.1 THE SCIENTIFIC MANAGEMENT THEORY

The first management theory was what is popularly referred to as Frederick Taylor's scientific management. At the turn of the 19th-20th century, the most notable organisations were large and industrialised. Often, they included ongoing routine tasks that manufactured a variety

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of products. The United States highly prized scientific and technical matters, including careful measurement and specification of activities and results. Management tended to be the same. Frederick Taylor developed the 'scientific management theory' which espoused the careful specification and measurement of all organisational tasks. Tasks were standardized as much as possible. Workers were rewarded and punished. This approach appeared to work for organisations with assembly lines and other mechanistic, routine activities.

2.3.2 CLASSICAL ORGANISATION THEORY

In this category of management theory are Max Weber's bureaucratic theory and Henry Fayol's administrative theory. Max Weber attempted to do for sociology what Taylor had done for industrial operations. He embellished the scientific management theory with his bureaucratic theory. He focused on dividing organisations into hierarchies, establishing strong lines of authority and control. He suggested organisations develop comprehensive and detailed standard operating procedures for all routine tasks. Weber developed a set of principles for an 'ideal' bureaucracy. These principles included: fixed and official jurisdictional areas, a firmly ordered hierarchy of super and subordination, management based on written records, expert training, official activity taking priority over other activities, and that management of a given civilization follows stable, knowable rules (Weber, 1968).[23] The bureaucracy was envisioned as a large machine for attaining its goals in the most efficient manner possible.

Henry Fayol's administrative theory mainly focuses on the personal duties of management at a much granular level. In other words, his work is directed more at the management layer. Fayol believed that management has some principal roles: to forecast and plan, to organise, to command, to coordinate, and to control. Fayol developed fourteen principles of administration to go along with management's five primary roles. As quoted by Stoner and Freeman (1967),[24] these principles are: specialization, authority with responsibility, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration of staff, centralization, line of authority, order, equity, stability of tenure, initiative, and espirit de corps. Fayol believed personal effort and team dynamics were part of an 'ideal' organisation.

2.3.3 HUMAN RELATIONS MOVEMENT

Eventually, unions and government regulations reacted to the rather dehumanizing effects of scientific and bureaucratic management theories. In the 1920s more attention was given to individuals and their unique capabilities in the organisation. A major belief included that

the organisation would prosper if its workers prospered as well. Human resource departments were added to organisations. The behavioural sciences played a strong role in helping to understand the needs of workers and how the needs of the organisation and its workers could be better aligned. This prompted the development of many other approaches to management. Some of these approaches focus on psychological and sociological aspects of life in a work situation. Elton Mayo and Mary Parker Follet are recognized for experimenting on these two aspects. The prior thought was that pleasant physical conditions like heating, good furniture, and lighting were the factors contributing to satisfactory output in organisations. Later, these were proved not to be the only factors. Psychological factors like job satisfaction and attitudes were also seen as important. Mary Parker Follet studied human behaviour in a work place and came up with four principles of management coordination which Trewatha and Newport (1982)[25] relate as involving direct contact between those involved, commencing as early as possible; being continuous; and being concerned with all the various elements in the work situation. These steps show concern for both production and people.

The results of these experiments showed that the group dynamics and social makeup of an organisation were an extremely important force either for or against higher productivity. This outcome caused the call for greater participation for the workers, greater trust and openness in the working environment, and a greater attention to teams and groups in the work place. Finally, while Taylor's impacts were the establishment of the industrial engineering, quality control and personnel departments, the human relations movement's greatest impact came in what the organisation's leadership and personnel department were doing. The seemingly new concepts of 'group dynamics,' 'team work' and organisational 'social systems,' all stem from Mayo's work in the mid-1920s.

2.3.4 CONTEMPORARY THEORIES OF MANAGEMENT

- **Contingency theory:** It asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those aspects that are essential to the situation at hand.
- **Systems theory:** The systems theory has had a significant effect on management science and understanding organisations. A system is a collection of parts unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. A system can be looked at as having inputs (e.g. resources such as materials, money, technologies, people), processes (e.g. planning, organizing, motivating, and controlling), outputs (products or services), and outcomes (e.g. enhanced quality of life or productivity for customers/clients). Systems share feedback among each of these four aspects of the system.

The effect of systems theory in management is that it helps managers to look at the organisation more broadly. It has also enabled managers to interpret patterns and events in the work place i.e. by enabling them to recognise the various parts of the organisation, and, in particular, the interrelations of the parts.

- **The Chaos theory:** It was developed by Tom Peters (1987).[26] He focused on the chaos theory which asserts that events are chaotic in organisations. For decades managers have acted on the basis that organisational events can always be controlled. Thus, a new theory, known as chaos theory, has emerged to recognise that events are rarely controlled. Chaos theorists suggest that systems naturally go to more complexity, and as they do so, they become more volatile and must, therefore, expend more energy to maintain that complexity. As they expend more energy, they seek more structure to maintain stability. This trend continues until the system splits, combines with another complex system or falls apart entirely. It will need an effective manager for the latter worst scenario to not happen.
- **Team building theory:** This theory emphasises quality circles, best practices, and continuous improvement. It is a theory that mainly hinges on team work. It also emphasises flattening of management pyramid, and reducing the levels of hierarchy. Finally, it is all about consensus management i.e. involving more people at all levels in decision making.

2.3.5 OTHER MANAGEMENT THEORIES

Edward Deming (1900-1993) is considered to be the founder of modern quality management and is regarded by the Japanese as the key influence in their postwar economic miracle. He postulated several assumptions such as: create constancy of purpose for continual improvement of products and services; build quality along with price; institute modern methods of on-the-job training including management; adopt and institute leadership aimed at helping people to do a better job; encourage two-way communication, etc.

Douglas McGregor (1987)[27] postulated management ideas as contained in 'Theory X' and 'Theory Y.' Using human behaviour research, he noted that the way an organisation runs depends on the beliefs of its managers. 'Theory X' gives a negative view of human behaviour and management that he considered to have dominated management theory. It also assumed that most people are basically immature, need direction and control, and are incapable of taking responsibility. They are viewed as lazy, dislike work and need a mixture of financial inducements and threats of loss of their job to make them work ('carrot and stick mentality').

'Theory Y', the opposite of 'Theory X', argues that people want to fulfil themselves by seeking self-respect, self-development, and self-fulfillment at work as in life in general. The six basic assumptions of 'Theory Y' are: work is as normal as play or rest; effort at work need not depend on threat of punishment; commitment to objectives is a function of rewards associated with their achievement; the average human being learns, under proper conditions, not only to accept but also to seek responsibility; high degree of imagination, ingenuity and creativity are not restricted to a narrow group but are widely distributed in the population; under the conditions of modern industrial life, the intellectual potentials of the average human being are being only partly utilised.

2.4 MANAGEMENT AS PRACTICE

Managing like other practices – whether medicine, engineering, accountancy, or education – is an art. It is know-how. It is doing things in the light of the realities of a situation. Yet managers can work better by using the organised knowledge about management. Joshi (2012)[28] has stated:

> *"In order to handle their jobs, managers need the right mix of five key managerial skills. These are classified as technical, human, conceptual, diagnostic, and political. The first three have been recognized for many years. Diagnostic and political skills have also now received attention as organisations have become more complex."*

2.4.1 TECHNICAL SKILL

Technical skill is a proficiency in a specific activity that involves methods, processes, procedures, or techniques. Individual performers expect their superior to be able to help them with technical problems.

2.4.2 HUMAN SKILL

Human skill is the activity to work with, understand, motivate, and communicate with individuals and the group. Human skill also includes the ability to communicate with people, to resolve conflict, and to discipline. Since the manager's job involves constant interaction with people, human skills are essential.

2.4.3 CONCEPTUAL SKILL

Conceptual skill is the ability to understand abstract or general ideas and apply them to a specific situation. It usually means understanding how the total organisation can be affected by a specific activity. Although it may not always be apparent, every action taken in an organisation has ramifications elsewhere.

2.4.4 DIAGNOSTIC SKILL

Diagnostic skill is the ability to analyse the nature of a problem with people, ideas, things or events. A good diagnosis precedes a recommended solution to a problem (like in medicine or automotive repair or management). Managers are frequently called on to size up a problem in order to take appropriate action.

2.4.5 POLITICAL SKILL

Political skill is the ability to acquire the power needed to achieve one's objective. Specific political skills include being able to win others over to one's cause.

2.5 MANAGING CHANGE

Organisations grow and change. Change may include more duties and responsibilities, designated rules and regulations, and there is insistence on individual competence. Generally, the division of labour strategy becomes extensive as change takes place. As an industry expands, likewise a Vocational Education and Training institute expands. Its trainees and staff population increase, more courses are offered, and its management should keep pace with the change that is taking place. Therefore, Vocational Education and Training leaders should be capable to manage change.

Change is an issue that affects people in various ways. Fullan and Stiegelbauer (1991)[29] observe three broad phases to the change process. The first involves initiation. It consists of the process that leads up to a decision to adopt or proceed with change. The second is implementation, which involves the first experience of putting the ideas into practice. The third is continuation that refers to whether the change gets built in as an on-going part of the system or it is discarded.

Heller (1998)[30] states:

> *"Change is the single most important element of successful business management today. To remain competitive in increasingly aggressive markets, organisations have to adopt a positive attitude to change."*

He further asserts that most changes that occur in an organisation are instigated, at least in part, from within. However, most sizeable changes are generated from the topmost level, and generally unexpected by subordinate staff. A manager initiates changes but is also often required to act as a link between different levels of staff. He must ensure that the system does not prevent the ideas of subordinate staff from being heard.

The process of change requires the leader to communicate and consult with lecturers in an educational institution. These should continue even during implementation in order to produce satisfactory results in the achievement of goals and objectives. The process also requires leaders who have concern for production and people. Hence this study analyses the practised and preferred leadership styles in the two institutes under investigation.

2.6 LEADERSHIP THEORIES

The organisation is made up of groups of people. An essential part of management is coordinating the activities of groups and directing the efforts of their members towards the goals and objectives of the organisation. This involves the process of leadership and the choice of an appropriate form of behaviour.

Leadership might be interpreted in simple terms, such as 'getting others to follow' or 'getting people to do things willingly,' or interpreted more specifically as 'the use of authority in decision making.' It is interpersonal influence which is exercised in a situation and directed through the communication process towards the attainment of a specified goal. It is often associated with the willing and enthusiastic behaviour of followers. Since leadership is an inspirational process, a leader influences long-term changes in attitude. It doesn't necessarily take place within the hierarchical structure, and many people operate as leaders without role definition. Leadership is related to motivation and the process of communication through which a person influences the behaviour of other people. The process of leadership is not separable from the activities of groups. Effective leadership is a two-way process.

Leadership is a dynamic form of behaviour. According to McGregor (1987),[27] *"leadership is not a property of individual but a complex relationship among these variables."* He identified these variables as:

- The characteristics of the leader;
- The attitude, needs and other personal characteristics of the followers;
- The nature of the organisation, such as its purpose, its nature, the tasks to be performed; and
- The social, economic and political environment.

Leadership occupies a central position in management. It is the activity of influencing people to strive willingly for group objectives. Mullins (2012)[19] states:

> *"It is relationship through which one person influences the behaviour or actions of other people. This means that the process of leadership cannot be separated from the activities of groups with effective team building."*

Leadership is a two-way process which influences both individual and organisational performance. Lord Sieff (1991)[31] explains that:

> *"Leadership is vitally important at all levels within the company, from main board to the shop floor. Leadership is the moral and intellectual ability to visualize and work for what is best for the company and its employees…The most vital thing the leader does is to create team spirit around*

him and near him, not in a schoolboy sense, but in realistic terms of mature adults…To be effective leadership has to be seen, and it is best seen in action".

2.7 APPROACHES TO LEADERSHIP

There may be ways of analysing leadership. It is helpful, therefore, to have some framework in which to consider different approaches to study of the subject. Three main theoretical frameworks have dominated leadership research at different points in time. These include the trait approach, the behavioural approach, and the situational approach. There is yet another one – the functional (or group) approach.

2.7.1 TRAIT APPROACH

The scientific study of leadership began with a focus on the traits of effective leaders. The basic premise behind trait theory was that effective leaders are born, not made. Leader trait research examined the physical, mental and social characteristics of individuals. In general,

these studies simply looked for significant associations between individual traits and measures of leadership effectiveness. Physical traits such as height, mental traits such as intelligence, and social traits such as personality attributes were all subjects of empirical research.

According to this theory, traits are innate, inherent personal qualities. It follows that if a leader is seen to possess certain traits, their leadership index can be read off a leadership meter. Three necessary and sufficient conditions must be satisfied if traits should be unique determinants of the leadership index. These may be summarized thus:

- The trait quality should follow a descending order as one traverses from the highest (top executives in leadership positions) to the lowest (employees) levels of the organisation system.
- There must be a high correlation between the level of a manager's traits and the level of their success.
- The correlation between success and traits should be higher as one goes up the management hierarchy from bottom (employees) level upwards to top executive levels.

The initial conclusion from studies of leader traits was that there were no universal traits that consistently separated effective leaders from other individuals. In an important review of leadership literature, Stodgill (1948)[32] concluded that the existing research had not demonstrated the utility of the trait approach.

Early trait research was largely theoretical, offering no explanations for the proposed relationship between individual characteristics and leadership. It also did not consider the impact of situational variables that might moderate the relationship between leader traits and measures of leader effectiveness. As a result of the lack of consistent findings linking individual traits to leadership effectiveness, empirical studies of leader traits were largely abandoned in the 1950s.

2.7.2 LEADER BEHAVIOUR APPROACH

Partially as a result of disenchantment with the trait approach to leadership that occurred by the beginning of the 1950s, the focus of leadership research shifted away from leader traits to leader behaviours. The premise of this stream of research was that the behaviours exhibited by leaders are more important than their physical, mental, or emotional traits.

One concept based largely on the behavioural approach to leadership effectiveness was the Managerial (or Leadership) Grid developed by Robert Blake and Jane Mouton (1964).[9] The Grid combines 'concern for production' with 'concern for people,' and presents five alternative behaviour styles of leadership. *(More about this is discussed later under 2.11).*

2.7.3 CONTINGENCY OR SITUATIONAL APPROACH

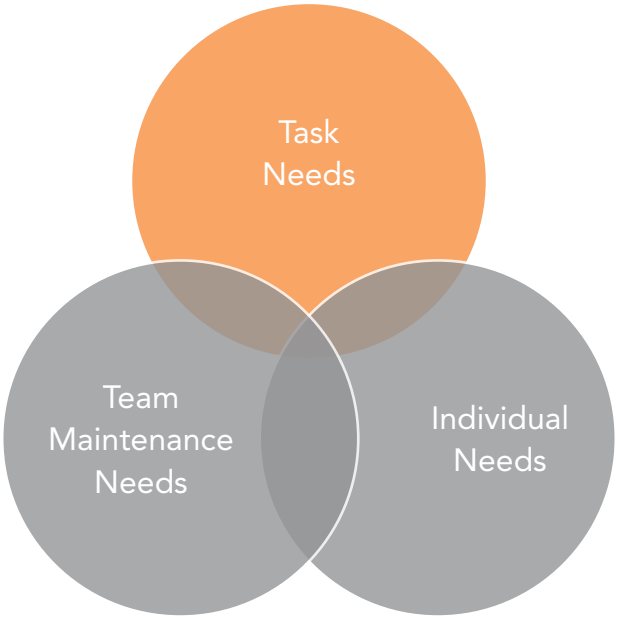
Situational theory of leadership proposes that the organisational or work group context affects the extent to which given leader traits and behaviours will be effective. According to Mullins (2004),[32] the situation is the most important factor which determines the behaviour and nature of the leader's action.

Hersey and Blanchard (1993)[33] suggested that the contingency factor affecting leaders' choice of leadership style is the task-oriented maturity of the subordinates. The theory classifies leader behaviours into two broad classes of task-oriented and relationship-oriented behaviours.

Situational leadership is also closely linked to another factor of holistic leadership, namely, the empowerment of followers. Like situational leadership, the followers' empowerment centres around the situation in which the leader finds them, and leadership will be determined by this situation. The 'readiness' level of the followers is important. According to Hersey and Blanchard (1993),[33] *"as followers move from low levels of readiness to higher levels, the combinations of task and relationship behaviour appropriate to the situation begin to change".*

2.7.4 FUNCTIONAL (OR GROUP) APPROACH

This approach to leadership focuses on functions and content of leadership. John Adair (1979)[34] asserted that *"the effectiveness of the leader is dependent upon three areas of need within the group: the need to achieve common task, the need for team maintenance, and the individual needs of group members".*



Source: Adair, J., 'Action-centred Leadership,' as cited in Sue Harding & Trevor Long, Gower, 2008.

- **Task needs** involve defining group tasks, planning the work, controlling quality.
- **Team maintenance needs** involve inculcating team spirit, setting standards, effective communication.
- **Individual needs** involve looking after personal needs, rewards, conflict resolution.

2.8 EDUCATIONAL MANAGEMENT AND LEADERSHIP

Education is a process and activity in relation to human beings. To educate is to engage in a process, and to have an education is to become someone who has undergone that process. Educational management as means sets norms in respect of which educational activities will be directed and coordinated. As a matter of fact, management has been greatly researched in industry and in education. It is, therefore, not surprising that it has as many definitions as there are managers (Coventry, 1981). [35] However, most definitions convey the message that management is used interchangeably with administration. But the two words have overlapping meanings. The manager does administrative work in an organisation. They manage and achieve goals and objectives through administration. There must be particular leadership style applied by the manager to achieve goals and objectives.

Many of us think of educational administrators as paper-pushing and issuing instructions, requiring little initiative and few skills. Yet the dictionary[36] defines an administrator as *"someone whose job is to control the operation of a business, organisation or plan."*

As a result of stereotypical views of administrative tasks, managers – particularly educational managers – are widely undervalued and receive little recognition for their contribution to business or activity. Many educational managers are rarely offered training and development opportunities and receive little or no career guidance. However, they have direct influence on their organisation's image. Consequently, they need and use a wide variety of essential skills.

Researchers in educational management and leadership have borrowed liberally from scholars who became identified with theories of scientific management, human relations, transformational leadership, and organisational learning. It is important, however, to note that the knowledge development has not been equally potent across all domains. It is most evident in instances where there has been programmatic testing of theoretical or conceptual frameworks regarding educational management.

Educational management is observable in practice through its main activities of planning, organising, leading, directing and controlling the staff at work. However, this is not a fixed process. There may be other sub-functions like deciding and supervising skills which still assist to achieve organisational goals in an efficient manner. Management does not lie in the position alone but in what the position holder does in the best interest of the organisation.

The leading function of management also includes the responsibility of motivating personnel. This can be achieved by the satisfaction of physiological, security, social and self-actualisation needs through fair play, fringe benefits, promotion and satisfactory working conditions. Effective communication facilitates initiation of work and keeps subordinates informed as to how they are performing. Campbell, *et al* (1971)[37] are of the opinion that the educational manager on occasion needs to command and at other times direct. But they use the word 'stimulating' to describe what is involved in implementing decisions. In another instance, educational managers stimulate by creating a set of conditions which will motivate people to act in the situation, or by building attitude to acquire skill. The educational managers at different levels will engage in communication in order to persuade, direct, interest, influence, stimulate or develop understanding which will facilitate the execution of tasks.

The managers should develop and maintain a positive relationship with other workers. This will help to maintain a network of relationships that are sustainable because there is concern for people and production.

The manager as a leader has a decision-making role. They have to act as initiator, designer, and encourager of change and innovation. They, therefore, must have appropriate leadership style to make sound decisions that have concern for people with the aim of achieving high production.

Educational leadership is built upon industrial management and, therefore, defined in a similar way except that it is leadership in an educational organisation.

2.9 EDUCATORS' PERCEPTIONS

For the purpose of this study the perceptions held by educators (or lecturers) about the leadership role of their manager(s) are of utmost importance as the success or otherwise of managers' leadership hinges around these perceptions. The measurement of educators' perceptions of how important it is to them for their managers to demonstrate certain behavioural characteristics forms the basis of this study. Therefore, it is necessary to explain what the educators' perceptions towards their managers' leadership style means. Educators will be influenced by the way their managers as leaders empower them. This empowerment is a two-way process, which is, managers have to be prepared to let go and trust their educators while the educators must be prepared to accept responsibilities. The manner in which managers interact with their educators will influence the perceptions these educators will develop about their managers.

The perceptions formed by educators are basically the unspoken thoughts, views or opinions held by the educators about their managers. For this study, the perceptions have been derived from responses received from the educators to the questionnaire based on the leadership style of their managers. The way in which managers as leaders are perceived by their followers will determine the effect of the leadership and not how the leaders perceive themselves. The perceptions developed by followers will play a major role in determining the effects of leadership. In short, perception is the key in analysing the effects of leadership. Shared values, beliefs and goals could facilitate stronger positive perceptions among educators about the effectiveness of their managers' leadership.

The perceptions will not only determine the effectiveness of leadership, but the leadership will also have an influence on the perceptions held by the educators. This study required educators (or lecturers) to rate the importance of certain behavioural traits which could be implemented in the process of leadership.

To summarise, educational management has been and is still defined in various ways including leadership. For instance, in management activities, a leader should oversee that everything runs smoothly towards the achievement of individual and organisational objectives and goals. The leadership styles of all who manage should help towards the achievement of these objectives and goals.

2.10 LEADERSHIP STYLES

Management does not take place in a vacuum. There must be a place in which it happens, people to carry out management tasks, and goals and objectives to be achieved through people who implement management activities. These people are managers and the two institutes under investigation, hopefully, have an environment that results in team-building and help the lecturers to be more effective in their jobs. The leadership styles investigated and analysed, it is hoped, will also show whether or not the leadership styles in these institutes match the expectations of the lecturers.

Leadership styles vary from the democratic to the dictatorial. Between the two, there are a good number of styles that leaders practise when the need arises. A leader may move towards democracy or dictatorship, which are two opposing poles. There is no fixed style to which a leader should cling because leadership styles are situational. A prevailing situation calls for an appropriate style.

2.10.1 SITUATIONAL LEADERSHIP STYLE

The situational approach to leadership depends on various factors that have impact on leadership effectiveness. These factors include the history of the organisation, the community surrounding the organisation, the physical circumstances within which the organisation exists, the communication pattern in the organisation, the structure of interpersonal relationships, the expectations of staff, the personalities of group members etc. The behaviour of the leader and the staff may be affected by the situation, the type of the organisation, group effectiveness, the problem and its complexity, the time pressure which may result in staff not being involved in decision making.

Hersey and Blanchard (1976)[38] defined that leadership style is a *"constant pattern of behaviour which the leader exhibits, as perceived by others, when they are attempting to influence the activities of the group."* They believed that there is not a particular leadership style that is more effective than the other. Rather the effective style of leadership is contingent upon the situation.

In using the situational style of leadership, it is indicated that often one leadership style will not work in another situation. Different situations call for leaders to identify styles that can best help to achieve goals and objectives in particular circumstances, situations and times. This means that the situational leader needs to use an appropriate style in any required situation.

2.10.2 THE DEMOCRATIC OR PARTICIPATIVE LEADERSHIP STYLE

The democratic leadership style, which is also participative by nature, is popular among the leaders because it is people-oriented. If there is a decision to make, all matters are discussed by the entire group. The leader only facilitates input. They use the decisions of the members to enrich their own. The staff is involved in most, if not all, activities. However, the leader makes it clear that if staff cannot come to a decision, they retain the right to do so.

Under this style of leadership, the staff is always well informed about what is taking place at the workplace. Both delegation and genuine teamwork are practised in order to achieve results together. Mullins (2004)[19] explains a democratic leadership style as implying that the job will be done automatically if interpersonal relationships are on a sound footing.

This is a team leadership style in which a leader integrates concern for production with concern for people at a high level. Team work is emphasised and it is goal-oriented.

To sum up, the democratic leadership style emphasises the group and leader participation in the achievement of goals and objectives of the organisation. The democratic leader derives power and authority from his followers. He, on the other hand, operates by tapping skills and ideas from the organisation members, remembering to delegate responsibility to the members. But this leader has the authority to make the final decision even if all members do the ground work leading to that decision.

2.10.3 THE DICTATORSHIP LEADERSHIP STYLE

This leadership style can be defined as a coercive style forcing people to act as they are told. According to Allais (1995),[39] dictatorship is seen as a style in which a leader retains as much power and decision-making authority as possible. It is leader-centred and cares less about the followers.

Where dictatorship reigns, if the staff reacts, their reactions are taken personally and emotionally. The dictatorship leadership style, therefore, can be equated to authoritarian leadership style or autocratic leadership style. This leader uses punishment rather than reward to discipline the staff and they call for more production. They tell rather than listen. They want things done their own way. They do not care about other people's feelings.

To summarise, the dictatorship leadership style generally does not allow workers to think for themselves. This style is also an easy alternative for those leaders who do not want to spend time working through people. If a dictator decides to work through people, they direct, coerce and control closely.

2.10.4 THE LAISSEZ-FAIRE LEADERSHIP STYLE

The laissez-faire leadership style is sometimes called the free-rein or individual-centred leadership style. This style makes the presence of the leader felt but gives workers freedom to make individual or group decisions. It looks like it is democratic but most of the time the leader appeals to personal integrity which results in some individuals being totally trusted. This is because they are given little or no direction. Robbins and DeCenzo (2001)[40] concur that the laissez-faire leader generally allows employees complete freedom to decide and complete work in whatever way they see fit, while the leader provides material for use and answers questions.

Laissez-faire leader has no authority. He just watches what is going on in the organisation. In such an organisation there may be chaos if the leader stays apart from the rest of the workers. However, if the workers are responsible and conscious about their duties, they are motivated to work freely and they determine their own goals. Some employees cannot work under this style of leadership, as they need more direction. They may even feel that the leader does not care for them and what they do, as there is no control. On the other hand, some workers cannot work under this style of leadership because they conclude that nobody cares.

To sum up, the laissez-faire leadership style connotes leading by abdicating the leadership role. The leader has trust in the workers to the extent that if they are not conscious about their work, the organisation will suffer.

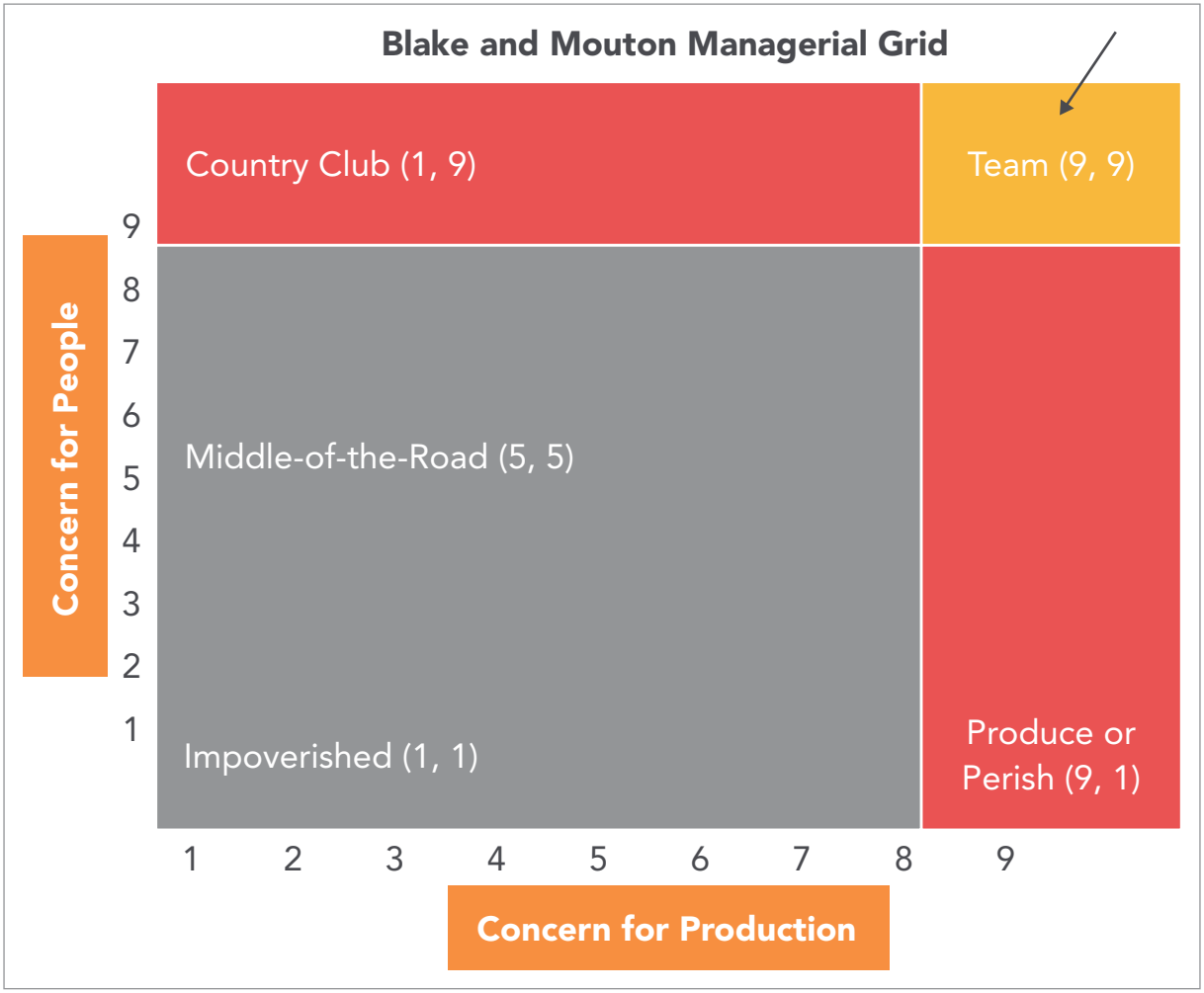
2.11 THE BLAKE AND MOUTON MANAGERIAL GRID

For an institution to be real, it must have power over its people. It must establish a policy, that is, norms and regulations, to be followed by all staff under its management. Also, managers should have various leadership styles that promote objectives and goals of individuals concurrently with those of the institution. The leadership styles discussed in this study are based on the Blake and Mouton Managerial Grid[9] which aims at solving human problems of production that originate from those who work together, ensuring continuing grassroots vitality. This grid is likely to be the relevant way to preserve the right to autonomous action (Blake and Mouton, 1964)[41]

The Blake and Mouton Grid is based on two behavioural dimensions:

- **Concern for People:** This is the degree to which a leader considers the needs of the team members, their interests, and areas of personal development when deciding how best to accomplish a task.
- **Concern for Production:** This is the degree to which a leader emphasises concrete objectives, organisational efficiency and high productivity when deciding how best to accomplish a task.

Using the axis to plot leadership 'concern for production' versus 'concern for people,' Blake and Mouton defined the following leadership styles:



Blake and Mouton Managerial Grid

2.11.1 COUNTRY CLUB LEADERSHIP – LOW PRODUCTION/HIGH PEOPLE (1, 9)

This style of leader is most concerned about the needs and feelings of members of their team. These people operate under the assumption that as long as team members are happy and secure then they will work hard. What tends to result is a work environment that is very relaxed and fun but where production suffers due to lack of direction and control.

2.11.2 PRODUCE OR PERISH LEADERSHIP – HIGH PRODUCTION/LOW PEOPLE (9, 1)

Also known as Authoritarian or Compliance leaders, people in this category believe that employees are simply a means to an end. Employee needs are always secondary to the need for efficient and productive work place. This type of leader is very autocratic, has strict work rules, policies, and procedures, and views punishment as the most effective means to motivate employees.

2.11.3 IMPOVERISHED LEADERSHIP - LOW PRODUCTION/LOW PEOPLE (1, 1)

The leader is mostly ineffective. They have neither high regard for creating systems for getting the job done, nor for creating a work environment that is satisfying and motivating. The result is a place of disorganisation, dissatisfaction and disharmony.

2.11.4 MIDDLE-OF-THE-ROAD LEADERSHIP - MEDIUM PEOPLE/MEDIUM PRODUCTION (5, 5)

This style seems to be a balance of the two competing concerns. It may first appear to be an ideal compromise. There is the problem in this, though. When you compromise, you necessarily give away a bit of each concern so that neither production nor people need are fully met. Leaders who use this style settle for average performance and often believe that this is the most anyone can expect.

2.11.5 TEAM LEADERSHIP – HIGH PEOPLE/HIGH PRODUCTION (9, 9)

According to Blake and Mouton model, this is the pinnacle of management style. These leaders stress production needs and the needs of the people equally highly. The premise here is that employees are involved in understanding organisational purpose and determining production needs. When employees are committed to, and have a stake in the organisation's success, their needs and production levels coincide. This creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production.

2.12 SIGNIFICANCE OF BLAKE AND MOUTON MANAGERIAL GRID

This is a practical and useful framework for analyzing leadership styles, by plotting 'concern for production' and 'concern for people.' The grid highlights how placing too much emphasis on one area at the expense of the other leads to an adverse effect on overall productivity.

The model proposes that when people and production concerns are high, employee engagement and productivity increase accordingly.

While the grid does not entirely address the complexity of "Which leadership style is the best?" it certainly provides an excellent starting place to critically analyse a manager's leadership style, and to improve general leadership skills.

For the purpose of this study, the Grid was chosen because it has stood the test of time. It was assumed that basing this study on the Blake and Mouton Grid might help to find out whether or not the leadership styles practised in the two institutes under investigation would result in team-building and fulfil the expectations of the lecturers in order to be more effective in their job.

3 RESEARCH DESIGN AND METHODOLOGY

3.1 ORIENTATION

The research design and the method of carrying out the study are explained in detail. Since the investigation studied people and their activities, it captured leadership styles as practised by the managers and the expectations of lecturers in the institutes. The research design and methodology are explained in this chapter. The chapter further explains the population of the study and the research instruments used. The procedures that were followed are described and the method of data analysis is explained.

3.2 RESEARCH DESIGN

This study analysed leadership styles in two Vocational Education and Training Institutes in the Sultanate of Oman. It used a descriptive approach – describing the styles practised by managers and the expectations of the lecturers. The importance of descriptive research is outlined by Gall, Borg and Gall (1996)[42] who stated, *"Unless researchers first generate an accurate description of an educational phenomenon as it exists, they lack a firm basis for explaining or changing it."*

On account of the limitation of time and convenience, the quantitative research method was used. Questionnaire research is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results. Here the data is collected through surveys, online, phone, paper, etc. This method is used to quantify data and generalize results from a sample to the population of interest, to measure the incidence of various views and opinions in a chosen sample. It uses structured techniques such as questionnaires and interviews. For this study data was collected through questionnaire. The questions consisted of closed questions and single statements. A focus group interview was held for further exploration of leadership styles practised in the two institutes. This interview provided a setting in which individuals were comfortable to disclose information. The data they provided also complemented the data collected through the questionnaires. Open-ended questions allowed the study to give a complete picture of the two institutes. The picture helped to portray in detail the complex patterns of leadership styles practised (Anderson, 1990).[43]

3.3 POPULATION

Wiersma (1986)[44] defines population as the totality of all members that possess a special set of one or more common characteristics that define it. The population of this study comprised lecturers and leaders in managerial positions. All the managers and lecturers were included in the study to find out their views on leadership styles practised in the two institutes under investigation.

The total population of the two institutes was included and it was possible to contact every member of the designated group. The population was accessible and relatively easy to survey. A high level of accuracy was expected because the whole population was given a chance to respond to the research questions. As Best and Kahn (1993)[45] indicate, studying the whole population helps to generalise and discover principles that have universal application.

At the AIFAS (Arabian Institute for Financial and Administrative Studies), the population was 15. It comprised 4 managers and 11 lecturers. At the MGI (Modern Gulf Institute), there were 4 managers and 12 lecturers.

3.4 RESEARCH INSTRUMENTS

The researcher constructed a questionnaire of which the first part was self-designed while the second part adopted the Blake and Mouton Managerial Grid. The questionnaire, which had a written list of questions, was distributed to the respondents to fill out and return.

The first part comprised respondents' background information, and their views on the need for training in educational management. The second part had 18 items on the Blake and Mouton Table of Responses. The Grid depended on two leadership dimensions called 'concern for production' and 'concern for people.' It identified the ideal leadership style as having a high concern for both production and people. it identified five major leadership styles: Impoverished Style (Low Production/Low People), Country Club Style (Low Production/ High People), Produce or Perish Style (High Production/Low People), Middle-of-the-Road Style (Medium Production/Medium People), and Team Style (High Production/High People).

3.4.1 THE QUESTIONNAIRE

A questionnaire (Appendix B) was used to collect data for this study. The advantage was that the responses from all the respondents were collected in a standardised way and were more objective than in other methods. Closed questions in the first part elicited information such as gender, age, academic qualifications, and work experience. The information was used to classify the respondents and explained the caliber of the population studied. Open-ended questions elicited information on the attitude and perception about the need for training in educational management. This question did not have pre-conceived response but respondents expressed themselves freely. Data collected through the first part contributed to the investigation providing characteristics and background of the population studied. This bio-data gave a profile of the characters in these institutes. It also showed the intentions of the characters in relation to training. The data on age revealed the age profile of the population in the two institutes investigated. The profile of academic levels or achievement was made. The respondents were provided with the responses from which they ticked the appropriate ones. The responses from these types were quantifiable.

The second part of the questionnaire comprised the Blake and Mouton Grid questions. It had two sections. The first section had Leadership Self-Assessment Questionnaire and the second section had the Leadership Assessment Questionnaire about the respondent's manager, as well as about the other managers. Both had similar 18 questions each and the respondents indicated their perception on the following scale of 0 to 5:

Never	Sometimes				Always
0	1	2	3	4	5

Responses to 9 items indicated people-oriented style, and the other 9 items indicated task-oriented style as per detail given below:

People Question	Task Question
1. _____	2. _____
4. _____	3. _____
6. _____	5. _____
9. _____	7. _____
10. _____	8. _____
12. _____	11. _____
14. _____	13. _____
16. _____	15. _____
17. _____	18. _____
Total: _____	Total: _____
X 0.2 =_____	X 0.2 =_____
(Multiply the total by 0.2 to get the final score)	(Multiply the total by 0.2 to get the final score)

Final scores were plotted on the graph by drawing a horizontal line from the approximate people score (vertical axis) to the right of the matrix, and drawing a vertical line from the approximate task score on the horizontal axis to the top of the matrix. Then, two lines were drawn from each dot until they intersected. The area of intersection was the leadership dimension that one operated on.

3.4.2 THE FOCUS GROUP INTERVIEW

The interview guide was constructed based on the data collected through the questionnaires. The guide listed the questions to be asked in sequence and provided guidelines to the researcher on what to ask. The questions also elicited information to confirm earlier findings and help to establish the concurrent validity of the questionnaire data. Interviewees were

asked to fill in the guide and then probes were made during the focus group interview. A focus group interview is a technique involving the use of in-depth group interviews in which participants are selected because they are purposive, although not necessarily representative, sampling of a specific population. This group is focused on a given topic. Participants in this type of research are, therefore, selected on the criteria that they would have something to say on the topic. According to Morgan (1996), [46] the hallmark of a focus group is the explicit use of the group interaction to produce data and insights that would be less accessible without the interaction found in a group. In a focus group interview the researcher uses probing techniques to solicit detailed information from the group. It also explores attitudes, feelings, and precise issues unknown to the researcher. The responses helped the researcher to make probes and be on track.

These interviews gave more data when probed and prompted. They did not only disclose what individual respondents considered as important but they also provided a situation in which the collaborative effort and interaction gave in-depth information and insights into the leadership styles practised in the two institutes under investigation, therefore, providing more qualitative data that helped to assess leadership styles practised in a critical manner. The data collected had meaning, values and interpretations bringing out the lecturers' own actions and those of others and hence disclosing their particular version of leadership styles practised (Allison, et al, 1996).[47]

The interview questions were unstructured so as to allow the researcher to ask other questions as the discussions continued. These questions encouraged the lecturers to be expansive in their responses. The researcher also had an opportunity to seek clarification on any point raised directly by the lecturers. The researcher was also able to pick up non-verbal cues and their meanings as the interviews progressed.

3.4.3 EVALUATION AND PRE-TESTING OF QUESTIONNAIRE

The questionnaire was reviewed by an expert in educational management and was found to be suitable for the research in question.

For pre-testing, two respondents from AIFAS – who had experience of working in managerial positions – completed the questionnaire. The same people were again given the questionnaire after two weeks. The two sets of questionnaires showed consistency in responses. The instrument was, therefore, considered to be reliable.

3.5 RESEARCH PROCEDURES

The research procedures followed were as follows:

3.5.1 ADMINISTRATION OF QUESTIONNAIRE

The researcher personally handed over copies of the questionnaire to the Chief Executives of AIFAS and MGI. He also explained to them the purpose of the study. Completed questionnaires were collected from the two institutes after two weeks.

3.5.2 ADMINISTRATION OF FOCUS GROUP INTERVIEW

The researcher presented the study including its preliminary findings to a group of 11 lecturers at AIFAS. The presentation resulted in a discussion which equipped the researcher with more qualitative data. Each point raised prompted more information from the participants. After the discussion, all the lecturers were asked to complete the interview schedule. This was done for the purpose of having a record of the day's discussions.

At a later date, the presentation and interviews were scheduled at MGI. Out of 12 lecturers 1 was not available. So, the researcher completed the process with the 11 lecturers present.

3.5.3 LIMITATIONS OF THE STUDY

Generally, the return of questionnaires was rather slow as managers and lecturers were busy with their own work schedules. In order to speed up the process, he requested the respondents in AIFAS to complete the questionnaire, and was soon able to collect the completed questionnaires. However, he had to make several telephone calls to MGI, and even visited MGI again. The completed questionnaires were then collected from there.

3.5.4 DATA ANALYSIS

From the questionnaire, the researcher put responses to each question in table format. The tables were then analysed, and grids for leadership styles were drawn where required. Analysis of grids was made in order to draw conclusions.

4 DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 ORIENTATION

Tables and descriptions, which are the major methods of bringing the data together, were interpreted and discussed linking them to the reviewed literature in order to come up with findings that answer the research questions.

4.2 METHOD USED

The statistical information was written in a tabular form reflecting frequencies and proportions. The description synthesized the information describing what had been found out.

In this study all the questionnaires were coded and assigned specific numbers for the purpose of identification during data screening. A cross-tabulation of certain variables was also done. For the first part of the questionnaire, comments made by respondents were grouped together, eliminating recurring ideas.

Responses for both 'concern for production' and 'concern for people' were shown as the data were analysed. This was done for the purpose of finding out leadership styles practised in the two institutes under investigation. The analysis was structured into the following parts: the return of questionnaires, managers' perception of their leadership styles, and lecturers' perception of the managers' leadership styles that were being practised, and expected or preferred leadership style. The qualitative analysis focused on why it was important that managers and lecturers should be trained in educational management.

4.3 ANALYSIS AND INTERPRETATION OF DATA

The tables, the questions, their interpretations and analysis follow:

Category	No. sent out		No. returned		% returned	
	AIFAS	MGI	AIFAS	MGI	AIFAS	MGI
Manager	4	4	4	4	100	100
Lecturer	11	12	11	12	100	100
Total	15	16	15	16	100	100

Table 1: Return of Questionnaires

The above table reflects the return of questionnaires from all the respondents at AIFAS and MGI.

Since the return of questionnaire was 100% from both the institutes, it was possible to capture data from all the managers and lecturers in the two institutes. The validity rate of responses increased as the data was constructive in the sense that it was captured from

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the entire target population. The researcher drew conclusions and made recommendations based on the data.

Category	AIFAS		MGI	
	Male	Female	Male	Female
Manager	3	1	4	-
Lecturer	7	4	4	8
Total	10	5	8	8

Table 2: Male / Female Ratio

There is a mix of male and female ratio in both the institutes. However, this ratio is more conducive in AIFAS as there is at least 1 female manager even though the number of female lecturers is less than the male lecturers. On the other hand, there is no female manager in MGI even though the males and females are equal in number. However, it was observed that this discrepancy had no bearing on the respondents' answers.

Category	Under 30		30 - 39		40 - 49		50 - 59		60+	
	AIFAS	MGI	AIFAS	MGI	AIFAS	MGI	AIFAS	MGI	AIFAS	MGI
Manager	-	-	1	1	1	2	-	1	2	-
Lecturer	2	-	5	4	4	5	-	3	-	-
Total	2	-	6	5	5	7	-	4	2	-

Table 3: Age of Respondents

It was observed that there is a good mix of all age groups in both the institutes, though there is no one 60+ in MGI. Varying age groups definitely account for a balanced output of youth and age. This phenomenon, however, did not affect the outcome of respondents' answers.

Qualification	AIFAS		MGI	
	Manager	Lecturer	Manager	Lecturer
Secondary	2	1	1	-
Graduate	1	6	3	8
M.A./M.Sc.	-	3	-	4
B.Ed./M.Ed.	-	1	-	-
Doctorate	-	-	-	-
Other: M.A, M.Ed., Cert. Ednl. Admin, Dip. HRD	1	-	-	-

Table 4: Academic Qualifications

This table shows that in AIFAS 1 manager is Post-graduate and has other additional qualifications, while 1 is a graduate and 2 are secondary. 3 lecturers are Post-graduates (M.A./MBA), 6 are graduates and 1 is secondary. At MGI 1 manager is secondary and 3 are Graduates. 8 lecturers are Graduates and 4 are Post-graduates. This indicates that in both institutes it is desirable that managers and lecturers should enhance their educational levels.

Category	AIFAS					MGI				
	1-4	5-10	11-20	21-30	31-40	1-4	5-10	11-20	21-30	31-40
Manager	-	-	2	1	1	-	2	2	-	-
Lecturer	-	4	7	-	-	-	6	4	2	-

Table 5: Work Experience

This table indicates that in both institutes the work experience of managers and lecturers is wide-spread, and that they have sufficient experience to their credit.

Category	Training in Educational Management				Intention to train				Necessity for training			
	AIFAS		MGI		AIFAS		MGI		AIFAS		MGI	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Manager	2	2	3	1	1	1	1	-	4	-	4	-
Lecturer	1	10	4	8	8	2	6	2	10	1	6	2
Total	3	12	7	9	9	3	7	2	14	1	10	2

Table 6: Training in Educational Management

This table reflects whether or not further training is required in management area. It reveals that in AIFAS 2 managers out of 4 are trained, while only 1 lecturer is trained and 10 are not. 1 manager and 8 lecturers have an intention to train, while 1 manager and 2 lecturers don't intend to do so. All the respondents in AIFAS except 1 lecturer consider training in educational management to be necessary. Slightly higher percentages are reflected at the MGI. 3 managers out of 4, and 4 lecturers out of 12 are trained. 1 manager and 6 lecturers have

the intention to train. All except 2 lecturers consider training in educational management to be necessary. This indicates that skills in educational management are taken seriously in both the institutes under investigation.

In response to the question why training in educational management is necessary, the respondents' reasons are given below in random order:

- To be able to make strategic plans;
- To be able to apply the principles of modern management to real-life situation;
- To be able to plan and implement HR principles;
- To be able to provide effective leadership;
- Training will make them more knowledgeable;
- Will prepare them better for training the students;
- Will be able to learn the system of management;
- Will be able to understand the psychological and behavioural aspects of trainees;
- Will equip them with skills necessary for planning, organizing, coordinating, motivating, and controlling;
- Will create an environment of team spirit;
- Necessary as jobs are rotated periodically;
- Will be able to solve problems;
- For doing job effectively;
- To keep up with changing situation;
- For developing interpersonal communication;
- To be more productive;
- To enhance skills;
- Trainer needs to be trained first.

These reasons from the respondents indicate that managers and lecturers of both the institutes consider training in educational management to be an important part of their professional development.

Literature reveals that knowledge of management theories equips people with skills necessary to manage themselves and others. Stoner and Freeman (1987)[24] provide two examples showing the necessity of the knowledge of management. First, they show that there are functions of management that reveal that there are management activities that have to be fulfilled by the leader in an organisation. Second, they postulate that if a leader is acquainted with the scientific theory of management as perceived by Henry Fayol, then such a leader will

probably use the democratic style effectively. Likewise, if employees know the functions of management and leader's role, then they will work harmoniously with such a leader.

Question No. (People)	M-1	M-2	M-3	M-4	Question No. (Task)	M-1	M-2	M-3	M-4
1	5	5	4	5	2	5	5	3	5
4	5	5	4	5	3	5	5	5	4
6	5	5	5	5	5	4	5	5	5
9	4	5	5	3	7	5	5	4	5
10	4	3	4	2	8	5	4	3	5
12	5	5	5	5	11	4	3	5	5
14	5	5	5	5	13	5	4	4	5
16	4	2	4	3	15	5	5	5	4
17	4	5	5	2	18	3	5	5	3
Total	41	40	41	35	**Total**	41	41	39	41
Score Total x 0.02	**8.2**	**8.0**	**8.2**	**7.0**	**Score Total x 0.02**	**8.2**	**8.2**	**7.8**	**8.2**

Table 7: Blake and Mouton Table of Responses
- Leadership Style (Self-assessed) by managers in AIFAS
Legend: M = Manager

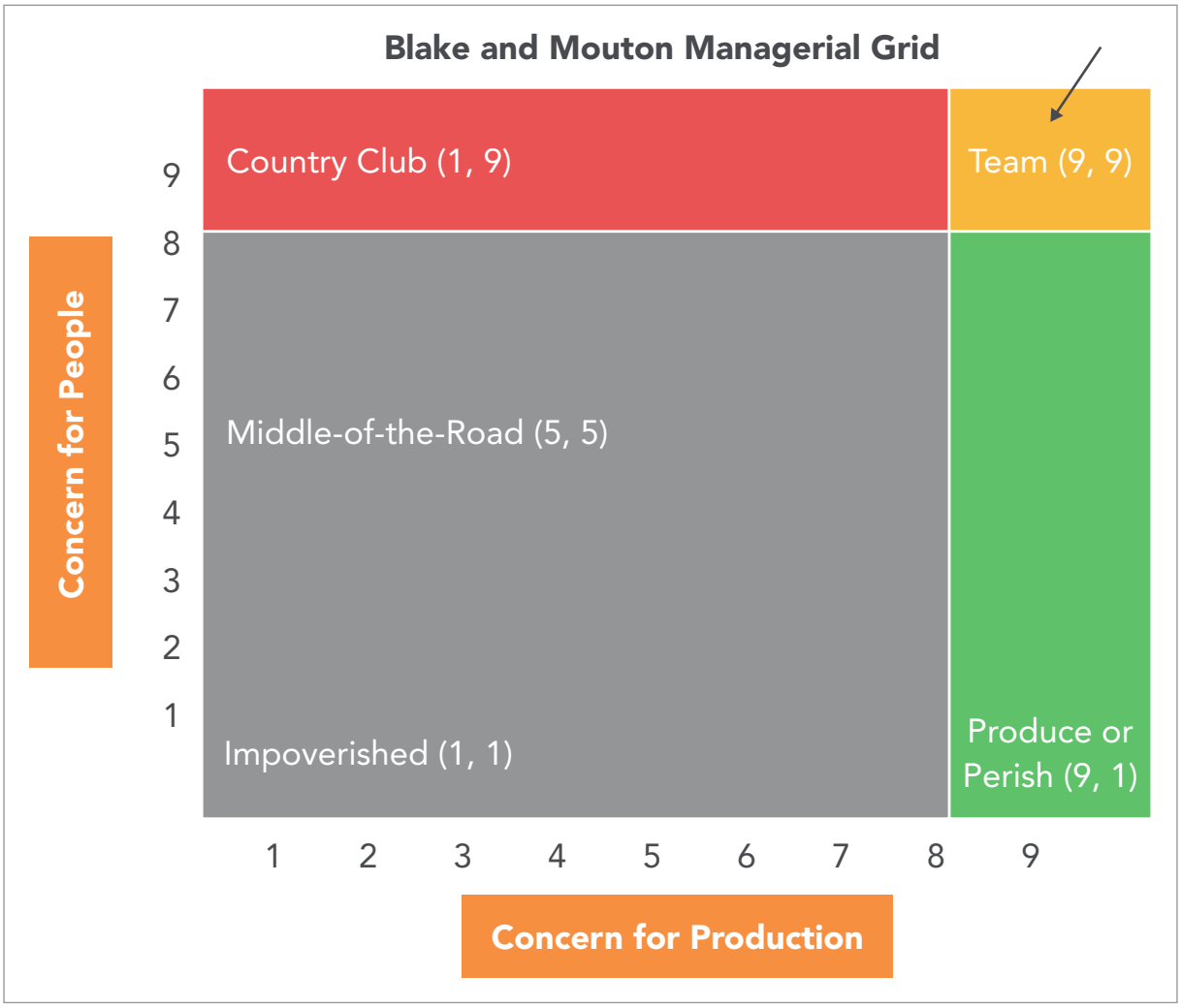

Figure 1: Leadership Style (Self-assessed) by M – 1 in AIFAS

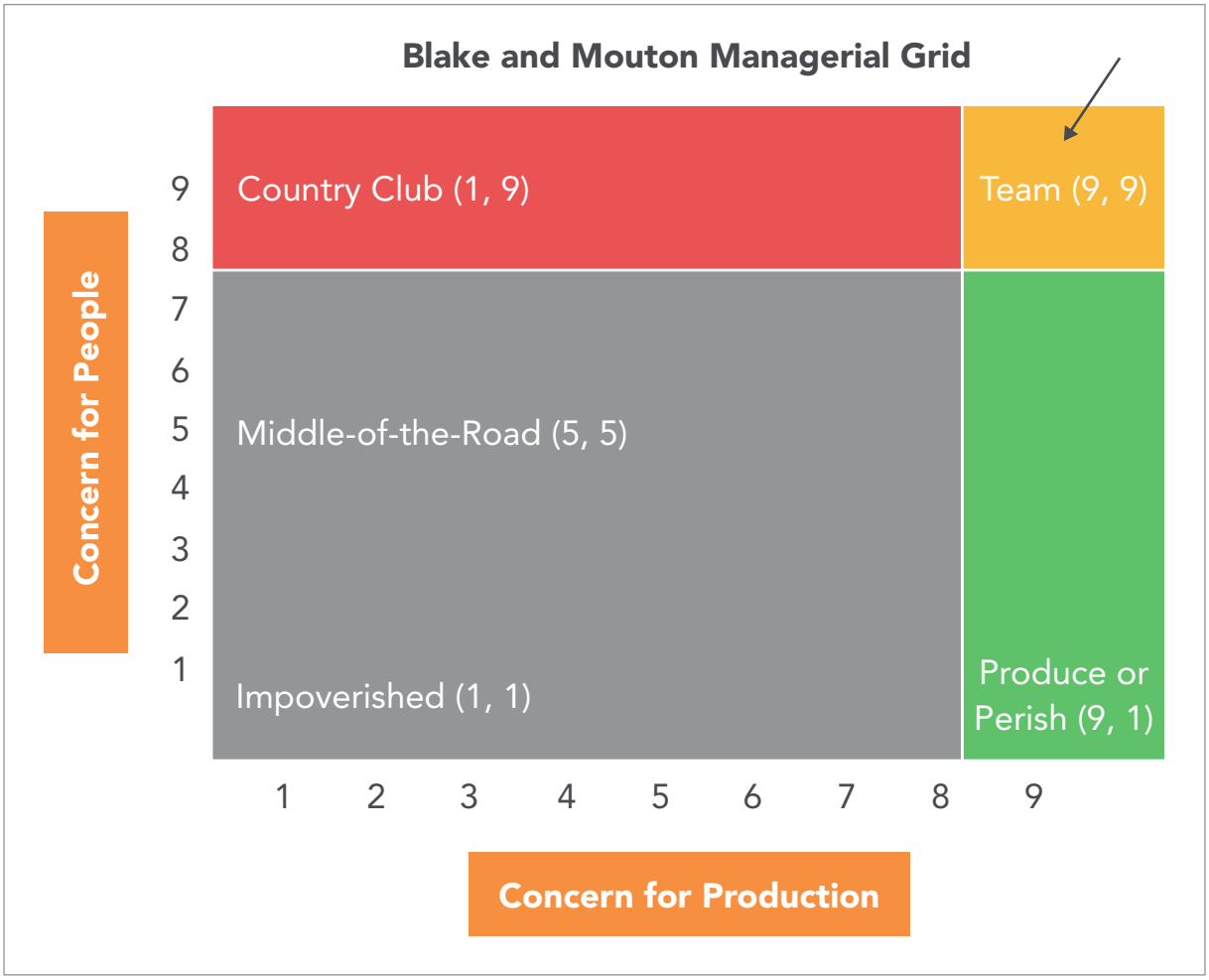

Figure 2: Leadership Style (Self-assessed) by M – 2 in AIFAS

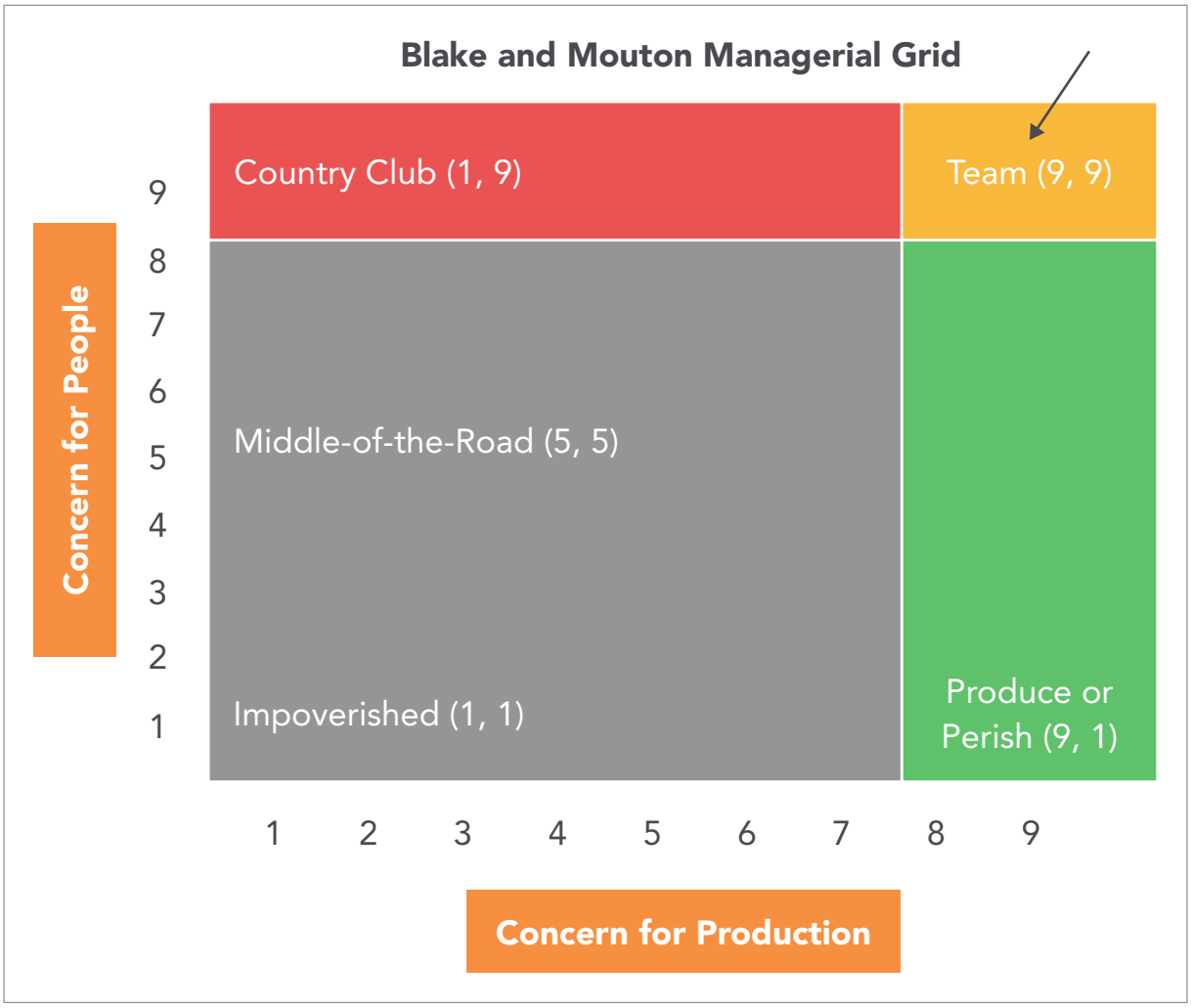

Figure 3: Leadership Style (Self-assessed) by M – 3 in AIFAS

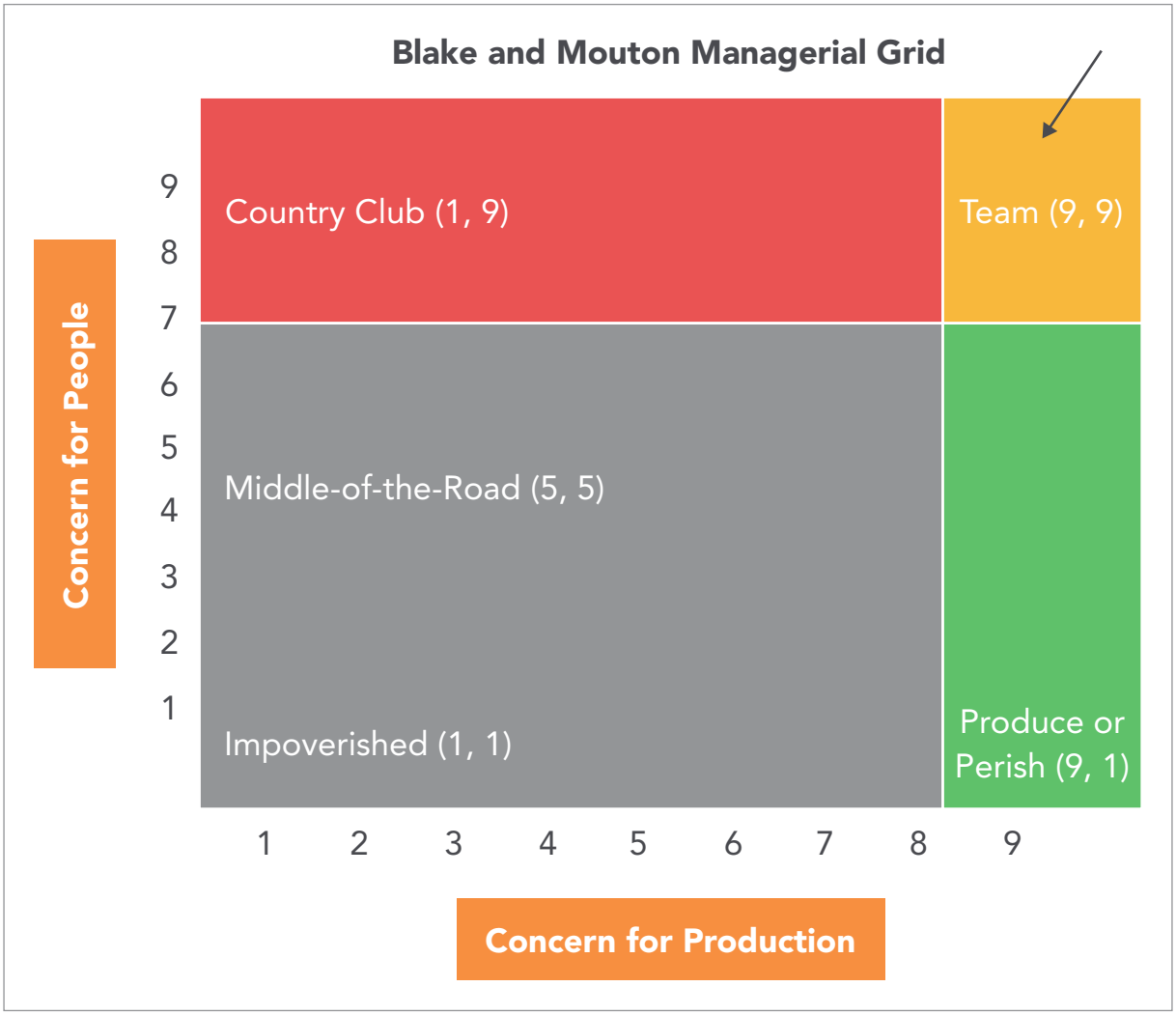

Figure 4: Leadership Style (Self-assessed) by M – 4 in AIFAS

All the 4 managers have assessed themselves as Team Leaders, though there are slight variations within the same grid.

Question No. (People)	M-1	M-2	M-3	M-4	Question No. (Task)	M-1	M-2	M-3	M-4
1	4	4	3	2	2	5	5	4	3
4	4	5	3	2	3	4	5	4	3
6	4	5	3	2	5	3	5	4	1
9	2	5	2	1	7	4	5	3	3
10	4	4	3	2	8	4	5	3	2
12	4	5	3	2	11	4	5	3	2
14	3	4	2	2	13	3	5	2	1
16	3	4	3	2	15	4	5	3	2
17	4	5	2	2	18	2	5	2	1
Total	32	41	24	17	**Total**	33	45	28	18
Score Total x 0.02	**6.4**	**8.2**	**4.8**	**3.4**	**Score Total x 0.02**	**6.6**	**9.0**	**5.6**	**3.6**

Table 8: Blake and Mouton Table of Responses
- Leadership Style of managers (as preferred) and assessed by lecturers in AIFAS

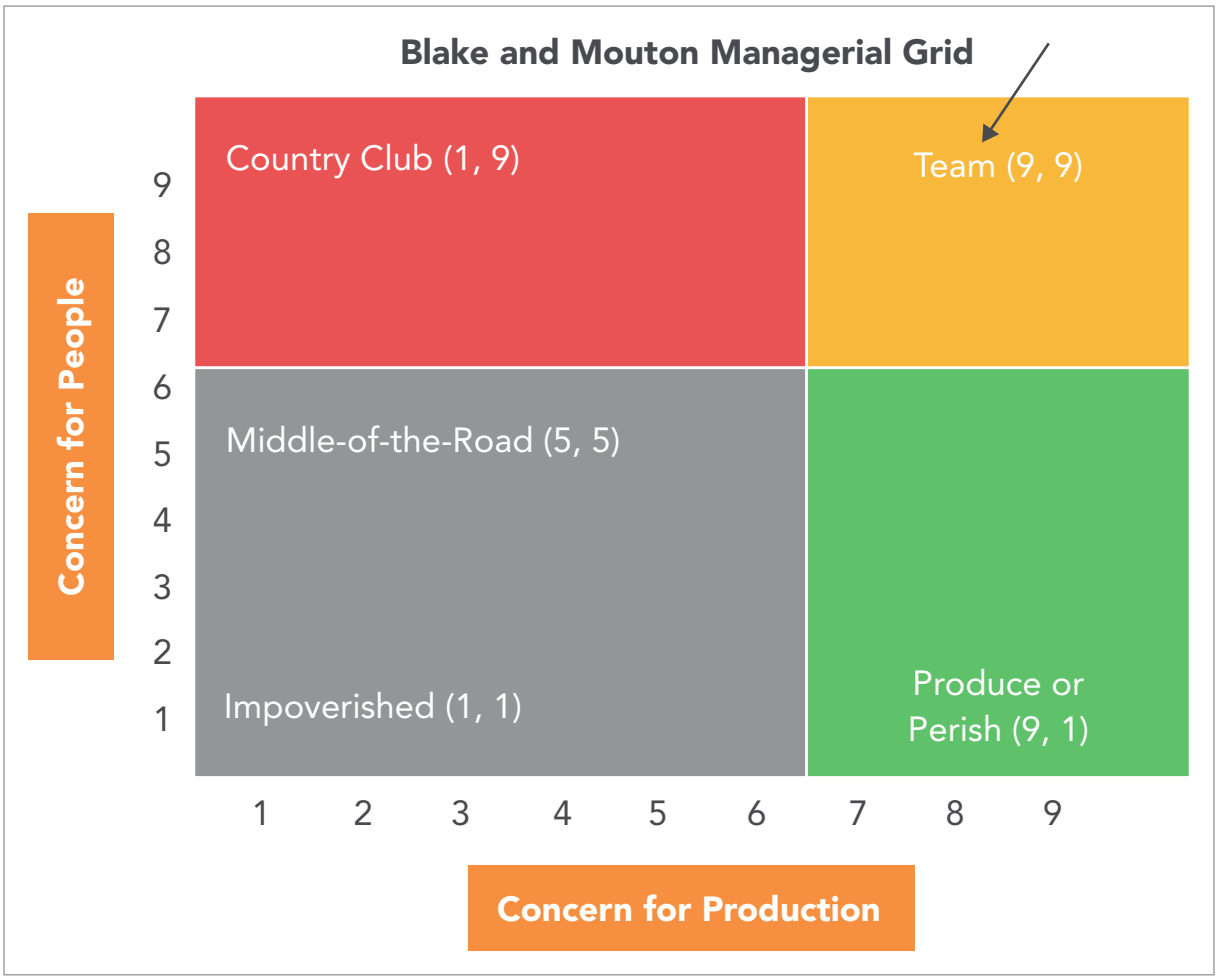

Figure 5: Leadership Style of M – 1 (as practised) and assessed by lecturers in AIFAS

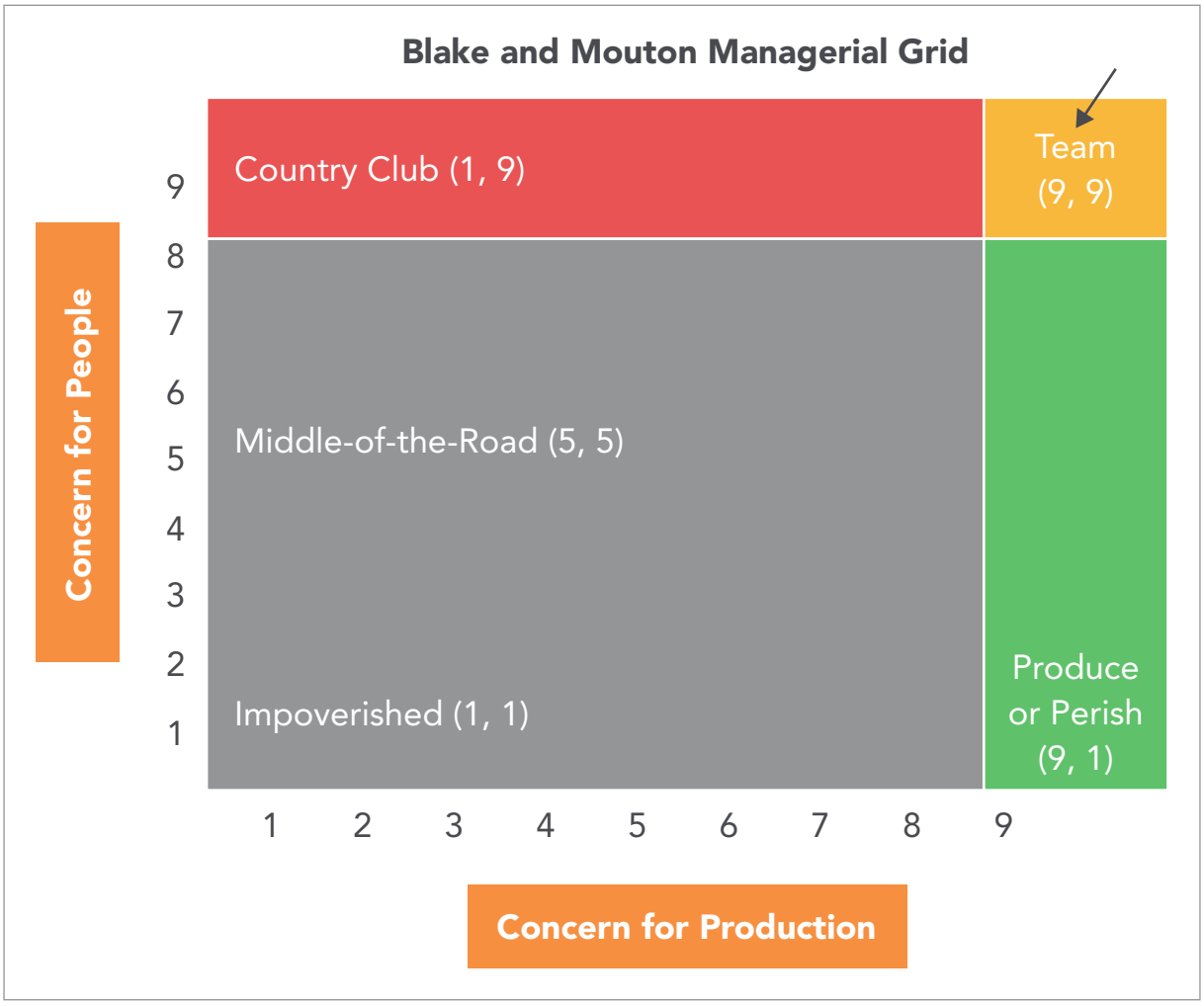

Figure 6: Leadership Style of M – 2 (as practised) and assessed in AIFAS

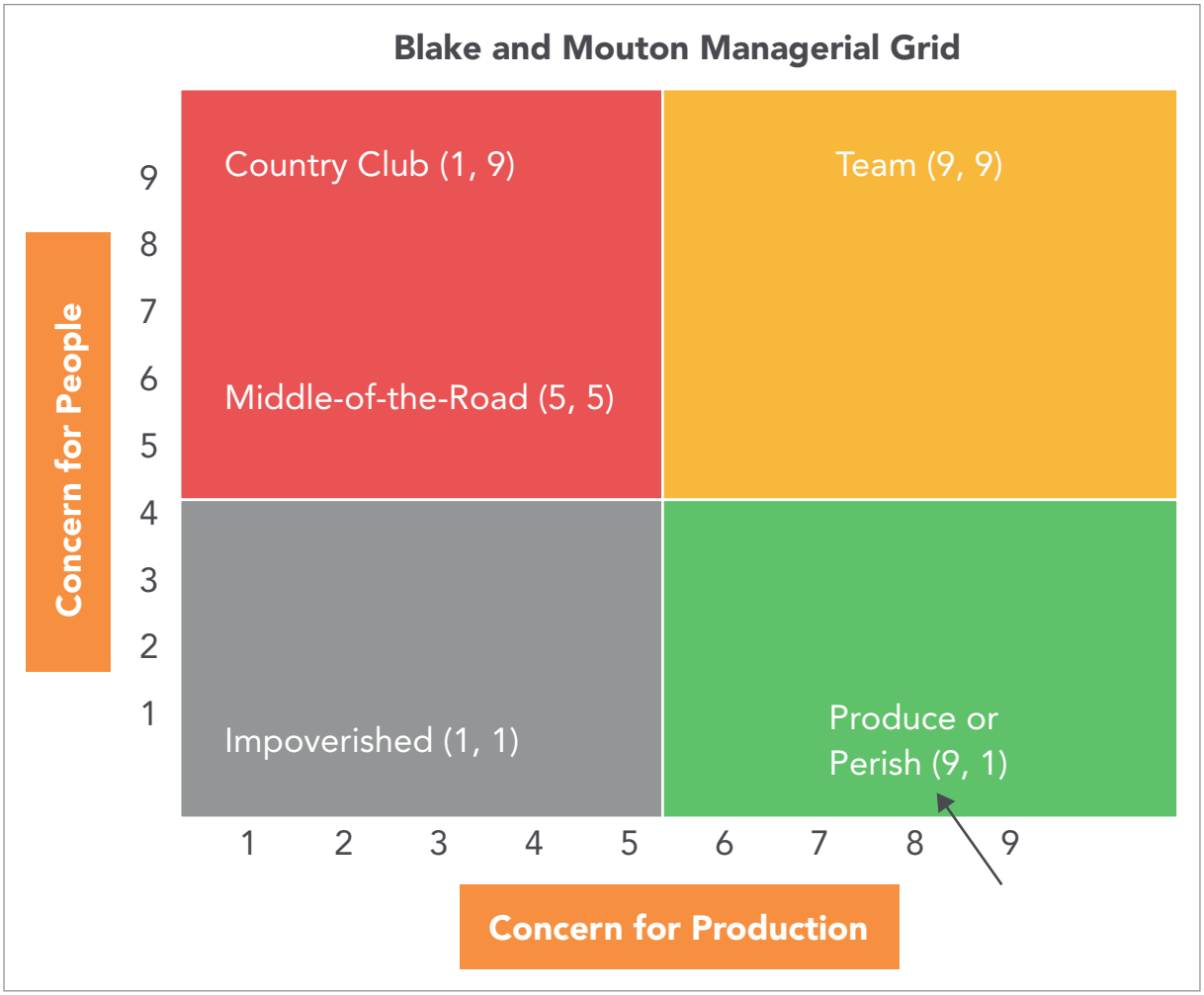

Figure 7: Leadership Style of M – 3 (as practised) and assessed by lecturers in AIFAS

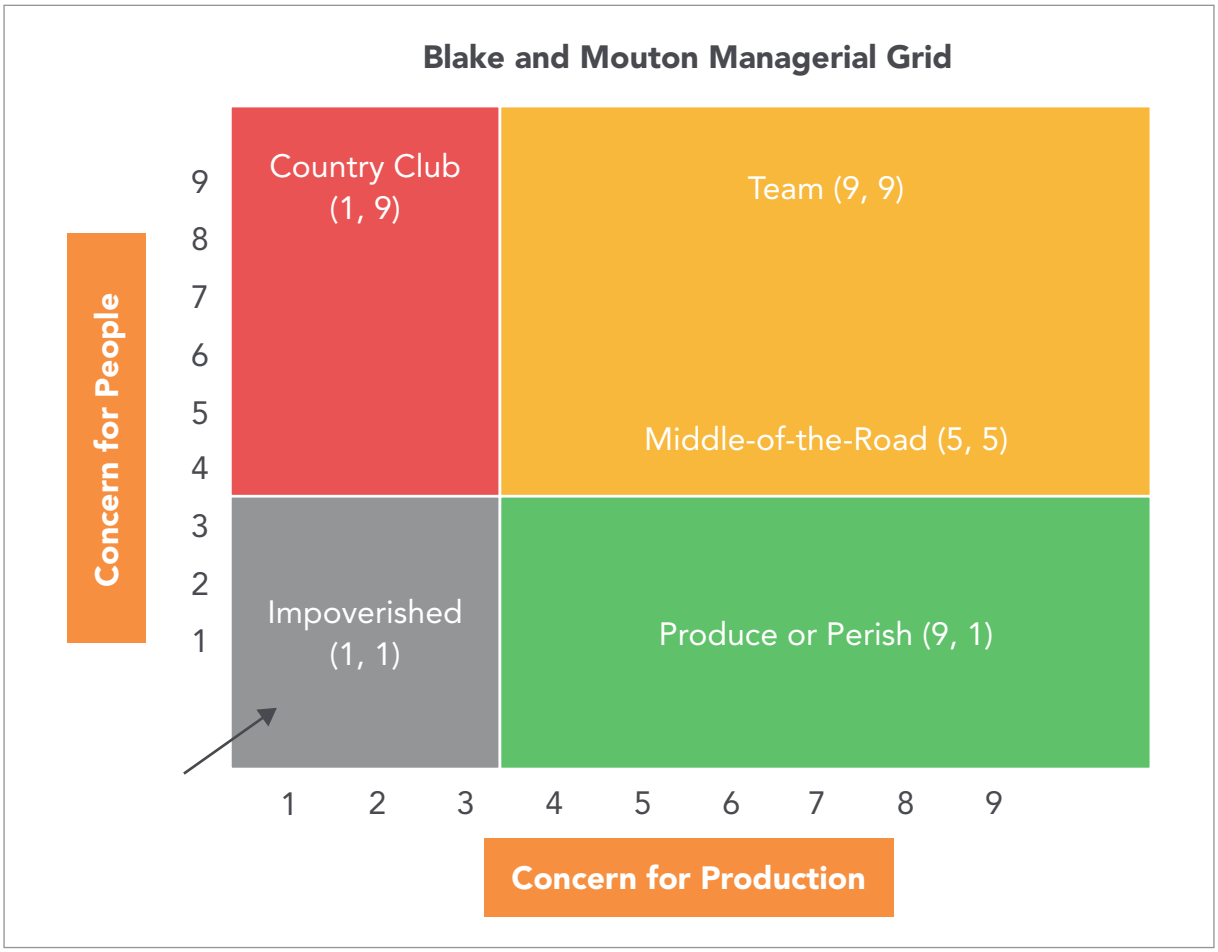

Figure 8: Leadership Style of M – 4 (as practised) and assessed by lecturers in AIFAS

These tables and figures reflect the leadership styles practised by the 4 managers in AIFAS (as assessed by lecturers). While M – 1 gave herself People score of 8.2 and Task score of 8.2 and considered herself as Team Leader, the practised style assessed by lecturers was People score of 6.4 and Task score of 6.6 though she was put in the same Team Leader grid, the score on both People and Task was less than what the manager assessed herself.

M – 2 gave himself People score of 8.0 and Task score of 8.2 (Team Leader). The lecturers assessed him a little higher – People score of 8.2 and Task score of 9.0. This was a good indication of this manager's Team Leadership style.

M – 3 gave himself People score of 8.2 and Task score of 7.8 (Team Leader). The lecturers assessed him lower on both the counts (People score of 4.8 and Task score of 5.6 (Authoritarian Leader). This presented a totally different picture of this manager's leadership style.

M – 4 gave himself People score of 7.0 and Task score of 8.2 (Team Leader). A totally different picture emerged through the assessment of lecturers who gave him People score of 3.4 and Task score of 3.6 (Impoverished Leader).

Question No. (People)	Score	Question No. (Task)	Score
1	4	2	5
4	4	3	5
6	4	5	5
9	5	7	4
10	3	8	4
12	5	11	4
14	5	13	4
16	4	15	5
17	4	18	5
Total	**38**	**Total**	**40**
Score Total x 0.02	**7.6**	**Score Total x 0.02**	**8.0**

Table 9: Blake and Mouton Table of Responses
- Lecturers' Expectations regarding Leadership Style of managers in AIFAS

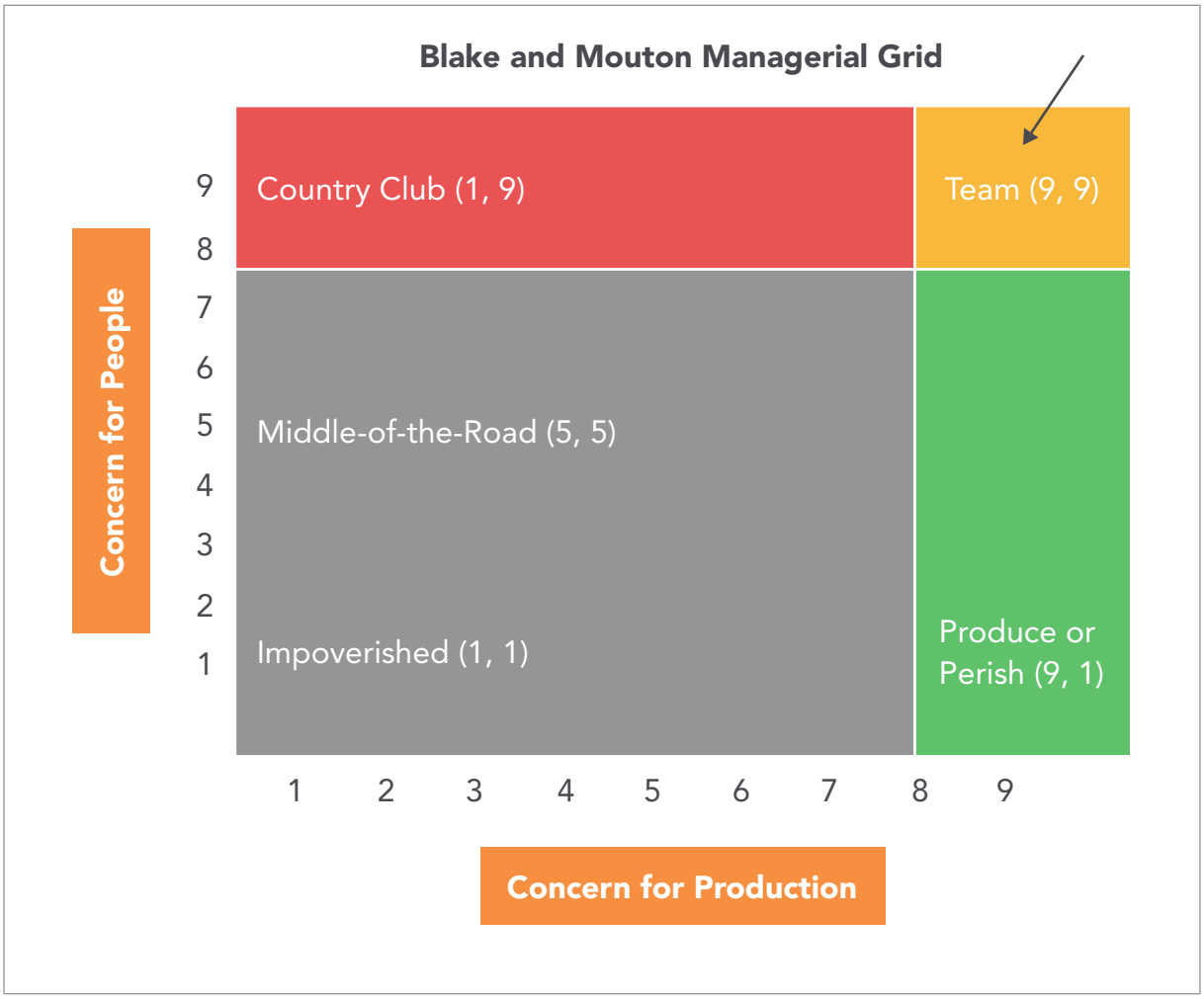

Figure 9: Lecturers' Expectations regarding Leadership Style of managers in AIFAS

This table and figure reflect the expectations of lecturers about the leadership style of their managers. The collective expected People score was 7.6 and Task score of 8.0 (Team Leader).

Question No. (People)	M-1	M-2	M-3	M-4	Question No. (Task)	M-1	M-2	M-3	M-4
1	5	5	4	5	2	4	5	4	4
4	4	5	4	3	3	4	5	4	4
6	5	5	4	4	5	5	5	4	3
9	4	4	5	3	7	4	5	4	4
10	3	3	4	3	8	4	3	4	4
12	4	4	4	3	11	3	5	4	3
14	5	5	4	5	13	4	4	4	3
16	5	5	5	5	15	5	5	4	4
17	4	5	4	4	18	4	5	5	4
Total	**39**	**41**	**38**	**35**	**Total**	**37**	**42**	**37**	**33**
Score Total x 0.02	**7.8**	**8.2**	**7.6**	**7.0**	**Score Total x 0.02**	**7.4**	**8.4**	**7.4**	**6.6**

Table 10: Blake and Mouton Table of Responses
- Leadership Style (Self-Assessment) by managers in MGI

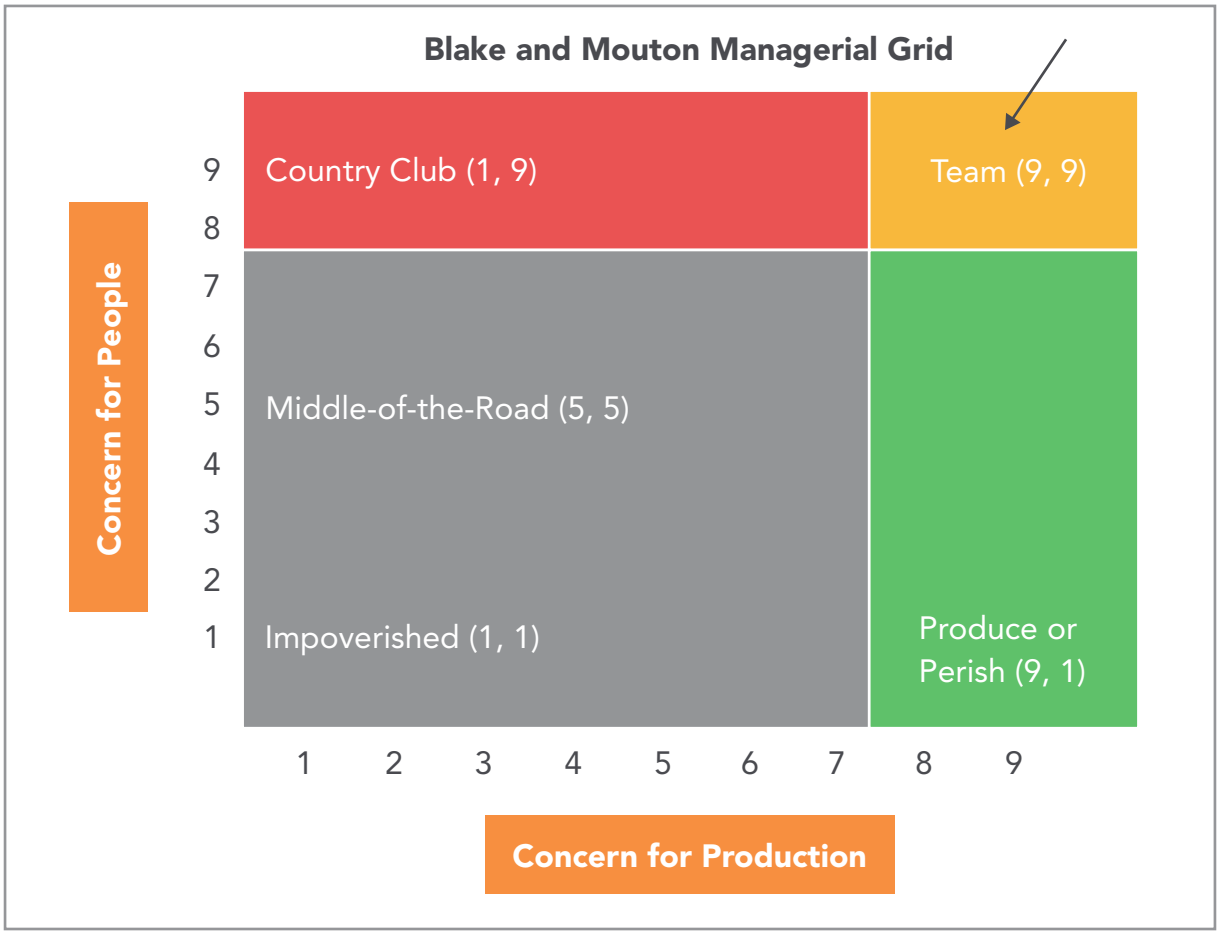

Figure 10: Leadership style (Self-assessed) by M – 1 in MGI

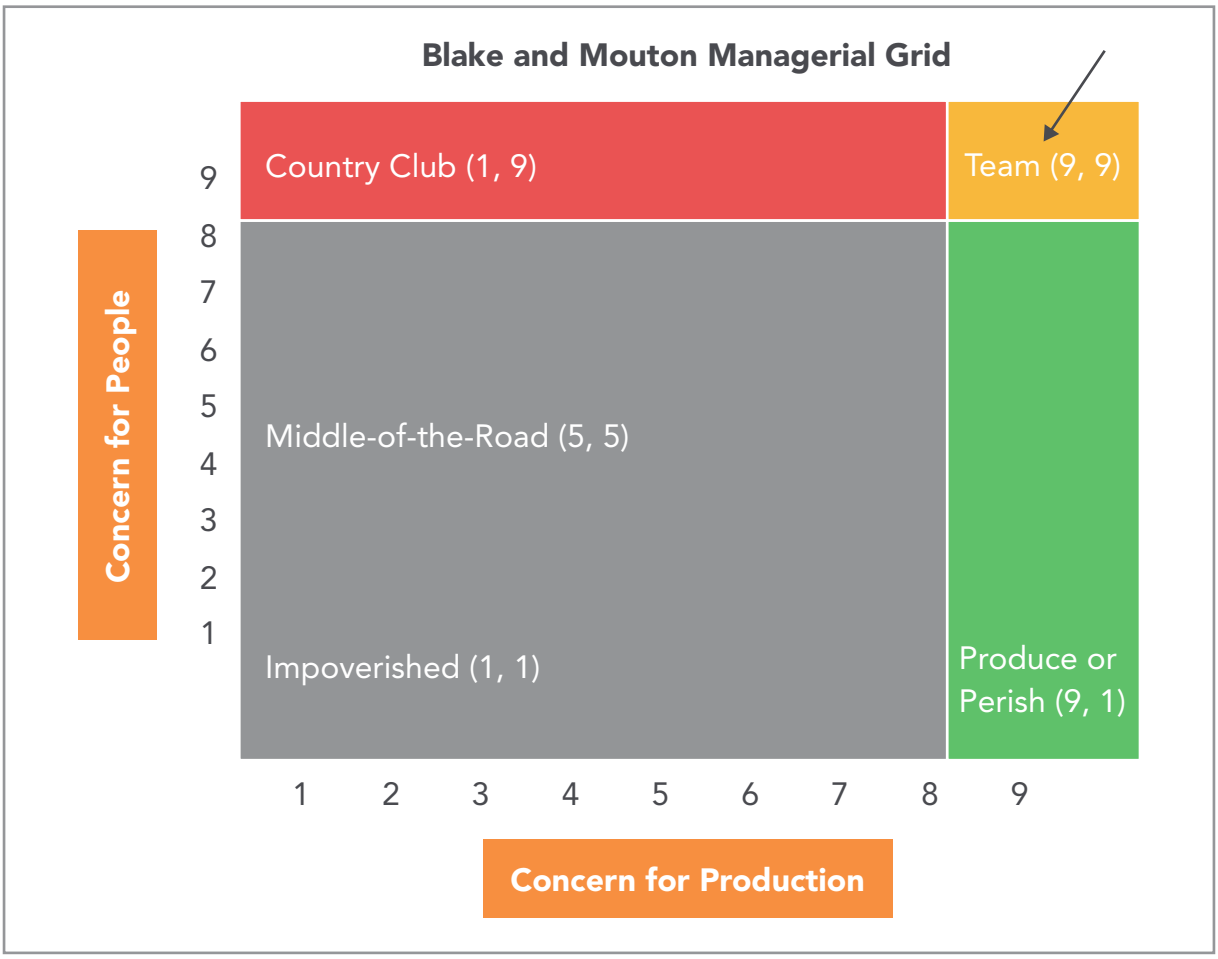

Figure 11: Leadership Style (Self-assessed) by M – 2 in MGI

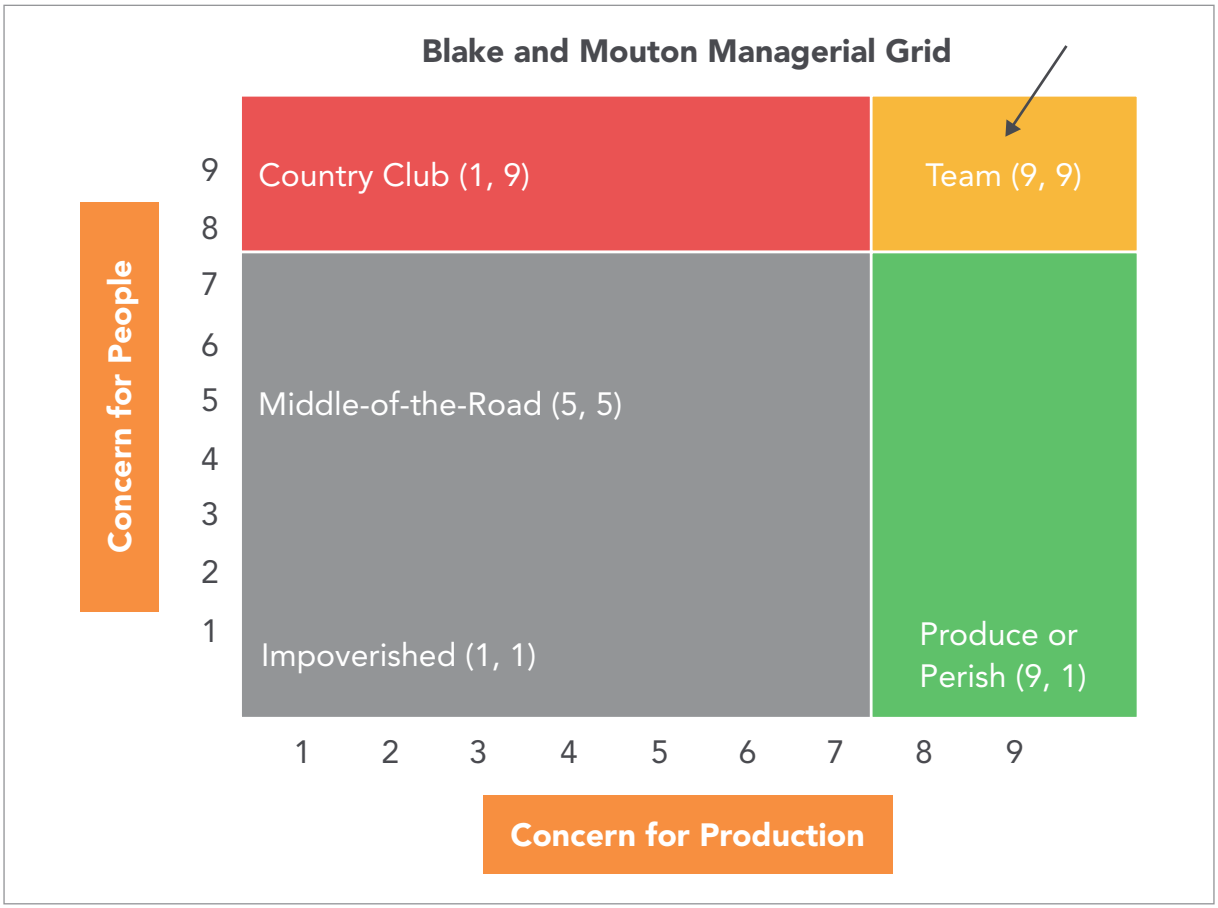

Figure 12: Leadership Style (Self-assessed) by M – 3 in MGI

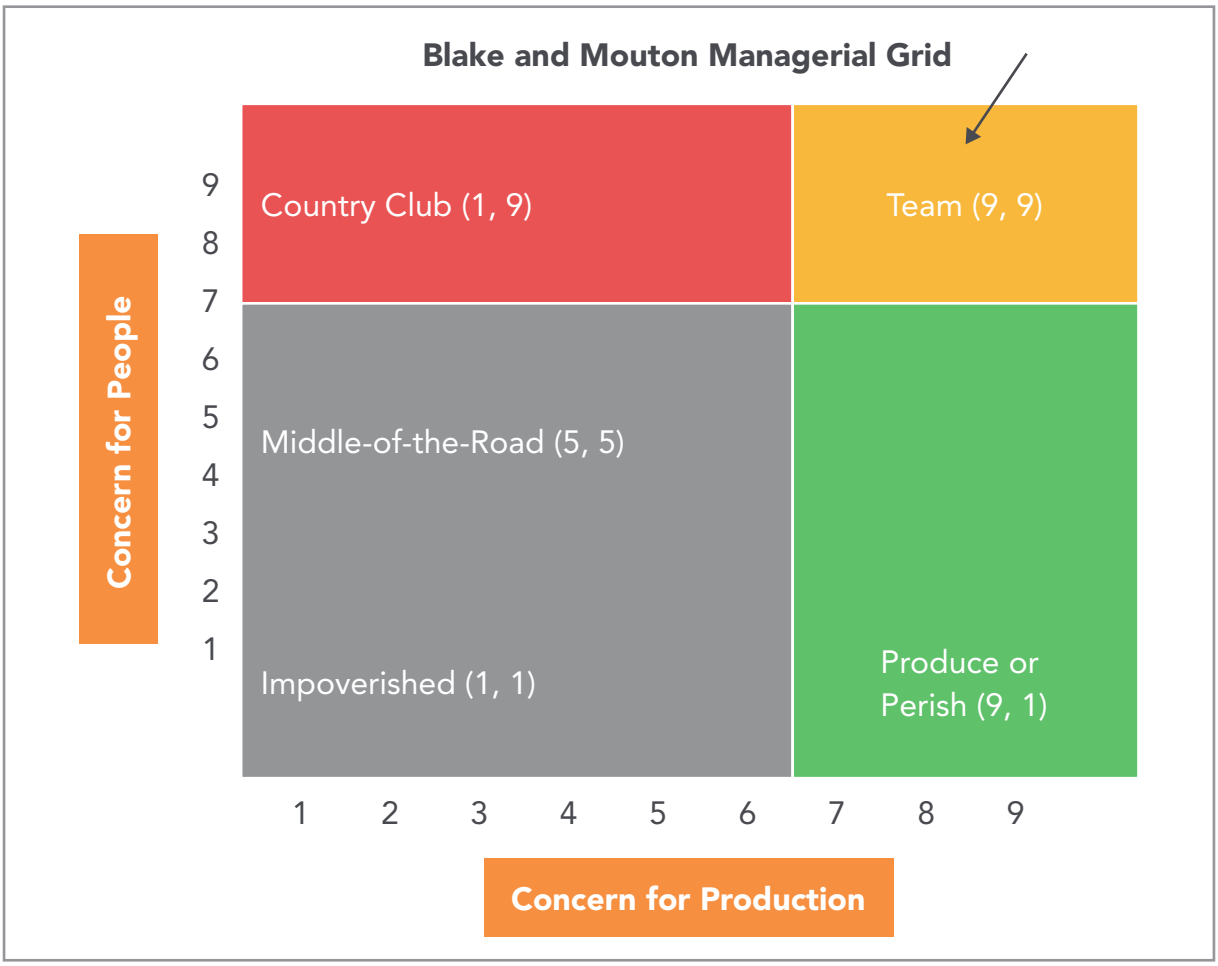

Figure 13: Leadership Style (Self-assessed) by M – 4 in MGI

All the 4 managers assessed themselves as Team Leader, though there are slight variations within the same grid.

Question No. (People)	M-1	M-2	M-3	M-4	Question No. (Task)	M-1	M-2	M-3	M-4
1	4	4	5	3	2	5	5	4	5
4	4	4	5	2	3	4	5	4	5
6	4	4	4	1	5	3	4	4	4
9	4	4	5	2	7	4	5	5	3
10	4	4	3	2	8	4	5	3	4
12	4	5	5	2	11	4	4	4	4
14	4	4	3	3	13	3	5	4	3
16	4	4	4	2	15	4	4	3	3
17	4	5	4	2	18	3	4	3	4
Total	**36**	**38**	**38**	**19**	**Total**	**34**	**41**	**34**	**35**
Score Total x 0.02	**7.2**	**7.6**	**7.6**	**3.8**	**Score Total x 0.02**	**6.8**	**8.2**	**6.8**	**7.0**

Table 11: Blake and Mouton Table of Responses
- Leadership Style of managers (as practised) and assessed by lecturers in MGI

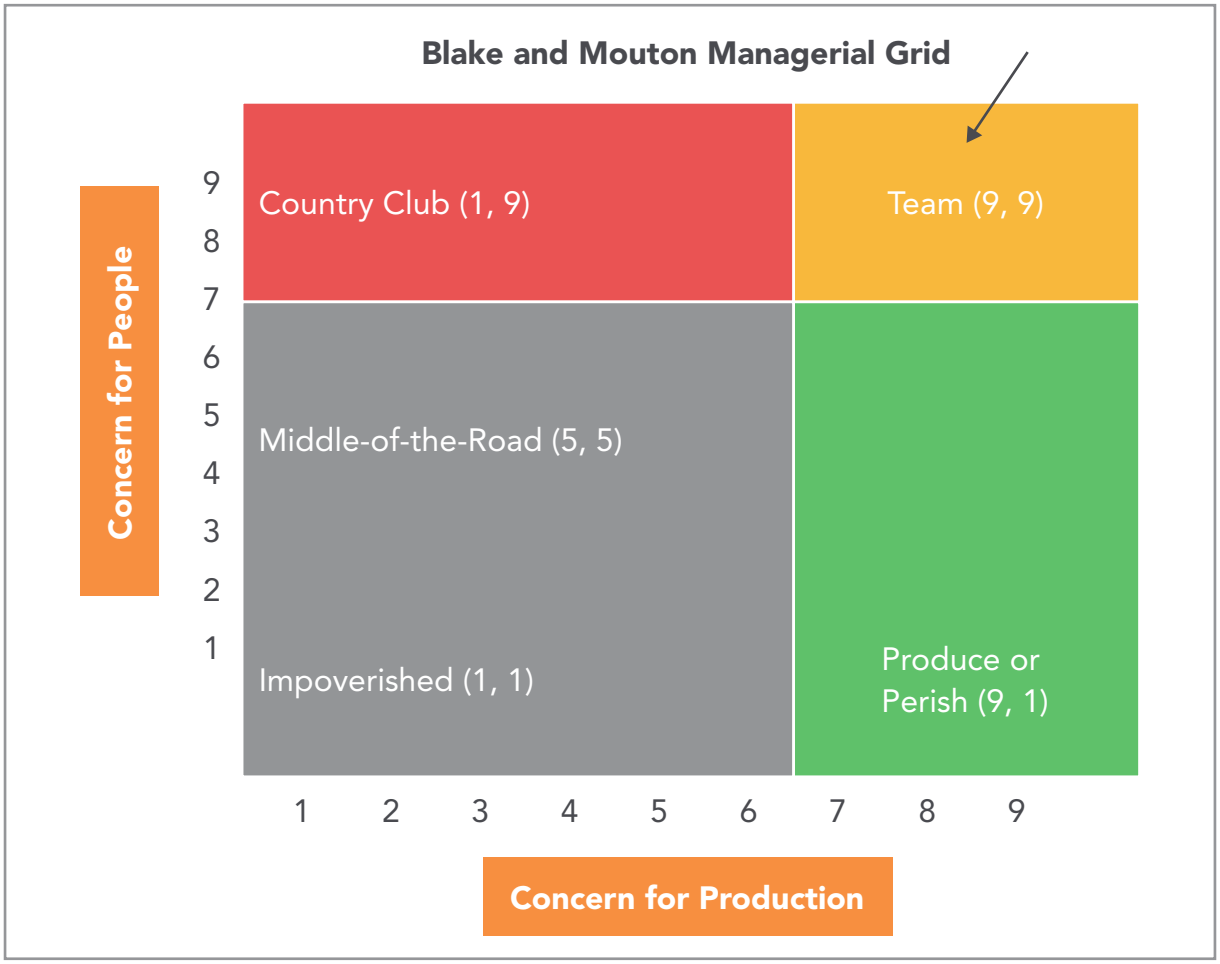

Figure 14: Leadership Style of M -1 (as practised) and assessed by lecturers in MGI

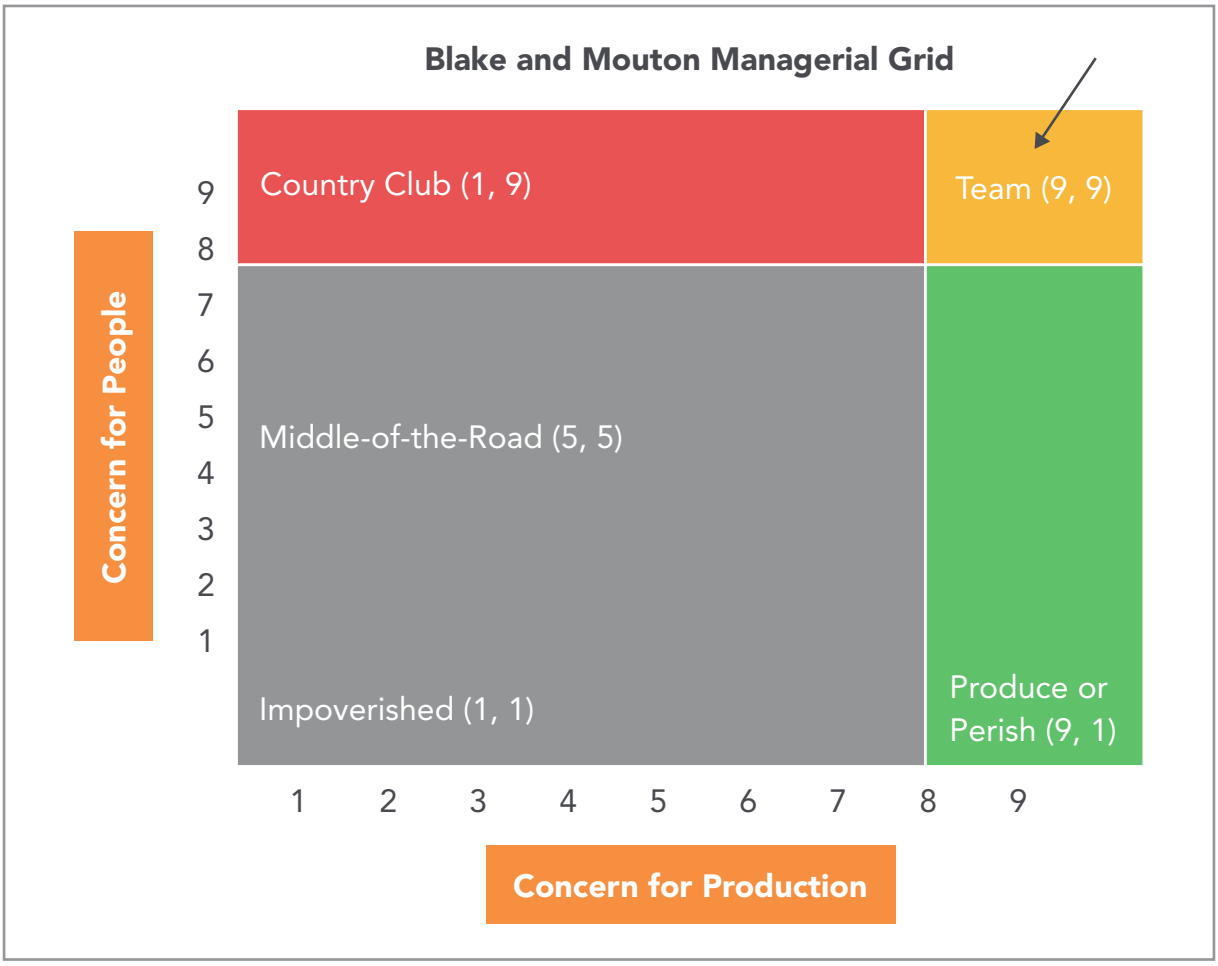

Figure 15: Leadership Style of M – 2 (as practised) and assessed by lecturers in MGI

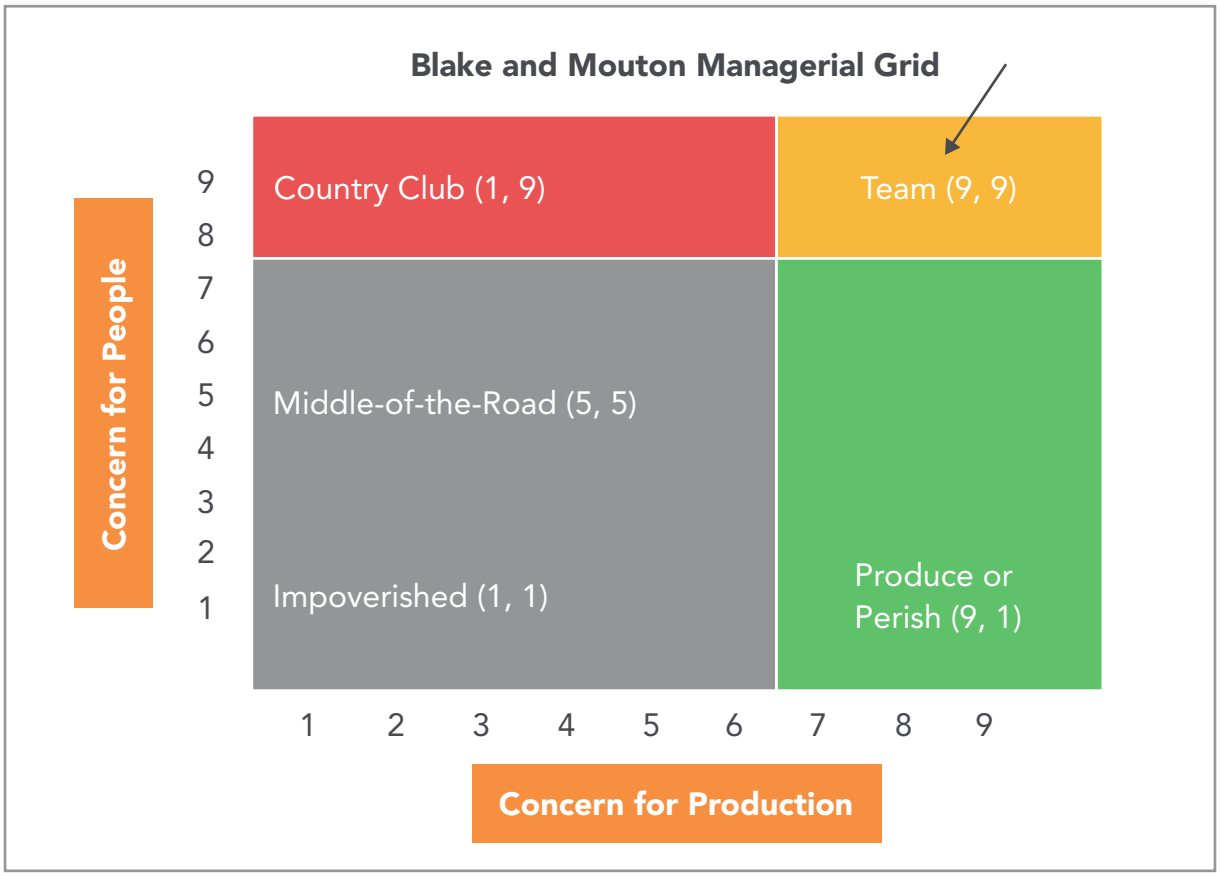

Figure 16: Leadership Style of M -3 (as practised) and assessed by lecturers in MGI

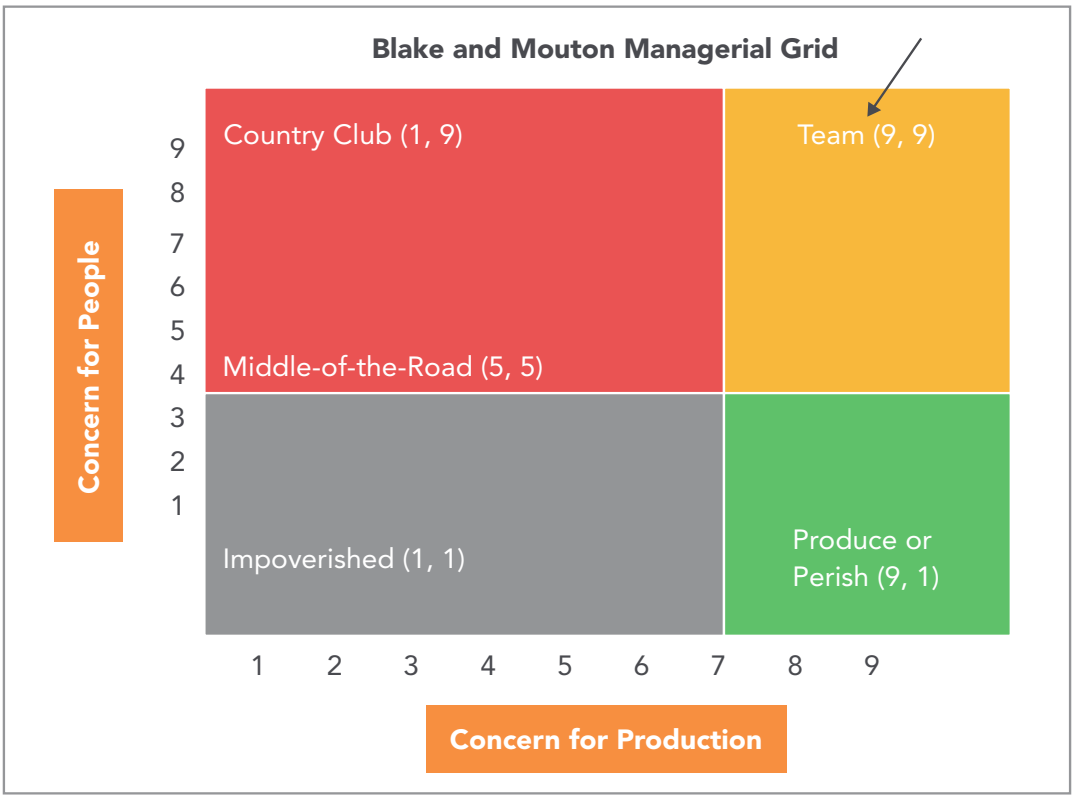

Figure 17: Leadership Style of M – 4 (as practised) and assessed by lecturers in MGI

The table and figures indicate the leadership styles practised by the 4 managers in MGI (as assessed by the lecturers). While M – 1 gave himself, People score of 7.8 and Task score of 7.4 (Team Leader), the practised style (as assessed by lecturers) was slightly varied with People score of 7.2 and Task score of 6.8 (Team Leader).

M – 2 gave himself People score of 8.2 and Task score of 8.4 (Team Leader). The lecturers assessed him a little differently with People score of 7.6 and Task score of 8.2 (Team Leader). He was assessed lower on People score, though it fell within the Team grid.

M – 3 gave himself People score of 7.6 and Task score of 7.4 (Team Leader). The lecturers assessed him the same on People score of 7.6 but lower on Task score of 6.8, though still he fell within the Team grid.

M – 4 gave himself People score of 7.0 and Task score of 6.6 (Team Leader). The lecturers assessed him as Authoritarian Leader with People score of 3.8 and Task score of 7.0.

Question No. (People)	Score	Question No. (Task)	Score
1	5	2	5
4	4	3	5
6	4	5	5
9	5	7	5
10	4	8	4
12	5	11	5
14	5	13	4
16	5	15	5
17	4	18	4
Total	**41**	**Total**	**42**
Score Total x 0.02	**8.2**	**Score Total x 0.02**	**8.4**

Table 12: Blake and Mouton Table of Responses
- Lecturers' expectations regarding Leadership Style of managers in MGI

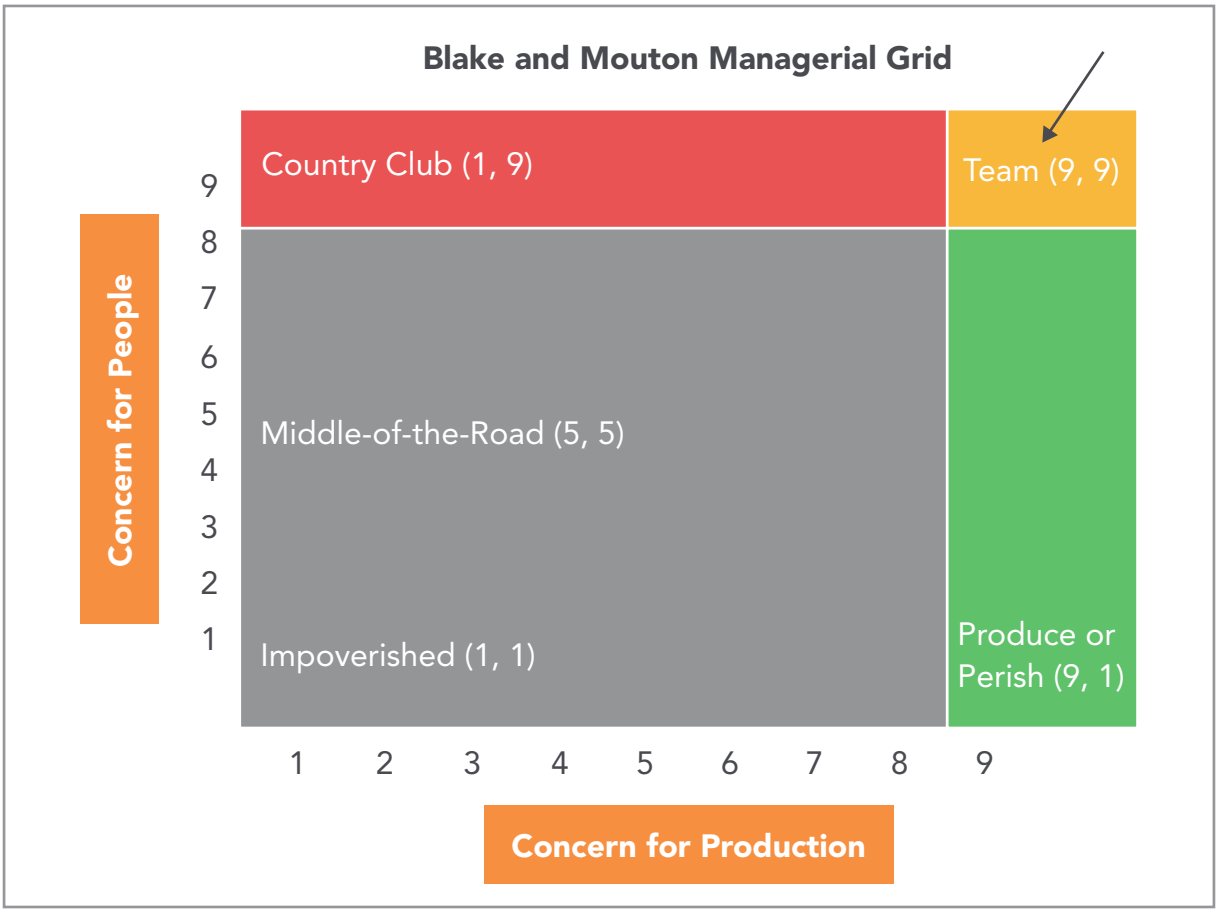

Figure 18: Lecturers' expectations regarding Leadership Style of managers in MGI

This table and figure indicate the leadership style expected by the lecturers who preferred People score of 8.2 and Task score of 8.4 (Team Leader).

4.4 MEETINGS

In any organisation, meetings are a vital part of the organisation of work and the flow of information. They act as a mechanism for gathering resources from many sources and pooling them towards a common objective. The modern workplace is characterized by complexity. Important issues have many dimensions. If an individual solves a complex problem without input from others, the risk is that their understanding of the issue is limited, and therefore the solution is inadequate at its best. Meetings provide a forum for broadening everyone's perception of important organisational challenges by seeking everyone's point of view. This naturally leads to better strategies, decisions and solutions. There are other benefits to a well-run meeting. People have real opportunities to work on their interpersonal communication and presentation skills. It is vitally important to the success of the organisation that employees can articulate their ideas, ask meaningful questions, and listen effectively. Additionally, people often learn in meetings how to work together better and how to manage conflict more productively, as well as to show professional respect to their colleagues.

Good meetings have good meeting leaders, Seekings (1987)[48] suggests that the leader should find time for planning and organizing a meeting. Foremost, the leader should decide whether to have a meeting. If it is necessary, it generally warrants the development and circulation of a carefully thought out agenda that sufficiently enumerates the topics for discussion and the pre-meeting preparation expected of the meeting participants. The agenda can act as a control mechanism both prior to and during the meeting. It should include the title, date, time, venue, items for discussion, and any other business, if necessary. Often some leaders decide to hold a meeting without any planning. This should not happen. Planning a meeting should be coupled with time allocation on each item. Objectives of the meeting should be specified at the beginning of the meeting. Barker (1997)[49] points out that 60% of the leaders' time is spent in meetings; hence they (leaders) have the responsibility to run meetings effectively and efficiently. Barker further shows that meetings have two sides – they can be exciting, energizing and fun; they can also be dispiriting and uninteresting depending on the style that the chairperson uses to lead the meetings.

Everard & Morris (1985)[50] concur with Seekings that meetings are an important aspect of life in an institution. Meetings reveal the leadership styles that are practised in an institution. In handling such meetings, the leader calls for input, allows the participants to discuss, influence output, and take action on resolutions agreed upon.

The following table shows analysis of data revealing the leadership styles practised in the meetings held in the two institutes under investigation. First, the table reflecting quantitative data is presented and interpreted. The interpretation is interwoven with data collected through open-ended questions. Second, the interview questions are analysed and intertwined with questionnaire data. The analysed data are related to the research problem, the research questions, and the literature review.

Responses	AIFAS		MGI	
	NO	%	NO	%
13.1 Planning a meeting				
a) Leader decides a meeting alone	9	81	8	66
b) Leader plans agenda alone	8	72	8	66
c) Lecturers contribute items	2	18	4	33
d) Leader allocates time for items	0	0	0	0
13.2 Reaching decisions				
a) Decisions reached by consensus	7	63	6	50
b) Decisions made by individuals	1	9	2	16
c) Decisions reached by majority vote	2	13	3	50
d) Decisions are compromised	1	9	1	8
13.3 Handling decisions				
a) Lecturers' ideas are taken	8	72	9	75
b) Contributions used	6	54	8	66
c) Lecturers convinced in decisions	1	9	2	16
d) Leader's decision is final	2	18	6	50

Table 13: Styles used in meetings

The sub-table 13.1 reveals that the leaders at AIFAS hold meetings without any agenda. This is reflected by 81% of the lecturers. They point out that before the meeting the staff are not aware of what is going to be discussed and for how long. The sub-table also reveals that the leaders plan meetings on their own. This is reflected by 72% of the lecturers. They point out that they need to contribute items, as there are some issues that concern them and never appear on the agenda. One lecturer wrote: *"We are not involved in the actual planning. The lecturers are never asked to contribute items."* Another lecturer noted that they did not know whether all members of the senior management team were even involved in drawing up the agenda. This lecturer was of the opinion that the Chief Executive planned it alone since most of the meetings he held were for giving information and/or instructions.

However, a small percentage (18%) of the lecturers at AIFAS assert that they are asked to contribute items for the agenda. One lecturer stated that the leader happened to talk to him about the items of the agenda and he, therefore, had a chance to suggest some items for the meeting. As Stoner and Freeman (1987)[24] explain, the leader may have used his formal authority to manipulate the lecturer to contribute items. The leader may have wanted the lecturer to support a lobbied decision.

Regarding the planning of meetings at MGI, 66% of the lecturers claim that the leaders plan the agenda on their own. This is a little lower percentage than the one at AIFAS. The difference is clarified by 33% of the lecturers at MGI who pointed out that they sometimes have a chance to contribute items for the agenda. They explain that often the agenda planned by the leader is circulated among the lecturers before the meeting. The lecturers further indicate that leader encourages them to ask for a meeting if they feel there is need for it. This implies that they contribute items for such a meeting, but this does not happen as a matter of regular practice.

There are issues that arise from the analysis of the data of planning of the meetings. First, lecturers from both the institutes are never directly asked to take part in the planning of the agenda for any meeting. As Seekings (1987)[48] explains, the lecturers may be asked

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to contribute items for the agenda, if necessary. The leaders at MGI are aware that the lecturers aspire to contribute items as they ask them to initiate meetings giving them an opportunity to contribute their own items. The leaders at AIFAS never give the lecturers such an opportunity.

Second, at times in both the institutes the agendas for the meetings are circulated prior to the meeting. The lecturers are not asked to contribute items but at least they can discuss the items on their own before the meeting. However, lecturers from AIFAS often come to know about the agenda for the first time in the meeting. Circulating the agenda keeps the lecturers informed. It also provides them with time to read and think about what they will contribute in the meeting. It appears that at MGI, on the other hand, there is at times consultation and participation as far as the planning of meetings is concerned. But at AIFAS the lecturers are just informed that there will be a meeting. The leader always prescribes the agenda for the meeting. This is autocratic leadership style.

The percentages of lecturers at both the institutes are prominent on two issues – reaching decisions by consensus and majority vote. Consensus and majority rule are not a good way of deciding. This is reflected in 13.2. Barker (1997)[51] points out some weaknesses in these. He acknowledges that poor decisions are a result of groupthink. He explains groupthink as *"the psychological drive for consensus at any cost that suppresses dissent and appraisal of the alternatives in cohesive decision-making groups."* He also points out that participants in a meeting have a social belonging and feel that if one does not agree with the group, then they deviate from its norms, and this results in a poor decision. He maintains that there are four disadvantages of consensus. First, the group discusses few alternatives. Second, the decision favoured by the majority is not thoroughly examined for hidden risks. Third, when there is an expert opinion, it is often ignored. Fourth, even when the expert opinion is debated, the points that the majority does not support are purposely ignored.

The emerging issue from reaching decisions by consensus or majority vote becomes pseudo-democracy. This is because most of the points coming up from the debated concerns are not critically looked at.

16% of the lecturers at MGI and 9% of the lecturers at AIFAS wrote that certain individuals force decisions. This is not good. Barker (1997)[51] confirms that a few strong personalities can dominate the meeting while other participants remain helpless. He maintains that the leader should not allow this but rather make every participant relaxed by encouraging them to contribute ideas and ensuring that their contribution is valued. The leader should reinforce useful contributions. All these can control the dominant participants. However, the leader should summarise the contributions made by the group in a way that every participant feels their idea is considered.

The highest percentage, as shown in 13.3, at AIFAS (72%) and at MGI (75%) reflect that the ideas of the lecturers are considered and decisions are based on them. This brings us back to the idea of voting and reaching decisions by consensus. It may be noted that since lower percentages in respect of using lecturers' contribution at AIFAS (54%) and at MGI (66%) have reflected this, it seems the leaders in the two institutes at times counteract groupthink. They may be doing this by encouraging diverse opinions systematically and pursuing disagreements in an orderly manner.

There are contrasting issues emerging from the process of running meetings in the two institutes under investigation. At MGI, the leaders occasionally invite contributions from the lecturers and in most cases reasonable and appropriate contributions are considered for decision making. Here the leaders give lecturers a chance to provide input towards decision making. They trust that lecturers can make sound and productive contributions for the achievement of organisational goals and objectives.

At AIFAS some leaders use the dictatorship leadership style. They use their authority to drive discussions towards their preconceived decisions. Even when lecturers contribute towards a decision, such leaders ignore their input without caring much about the human feelings and reactions. They are also persuasive in the sense that they drive the discussions towards their goal without realizing that they deprive the staff of self-confidence and initiative.

Lecturers at both the institutes reflect that they are concerned about what is going on around them and they want to contribute to issues that affect their lives in the institutes. Even if they come to meetings without prior knowledge of what is going to be discussed, they still feel bound to make contributions. This indicates that they prefer the participative leadership style. The most important task of a leader in a meeting is to come up with a decision in a participative leadership style that shows concern for people and production. The leadership style in a meeting is reflected by the way a chairperson directs the discussion. The chairperson should explore ideas, suggestions, and future trends concurrently. When a suggestion challenges an argument, some participants take a positive side while others take a negative side. This calls for a chairperson to direct discussions carefully until an agreement is reached. A leader, who does this, shows concern for people and production, and is likely to achieve organisational goals and objectives. In most meetings, therefore, a participative-democratic style works best because participants work best if they own the task to be performed and empowered to act.

	AIFAS				MGI			
	Presence of structure		Responsibility		Presence of structure		Responsibility	
Response	No.	%	No.	%	No.	%	No.	%
Yes	9	81	8	72	10	83	9	75
No	2	18	3	27	2	16	3	25

Table 14: Presence of Structure (Hierarchy) and Responsibility

Table 14 reveals whether the two institutes under investigation have organisational structures known to the lecturers and that they know to whom they are responsible. The significance of the table is whether these lecturers know that the organisational structure reflects the line of authority. It is a substantive percentage at AIFAS (81%) and at MGI (83%). It shows that the majority of lecturers in these institutes have specified knowledge about organisational structure. There was also low percentage (18%) and (16%) respectively, which indicated lack of this knowledge. It is noted that an institution has an activity to perform. Each individual in an institution performs activities that are coordinated for the purpose of achieving institutional goals and objectives. This signifies that an organisation should have the structure that reflects how work is coordinated to achieve goals and objectives (Hall, 1991).[53] It seems that most lecturers in the two institutes are aware of the structure and its purpose. They indicated that it helped in improving performance and achieving institutional goals and objectives. It indicated who is responsible to whom. Work was also allotted according to subject specialisations. Respondents from AIFAS indicated that for

achievement of some goals, the leaders assigned special tasks to lecturers. Respondents from MGI specifically indicated that there were divisions for the purpose of managing the institute effectively and efficiently.

Those who were not aware of the structure did not know the normative order, the rank of authority, and the communication systems used in the institute. This further showed that the structure, through coordinated efforts, is supposed to achieve personal and organisational goals and objectives. They might not even be aware of how the work was divided. It is possible that they did not care about the formal line of authority that maintained a stable formal relationship. It might be assumed that they did not care to know to whom they were responsible (Trewatha & Newport, 1982).[25]

The emerging issue here is that in the two institutes some lecturers are not aware of how parts of these institutes are arranged. They may be interpreted as "sleeping passengers" who do not care about the degree of complexity, formalization and centralization in the institutes (Hall, 1991).[51]

Commenting on the institutional structure, the lecturers from MGI gave a general complaint that the structure of the institute is bureaucratic. There is a long process to be followed before reaching decisions. The lecturers pointed out that the structures even deny the leaders personal contact with departments and individual lecturers, most of the time, except when they are in a meeting. Here, the research revealed, the top leader did not visit sections to find out some issues directly. He depended on deputies in communicating with staff. The lecturers found this practice demoralizing. One lecturer pointed out that the structure encourages too much delegation. This had little influence because lecturers felt out of contact with the leaders.

At AIFAS, on the other hand, the situation was different. The top leader and most of the other leaders were easily accessible to staff. They occasionally visited the lecturers' classes, the staff room and other sections. The lecturers were free to discuss any issue with them.

At MGI the lecturers complained that the bureaucratic structure has distanced their leaders from them. The line of authority tends to separate the lecturers from the leaders. As Pinchot & Pinchot (1993)[52] point out, bureaucracy was appropriate in the early industrial days when rules and procedures were diametrical. Today leaders have to step out of bureaucracy. One of the ways of cutting down the cumbersome bureaucracy is to employ multi-skilled people. This, for instance, in MGI, would mean removing some secretaries from the structure and retaining computer competent lecturers to do such jobs themselves. There could be a flat structure that allows peer interaction which has room for ideas and potential, and the lecturers could contribute towards the development of the institute.

At AIFAS, on the other hand, all the lecturers were computer competent and could also be involved in multi-tasking. They did all the data processing related to their work by themselves, and at times were involved in marketing activities, too. This broadened the horizon of their knowledge and skills, thus resulting in their professional growth as well as further development of the institute.

It is possible that there may be improper communication in the institutes under investigation. Not all the lecturers may know about activities taking place around them. These activities may be affecting them and their institutes. It is important that they should know about them and take action where appropriate for the purpose of achieving their personal and institutional goals and objectives. The leaders should have a way of informing about activities going on outside their institutes. The leadership style they practise should help them to achieve this.

It may be concluded that it is the leaders' discretion to see that the information is disseminated to all. However, most lecturers seemed to acknowledge that they have adequate information about the surrounding community.

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4.5 GENERAL COMMENTS ON LEADERSHIP STYLES

The following is the discussion on the leadership styles practised in the two institutes under investigation. General comments include contributions made by informal structures in the institutes, how emergencies are handled and whether the history of the institutes has any effect on the way they are managed.

Commenting on the informal structures that existed at AIFAS, some lecturers claimed that they only formed academic groups. However, there was a contradiction here as other lecturers pointed out that there were informal structures, which were also used to benefit the institute. Their leaders were appointed to lead academic activities such as revising curriculum and conducting research. These groups had official sanction. At the MGI, there was awareness of informal structures that were managed by certain individuals. However, they were not officially recognized. One lecturer wrote that "they are petty," and therefore ignored. The lecturers thought that such groups bring unity and spirit of working together because participants share ideas and work collaboratively. Examples of such groups are vocational guidance and research groups. One lecturer commented, *"They are left to the individual concerned. The management does not seem to be interested in their activities."* All these comments led to the conclusion that leaders at MGI did not capitalize on the activities initiated by groups to improve their leadership styles while at AIFAS they did. The lecturers from both the institutes showed that in handling emergencies, the leaders called a meeting whereby all lecturers participated by raising their views before a decision was taken. If the emergency affected an individual, a prompt decision was taken by any lecturer who then reported the matter to the management. At times only the head of the institute handled emergencies and occasionally reported them to the other leaders. In particular, some lecturers from AIFAS pointed out that an appropriate committee was formed in a meeting to discuss the matter. The discussions were expected to result in consensus on what should be done. It could, therefore, be assumed that in both the institutes emergencies are attended to with methods appropriate to the situation encountered. Therefore, they require the situational leadership style. As Stoner and Freeman (1987)[24] point out, the situational approach looks at real life situations and calls for an appropriate solution. It also acknowledges that there is no single solution for problems. A leader is one who must find an appropriate solution to a specific problem.

Raising views on how change is handled, most lecturers from both institutes indicated that they had to work under the guidelines prescribed by the Ministry of Manpower – which is the regulatory authority for the institutes. Whenever a change was required, they were alerted and asked to contribute their views which leaders took into consideration before implementing a change.

A participative-democratic leadership style seems to be used in handling change in the two institutes. However, this style is coupled with a dictatorship style because the institutes have to operate under the guidelines of the Ministry of Manpower.

Concerning the history of the institutes, some respondents from AIFAS indicated knowledge that the institute was started on a very small scale by its owner – who is now Chairman of the Board, and Chief Executive – in 1996. Although they seemed to not know much about the history of the institute, its history did not have any impact on the leadership styles practised. Respondents from MGI noted that the institute, which was started in 2005 by its owner, who is now Chairman of the Board, has moved from relatively small beginnings to the present one that offers not only local but also international programmes. All the lecturers seemed to know about the history of the institute. However, this knowledge did not affect the leadership styles practised there.

4.6 SUMMARY OF FINDINGS

The first research question on the leadership styles of managers practised in the two institutes under investigation was answered through Table 8 about AIFAS and Table 11 about MGI. In AIFAS, 2 managers practised Team Leadership style, 1 practised Authoritarian Leadership style, while 1 had Impoverished Leadership style.

The Authoritarian Leader was high on Task score but low on relationship, thus making it difficult for the lecturers to contribute or develop.

The Impoverished Leader was not committed to either task accomplishment or people, thus allowing the team to suffer from lack of direction.

In MGI, 3 managers practised Team Leadership style while 1 manager practised Authoritarian Leadership style.

The second research question was about the expected leadership style, as preferred by the lecturers. This was answered through Table 9 about AIFAS and Table 12 about MGI. Lecturers in both the institutes indicated an expected leadership style as that of a Team Leader. This type of leader leads by positive example and makes an effort to develop a team environment in which all team members can reach their highest potential, both as team members and as individuals. They also normally form and lead some of the most productive teams.

It was also observed that the majority of managers and lecturers in both the institutes had no training in educational management. However, most of them considered this training as necessary, and indicated a desire to train themselves.

Meetings were considered to be one area that revealed the leadership styles needed to achieve institutional goals and objectives. The common finding from the two institutes was that agendas for meetings were planned in an autocratic manner by the leaders. However, the lecturers from MGI indicated that they were consulted, at times, and asked to contribute items for the agenda. Moreover, they were allowed to initiate meetings whenever the need arose. The major finding from both the institutes was that the lecturers wanted to be consulted before any meeting was held. They also wanted to participate in the planning of meetings.

During the actual discussions in a meeting, decisions were reached in two ways – by voting and consensus. The leadership styles that appeared during the discussions were dictatorial, participative and democratic. Generally, the leaders in both the institutes explored the lecturers' ideas and suggestions before reaching a decision.

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The second area that revealed the leadership styles used in the two institutes was the organisational structure. The finding of this inquiry was that since the two institutes had to strictly follow the guidelines of the Ministry of Manpower, they were influenced by the autocracy practised in civil service – using more of the job-centred leadership styles. However, the institutes had their formal system of authority to gear all activities towards achievement of their own goals and objectives. One significant finding from the study of MGI is that the formal line of authority tends to separate the lecturers from the leaders.

The last area that revealed the leadership styles practised in the two institutes was the activities going on in the communities surrounding the institutes. The finding was that the involvement of the lecturers in community activities and the community in the institute activities promoted participative democracy. Also, the lecturers' involvement advertised the institutes and led to the institutes' achievement of goals and objectives. However, there was a concern that information from the community was not disseminated fairly and this denied the lecturers opportunity to participate in activities that even helped in the achievement of institutional goals and objectives.

A number of other findings came up from the general comments that the lecturers from both institutes made. In dealing with emergencies, for instance, the finding is that in both institutes the leaders took prompt decisions. This means that the leaders were ready for eventualities and had contingency plans in place. However, if time and situation allowed, the lecturers were involved in reaching decisions through participative democracy.

The findings on handling change were that though government bureaucracy influenced them to some extent, the consultative and participative leadership styles were used to achieve goals and objectives.

When looking at whether the history of the institutes affected the use of leadership styles, there was no difference of opinion. The finding was that the history of these institutes had no influence on the leadership styles practised.

Generally, the findings reveal that there are various leadership styles practised in both the institutes – Team Leadership, Authoritarian, and Impoverished. However, lecturers in both the institutes expected their leaders to practise Team Leadership style.

The next chapter draws conclusions and makes recommendations that are based on the purpose, the research questions, the literature review, and the findings of the study. It also draws attention to the areas on which future research can be done.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 ORIENTATION

The study objectively investigated the leadership styles practised at Arabian Institute for Financial and Administrative Studies (AIFAS) and Modern Gulf Institute (MGI) in the Sultanate of Oman. It also investigated the expectations of lecturers in these institutes about the leadership styles of their managers. This section draws conclusions and makes recommendations from the findings relating them to the purpose, the research questions, the significance of the study, and the literature review.

5.2 CONCLUSIONS

Managers and lecturers from both the institutes regarded training in educational management as necessary for them. They felt that the knowledge and concepts of management would equip them with skills necessary for doing their job more efficiently and effectively. Knowledge of educational management would enable them to apply the principles of management to real-life situations. The leaders would be able to understand the need of the lecturers to be involved in the decision-making process, and the lecturers, in turn, would be able to appreciate the role of managers. This would contribute enormously to the development of team spirit.

However, in MGI there were 2 lecturers who did not think training in educational management was necessary. This could be an eye-opener. Management and leadership concepts or activities are needed to be known to all the lecturers who work in such institutes.

It was observed that in both the institutes there were managers who practised various leadership styles – Team Leadership, Authoritarian Leadership, and Impoverished Leadership. There was no one practicing Country Club Leadership style or Middle-of-the-Road Leadership style.

Regarding the findings on what were the expectations of lecturers, and what was their preferred style of leadership, the study showed that the lecturers chose Team Leadership style. The conclusion drawn from this finding was that the lecturers from both the institutes wanted to be informed, consulted, and asked to participate in organisational activities. This would lead to a climate of trust and openness in which the leaders would demonstrate an attitude that recognized the lecturers' expertise, skills, knowledge, efforts, and ideas, using these attributes to the needs of the individuals and the institute. They preferred and expected that their managers should contribute to the development of such environment, as they would get motivated to work more effectively.

There was an overall conclusion drawn from the findings of the preferred leadership style. The preference was similar in both the institutes. This connoted that the lecturers were conscious of how leadership should be practised in Vocational Education and Training institutes in Oman to improve the working relationships towards better efficiency. This was what lecturers expected from the managers.

5.3 RECOMMENDATIONS

There are four major management tasks, namely, planning, organizing, leading, and controlling. This study focused on leading which has sub-tasks of decision making, communicating, motivating, staffing, and in-service training. A leader should be good at these sub-tasks as they are executed to achieve institutional and personal goals and objectives. Leading, therefore, in this study, was concerned with interaction with lecturers and ensuring a team spirit in order to have an environment of effective work culture.

The leaders are individuals holding managerial positions. In this study there are chief executives and other managers. This categorization excludes the leaders of official structure like departments and committees. The leaders of the two institutes are vested with administrative

powers to supervise staff and execute all managerial tasks in their institutes. Based on the conclusions drawn from the analysed data, the study makes two recommendations towards the development of the institutes as well as managers and lecturers.

- **The leadership styles practised at the two institutes should respond to the expectations of lecturers.**
  - The lecturers in both the institutes have preferred the Team Leadership style. This style contributes to building and sustaining good inter-personal relationships. This style shows trust and encourages self-disclosure. Everybody in the institutes knows what is needed and valued for the benefit of the individuals and the institutes as there is sharing of ideas and activities. The lecturers, under this leadership style, operate in a relaxed and conducive working environment because the institutional tasks and the lecturers' needs are intertwined.
  - Team Leadership style also promotes mutual understanding between the leaders and the lecturers. This results in team building and ownership of tasks. Hence managers not practising this style need to introspect and train themselves to think 'out of the box' and take necessary steps to change their leadership style.

- **Arrangement should be made for providing training in educational management.**
  - Since the majority of managers and lecturers in both the institutes have had no training in educational management, and that they have indicated their intention to go for training, the managements of these institutes should arrange for the same. There are a number of organisations that conduct such training through different methods such as self-study, distance mode, online training etc. These managers and lecturers may be encouraged to enroll in such training programmes.
  - In addition, regular in-house workshops on this area could be run to equip all the managers and lecturers with requisite knowledge and skills. The workshops would be beneficial for all the leaders and the lecturers in that all would know how best to lead and be led in these institutes. This training would respond to the significance of the study in that leadership in the Vocational and Training institutes would be given attention as an important aspect to achieve goals and objectives.

5.4 FUTURE RESEARCH

The conclusions and recommendations drawn are based on the data contributed by the managers and lecturers in the two institutes. A study of Vocational Education and Training institutes should involve as many parties as they are in a particular institute. In the two institutes studied, the learners, the support staff, and the leaders constitute the population. Research done in the future should preferably involve them all. The study was one-sided because it only involved the managers on one side, and the lecturers on the other side, raising their views on the leadership styles practised and expected. Moreover, this type of study should in future cover a large number of such institutes. However, the suggested model of leadership style should be put into practice, monitored, and assessed to judge its efficiency and effectiveness.

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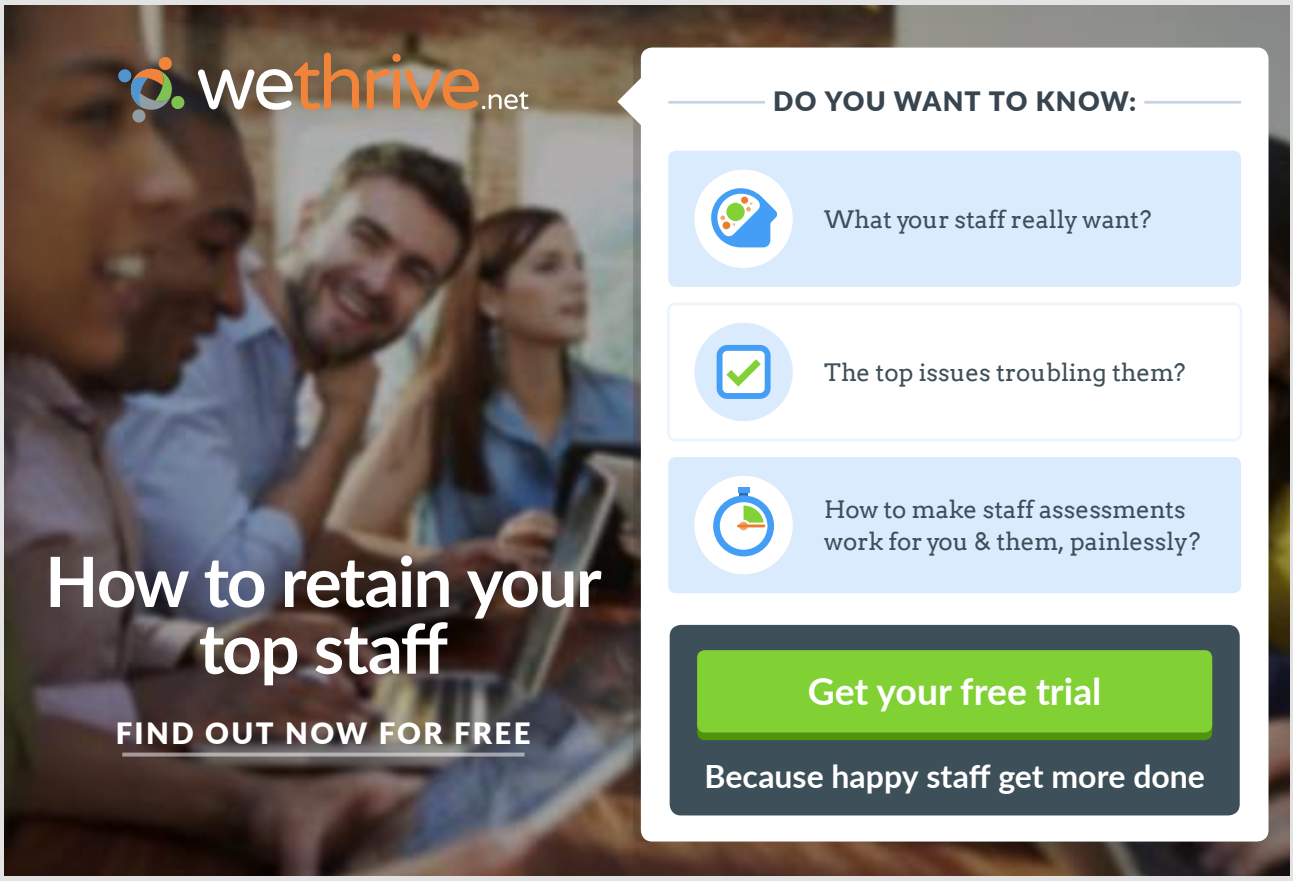
APPENDICES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6 APPENDIX – A: MAP OF OMAN

7 APPENDIX-B: QUESTIONNAIRE

TOPIC

An analysis of leadership styles in Vocational Education and Training Institutes in the Sultanate of Oman.

DIRECTIONS

This questionnaire aims at determining the leadership style in Vocational Education and Training Institutes in the Sultanate of Oman. You are requested to respond to questions and statements in accordance with the conditions that obtain in your Institute. Please follow the directions for responding given at the beginning of each section.

Please do not write your name anywhere on this questionnaire.

ALL RESPONSES WILL BE TREATED CONFIDENTIALLY.

I'd like to thank you in advance for your input.

1 Background information:

1.1 Your personal particulars: Please tick (√) what applies to you.

Gender: Male ☐ Female ☐

1.1.2 Age in years:

Under 30	30 – 39	40 – 49	50 – 59	60+

1.1.3 Academic qualifications:

Secondary	
Graduate	
M.A./M. Com/M.Sc.	
B.Ed./M.Ed.	
MBA	
Doctorate	
Others (Specify)	

1.1.4 Total Experience (Teaching/Administration/Office) in years:

1 – 4	5 – 10	11 – 20	21 – 30	31 - 40

1.1.5 Rater category (your position in the Institute):

Manager ☐ Supervisor ☐ Coordinator ☐

Lecturer ☐ Admin. Staff ☐

1.2 Training information:

1.2.1 Are you trained in educational management? Yes ☐ No ☐

1.2.2 If not, do you have any intention to train? Yes ☐ No ☐

1.2.3 Do you think training in educational management is necessary for lecturers in your Institute?

Yes ☐ No ☐

1.2.4 Why do you think so? Please give reason(s) for your answer:

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2 Leadership Self-Assessment Questionnaire

Below is a list of statements about your leadership behaviour. Read each one carefully. Then, using the following scale, decide the extent to which it actually applies to YOU.

Please answer as truthfully as possible. **There is no right or wrong answer.**

Never	Sometimes				Always
0	1	2	3	4	5

1. _____ I encourage my team to participate when it comes decision making time and I try to implement their ideas and suggestions.
2. _____ Nothing is more important than accomplishing a goal or task.
3. _____ I closely monitor the schedule to ensure a task or project will be completed in time.
4. _____ I enjoy coaching people on new tasks and procedures.
5. _____ The more challenging a task is, the more I enjoy it.
6. _____ I encourage my employees to be creative about their job.
7. _____ When seeing a complex task through to completion, I ensure that every detail is accounted for.
8. _____ I find it easy to carry out several complicated tasks at the same time.
9. _____ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.
10. _____ When correcting mistakes, I do not worry about jeopardizing relationships.
11. _____ I manage my time very efficiently.
12. _____ I enjoy explaining the intricacies and details of a complex task or project to my employees.

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13. _____ Breaking large projects into small manageable tasks is second nature to me.
14. _____ Nothing is more important than building a great team.
15. _____ I enjoy analyzing problems.
16. _____ I honour other people's boundaries.
17. _____ Counselling my employees to improve their performance or behaviour is second nature to me.
18. _____ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

3 Leadership Questionnaire (about your manager):

Below is a list of statements about your manager's leadership behaviour. Read each one carefully. Then, using the following scale, decide the extent to which it actually applies to **YOUR MANAGER**. Please answer as truthfully as possible. **There is no right or wrong answer.**

Never	Sometimes				Always
0	1	2	3	4	5

1. _____ My manager encourages me to participate when it comes decision making time and my ideas and suggestions are implemented.
2. _____ Nothing is more important to my manager than accomplishing a goal or task.
3. _____ My manager closely monitors the schedule to ensure a task or project will be completed in time.
4. _____ My manager enjoys coaching people on new tasks and procedures.
5. _____ The more challenging a task is, the more my manager enjoys it.
6. _____ My manager encourages employees to be creative about their job.
7. _____ When seeing a complex task through to completion, my manger ensures that every detail is accounted for.
8. _____ My manager finds it easy to carry out several complicated tasks the same time.
9. _____ My manager enjoys reading articles, books, and journals about training, leadership, and psychology; and then putting what they have read into action.

10. _____ When correcting mistakes, my manager does not worry about jeopardizing relationships.
11. _____ My manager uses time very efficiently.
12. _____ My manager enjoys explaining the intricacies and details of a complex task or project to employees.
13. _____ Breaking large projects into small manageable tasks is second nature to my manager.
14. _____ My manager feels that nothing is more important than building a great team.
15. _____ My manager enjoys analyzing problems.
16. _____ My manager honours other people's boundaries.
17. _____ Counselling employees to improve their performance or behaviour is second nature to my manager.
18. _____ My manager enjoys reading articles, books, and trade journals about this industry; and then implementing the new procedures they have learned.

8 APPENDIX – C: FOLLOW-UP QUESTIONNAIRE & INTERVIEW GUIDE

TOPIC

An analysis of leadership styles in Vocational Education and Training Institutes in the Sultanate of Oman.

DIRECTIONS

This questionnaire aims at determining the leadership style in Vocational Education and Training Institutes in the Sultanate of Oman. You are requested to respond to questions and statements in accordance with the conditions that obtain in your Institute. Please follow the directions for responding given at the beginning of each section.

Please do not write your name anywhere on this questionnaire.

ALL RESPONSES WILL BE TREATED CONFIDENTIALLY.

I'd like to thank you in advance for your input.

SECTION – A: MEETINGS

(You may tick (√) more than one response, and write an explanation on the space provided.)

1. **How does a manager go about planning meetings in your institute?**
   A. _____ They conduct a meeting without any agenda.
   B. _____ They plan the agenda on their own.
   C. _____ They ask the staff to contribute items for the agenda.
   D. _____ They allocate time for each item on the agenda.
   Explain further: .....
   .....
   .....
   .....

2. **In meetings that your institute holds, how are the decisions made?**
   A. _____ Decisions are well considered based on facts and reasons, and reached by consensus.
   B. _____ Decisions are forced by individuals; not everyone's point of view receives equal attention.
   C. _____ Decisions are reached by majority vote.
   D. _____ Decisions are compromised rather than fully reasoned out. Often it is not clear whether or not decisions are to be made.
   Explain further: .....
   .....
   .....
   .....

3. **When you have to make a decision in a meeting, how are the discussions handled?**
   A. _____ Consider ideas and base your conclusions on them.
   B. _____ Tell them at the start of the meeting that you want their contributions in order to make a decision.

C. _____ Tell them your decision and convince them that it is a good decision.
D. _____ Ask them to contribute but tell them your decision is final.
Explain further: .....
.....
.....
.....

SECTION – B

Organisational structure and management for achievement of organisational goals and objectives

1. Does your institute have an organisational structure known to you?
   Yes ☐ No ☐
2. Do you think everyone knows to whom they are responsible?
   Yes ☐ No ☐
3. How is performance of lecturers assessed in your institute?
   .....
   .....
   .....
4. What incentives are given if lecturers perform to their expected standard?
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   .....

SECTION – C: GENERAL DATA

1. Are you aware / made aware of related academic activities going on outside your institute?
   Yes ☐ No ☐
   Explain further: .....
   .....
   .....
   .....
2. What do you do with the information received?
   .....
   .....

3. Generally, how do you relate with the public i.e. other education/training institutes, business organisations etc.?
   .....
   .....
4. How are the informal structures that exist in your institute handled?
   .....
   .....
5. What do your managers do when the unexpected that requires prompt decision occurs in your institute?
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   .....
6. If change is to take place in your institute, how is it handled?
   .....
   .....
7. How do you think the history of your institute affects the way it is managed?
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   .....
8. Generally, what is your observation on the leadership styles that prevail in your institute?
   .....
   .....

SECTION – D: GENERAL COMMENTS

TOPIC

An analysis of leadership styles in Vocational Education and Training Institutes in the Sultanate of Oman.

1. What actually happens in the planning of the faculty meeting?
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2. In your observation, how are meeting discussions handled in order to reach a decision?
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   .....

3. Does the organisational structure influence the leadership styles practised in your institute?

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4. What do the leaders/managers of your institute do to sustain good performance of the lecturers?

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5. What do leaders/managers do to lecturers who do not perform to the expected standard?

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