

Least Common Multiple of Teacher Leadership Styles: Implication for Classroom

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Abstract

School teachers in the role of leaders interact directly with the students to develop their cognition for a desired outcome. At the same time they also form caring relationships with them, not only to guide them academically but also as mentors socially and spiritually. By and large students also possess certain capacity and motivation for their own learning. This capacity to a large extent is also influenced by teacher's role in the classroom. Three factors have major influence to shape the effectiveness of a classroom: Learning outcomes, care and motivation. This study explains these factors and presents these in three dimensional models. Eight different combinations (models) emerged by considering extreme existence (+) or extinction (-) of the three factors, in order, to specify a particular leadership style for teacher leadership. To explore the implication of these different styles in a classroom, a list of eight most important aspects of a classroom were identified through literature and later on validated by experts and practitioners. The influence of the above three factors on these eight aspects were shared with the experienced teachers and head teachers. Most of the teachers and head teachers were of the view that presence of all the three factors is essential for an effective classroom.

Keywords: Teacher leadership, Leadership styles, Pedagogy, Models of teacher leadership.

Introduction

Leadership and pedagogy are two important notions of the educational literature; a number of theories (e.g. Bastien, 1999; Dupont, 1982; Frost & Durrant, 2003; Grace, 1995; Heimlich & Norland, 2002; Hopkins, 2003; MacNeill & Silcox, 2003; Sergiovanni, 1998; Waters, Marzano & McNulty, 2003) have attempted to make them understood. These are two human discoveries; one is about to lead/control the human beings and the other to educate them. Integrating these two concepts, which are already sufficiently complex in their own circles, gave a new concept in teacher leadership i.e. pedagogical leadership.

When we deal with the teacher as a leader in a classroom, a few factors come upfront to impact classroom dynamics. Among these, the

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presence of a minimum number of factors is necessary for carrying out classroom activities effectively. Least Common Multiple (LCM) refers to minimum requirement to accommodate all the factors contributing to a particular situation. Building on the same notion, this paper identifies a combination of factors required for the effective teacher leadership in a classroom situation. The study addresses four questions; (a) what are the most important aspects of a classroom dynamics? (b) what are the factors impacting the identified aspects? (c) what are the possible combinations of these factors to constitute a specific leadership style? and (d) what implications of each style on the identified aspects?

Methodology

Development of the model

Based on Riden's (1987) 3-D Managerial Grid for leadership styles and theories related to pedagogy (as discussed by Altet, 1994; Houssaye, 1994; Ladd & Ruby, 1999; Merieu, 1993), the most important three factors impacting different aspects of a classroom were identified. Combinations of these factors were sought and presented in three dimensional models. For this purpose, each factor was assigned one axis as chosen by Riden to generate visuals for these models. In order to avoid complexity, only those combinations (models) were discussed which emerged by considering extreme existence (+) or extinction (-) of the identified factors to specify a particular leadership style for teacher leadership.

A list of the most important eight aspects of a classroom was developed through literature. The list was validated by experts and practitioners. Implications of each model on these aspects were discussed in the light of view points of different experts available in the literature.

Validation of implications of the identified styles on different aspects of a classroom

In order to validate the implication of the identified styles in a classroom, a small scale survey was also done in Karachi (Pakistan). For this purpose an open ended questionnaire was developed and administered over 15 teachers and 5 school heads. The respondents of the questionnaire were requested to; (a) give name, out of different leadership styles prevailing in the literature, to each combination of the factors, and (b) mention implications associated with each combination to all the eight identified aspects of a classroom. Before administering the questionnaire, an orientation was given to them in order to understand the purpose of the study, implications associated with the name of each style and above mentioned eight factors of the classroom. Further more, during the data

collection, formal and informal discussions were also made with the respondents.

Review of Literature

Leadership

There are more than 350 definitions of leadership (Henderson, 2003). A large number of studies have been conducted to identify characteristics distinguishing leaders from non-leaders and, more importantly, distinguishing effective leaders from ineffective leaders. We still lack a clear and undisputable understanding of the term. Because of the large scope of the construct, there is no consistent and universally agreed-upon definition of leadership. Foster (2004) has pointed out “within the field of educational research, ambiguity and confusion surrounds the notion of leadership” (p. 35). Hopkins (2003) considers the literature on educational leadership as problematic because:

“... most commentators, certainly those writing during the past ten or twenty years, tend to conflict their own views about what leadership should be with their descriptions of what leadership actually is and fail to discipline other positions by reference to empirical” (p. 57).

However, it is clear that “leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve the purpose” (Jacobs & Jaques, 1990, p.28). Northouse (2004) also considers leadership as a process “whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Frost and Durrant (2003) assumed that “leadership is a concept which can be illuminated using three key words: values, vision, and strategy” (p. 174). In this regard a leader might direct a group or an individual towards a goal, that leader must be able to exert influence or guide the thoughts and/or behaviours of others (Bass, 1990; Hollander & Offerman, 1990; House & Podsakoff, 1994). This process contains two necessary and interrelated parts: leadership and followership. However, in Predpall’s view “leaders must let vision, strategies, goals, and values be the guide-post for their action and behavior rather than attempting to control others”. (1994, pp 30-31) Yukl and Van Fleet (1992) define leadership as follows:

“It is a process consisting in influencing the objectives of work and the strategies of a group or an organization; to influence the actors of an organization to establish strategies and to achieve the goals; to influence the

operation and the identity of a group and, finally, to influence the culture of an organization” (p. 149).

Leadership is much more than a simple individual behavior. The basic variable which comes out from this definition is the “influence”.

Most of the definitions of leadership refer to the process whereby one influences other people in order to reach certain organizational and/or individual goals. In this connection it is not only required to develop visions, to create values and to observe a direction as a leader. But it is also important that the leader presents him/herself as a role model for his/her followers (Hinterhuber, 2003). In short we can say leadership is “the process of guiding followers in a direction in pursuit of a vision, mission or goals” (as cited in AKU-IED Educational Leadership and Management Study Guide, 2004, p.28).

Pedagogy

“The term pedagogy is seldom used in English writing about education” (Watkins & Mortimore, 1999, p.1). It has deep historical roots and meanings. Pedagogy is derived from French and Latin adaptations of the Greek... literal meanings are man having oversight of child, or an attendant leading a boy to school” (Watkins & Mortimore, 1999, p.3). van Manen (1991) explains that the term pedagogy is derived from the Greek and refers not to the teacher, but to the watchful ... guardian whose responsibility it was to lead (agogos) the young boy (paides) to school ... The adult has the task of accompanying the child, of being with the child, of caring for the child. This is the kind of “leading” that often walks behind the one who is led. The ... pedagogue was there in loco parentis (or in place of the parent) (p.37).

Brief definitions of pedagogy are offered time to time. A common example is “science of teaching”. However, the breadth of this phrase may create its own difficulty, since such a definition depends on the reader’s assumption about “science” and their conceptions of “teaching” (Watkins & Mortimore, 1999, p.2). Hill (1997) views pedagogy as an art of teaching. According to him pedagogical issues relate to teaching and learning. For example, a fundamental pedagogical issue in distance education pertains to the importance of the medium in distance learning environments.

We should search for an alternative way of thinking about pedagogy which is neither science nor art: this is seeing pedagogy as a craft, an approach suggested by writers who recognize uncertainty and the limits of predictability.

So there is no need to define the term pedagogy in a way which stresses only the teacher’s role and activity. Let us consider teacher as a craftsman. We believe that it is helpful to our discussion to focus our attention on

teaching but we also need to take the learner into account. Thus I consider pedagogy as, “any conscious activity by a person designed to enhance learning of another” (Watkins & Mortimore, 1999, p. 3).

Role of a teacher as leader

Teachers first practice leadership directly in schools since they stand first and closest in a caring relationship to children. They as leaders have the major responsibility for guiding children academically, morally, socially and emotionally through the world of childhood to adulthood.

As a guide or leader of a class the teacher is brought to make operational decisions. Indeed, the teacher is above all a decision maker as “each teaching action is founded on an interactive decision” (Altet, 1994, p.100). Rey (1999) is also of this view. According to him, “teacher makes the management and it implies infinite number of micro-decisions which are necessary to take in the urgency and the improvisation” (p. 98). The teachers, following the example of leaders, are thus confronted with unique situations. Although most of the work in itself remains the same but its components can vary in quantity, quality, availability, and modifiability. This condition makes each situation unique.

Factors Affecting Various Aspects of a Classroom

In this section an effort is made to identify and define operational factors contributing to effective teaching learning process based on leadership and pedagogical aspects of a class. It requires more carefulness and thoughtfulness in the selection of these factors, as to great extent these factors are arbitrary and restrictive and at the same time are quantitative and qualitative. The factors identified below are relating to pedagogy, leadership and then their combination as ‘pedagogical leadership.

a. Factors relating to pedagogy

While identifying factors for pedagogy, I noticed that behind an apparent difference between several pedagogical models emerging from representation; there is an identical structure among them. Pedagogy is often presented in the form of a triangular model (Houssaye, 1994).

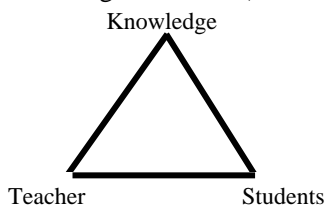


Figure 1: Houssaye, triangular model

According to Meirieu (1993) these vertices are the teacher, the learner and knowledge. However, Dupont (1982) underlines triple role of the teacher in any educational transaction: teacher-helping, teacher-teaching and teacher-organizing.

Moreover, one should not neglect the fact that teaching must be active and constructive. In this direction, pedagogy would be only one art of mediation making it possible to build “an arch between the child and the knowledge” (Meirieu, 1985, p.173). It precisely pushes us to set up the participation of students in teacher’s teaching as a variable with full share covering this field from “making” of the concrete action in the class. Altet (1994) points out that the role of the teacher is not limited any more to communicate knowledge because contents cannot do everything. However her roles are; (a) to guide and accompany the student in his/her problem, (b) to lead this problem to formulate questions, (c) to analyze data and to build an answer. He/She still has to adapt the interventions according to the needs of the students keeping in mind the scale of participation which accounts for the degree of implementation of the concept of participation in an education system.

The concept of teaching style is very significant in the field of education. Teaching and learning styles are the behaviors or actions that teachers and students exhibit in the learning exchange. For example, in studying a group of international students in a business administration program, Ladd and Ruby (1999) found that of primary interest to students was establishing warm personal relationships with their teachers. Teaching behaviors reflect the beliefs and values that teachers hold about the student's role in the exchange (Heimlich & Norland, 2002).

b. Factors relating to leadership

While discussing leadership one cannot overlook Blake & Mouton (1985) Managerial Grid. For them (Blake & Mouton) any organization in the broad sense comprises two universal characteristics:

1. The objective (concern for production) is the extent to which a manager directs his subordinates' efforts towards goal attainment; characterized by planning, organizing and controlling. Hoy & Miskel, (1987) consider as “concern of production is not limited to things; instead it denotes a concern for whatever the organization engages its people to accomplish i.e. the successful accomplishment of the organizational tasks”. (p.299)
2. The human factor (concern for people) is the extent to which a manager has personal job relationships; characterized by mutual trust, respect for subordinates' ideas and consideration. Hoy & Miskel, (1987) point out “concern for people refers primarily to sound and warm interpersonal

relations. Self-esteem and the personal worth of the individual are stressed.” (p.299)

Blake & Mouton (1985) placed concern for the objective along the “x-axis” horizontal line, with a scale from one to nine, with nine as highest. The concern for the human factor went on the “y-axis” vertical line, scale also from one to nine.

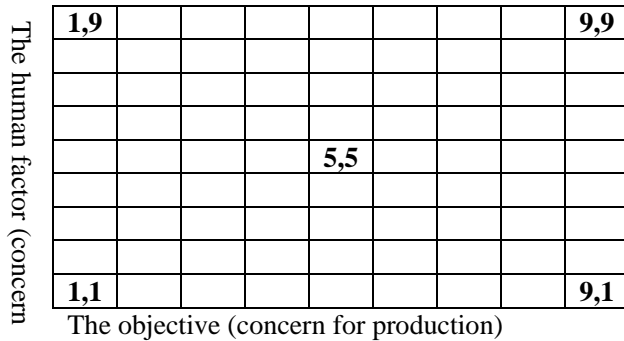


Figure 2: Managerial Grid of Blake & Mouton

Reddin (1987) considered capacity as an essential for any leadership style. He introduced it as a third variable to be simultaneously taken into account. Reddin's 3 dimensions are:

1. Task Orientation is the same as Blake & Mouton took “objectives”.
2. Relationships Orientation it also matches Blake & Mouton’s “human factor”.
3. Effectiveness is the capacity — motivation, manner whose hierarchical system is used to make people take part in the production. It is the extent to which a manager achieves the output requirements of his position. In this way Effectiveness became the third dimension, the “z” scale. Reddin (1987) proposed eight (8) box model of management behavior.

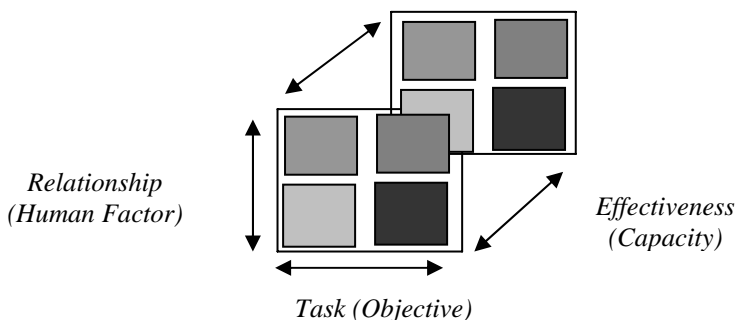


Figure 3: Ridden’s 3-D Grid

Reddin (1987) like Blake & Mouton (1985) identified four major leadership styles on the high effectiveness plane and four corresponding styles on the low effectiveness plane, effectiveness being where the leadership style matched the demands of the situation.

It is important to notice that Reddin's (1989) research led him to the view that degrees of relationships orientation and degrees of task orientation were independent of effectiveness i.e. either could be correlated with success dependent upon the situation.

c. Factors relating to teacher leadership

Some recent findings (e.g. Waters, Marzano & McNulty, 2003) show a strong relationship between leadership and students' achievement. Teacher leadership is more effective in this regard. It is "talked about in terms of the extent to which teachers can be persuaded to take on management roles" (Frost & Durrant, 2003, p.176). Nevertheless it is not a formal role, responsibility or set of tasks; it is more a form of agency where teachers are empowered to lead development work that impacts directly upon the quality of teaching and learning. It is more inclusive in that the need to encourage all teachers to be "change agents" is addressed (Fulan, 1993) whether they have or not formal managerial roles. So, first Teacher leadership seems to offer a very appropriate model for leading teaching and learning. It can expand out of educative leadership because of its value correspondence with it, especially in relation to Fullan (2001) three core aspects of leadership – moral purpose, relationship building and knowledge creation. Keeping in view these core aspects of leadership, the three factors given in Ridden's 3D managerial grid for leadership, Houssaye (1994) triangular model of pedagogy, and Altet (1994) scale of participation in teaching and learning process, I came across with three basic factors for teacher leadership which can impact almost all aspects of a classroom.

- Interest of teacher for the objectives (*Learning outcomes*) in terms of students' result (L)— concern for the production: students' achievement
- Interest of the teacher for the human factor (students) in terms of *students' Care*, interpersonal relationship, students' self-esteem (C) — concern for students
- Interest of the students for their own learning keeping in view their own capacity i.e. *students' Motivation.(M)*— students participation in the learning process

Models Emerging From the Various Combinations of the Factors Affecting Various Aspects of a Classroom

I consider the three identified factors in a general meaning. One can break them up into elements, more or less independent from/to each other but it will bring complexity in the geometrical representations, and might lose simplicity, representative-ness and especially accessibility. So taking into account these three factors, eight different combinations (models) emerged by considering extreme existence (+) or extinction (-) of the L, C and M in order to specify a particular leadership style for teacher leadership.

Style-1: (L- , C-, M-)

Style-2: (L-, C+ , M-)

Style-3: (L+ , C-, M-)

Style-4: (L+, C+, M-)

Style-5: (L- , C- , M+)

Style-6: (L-, C+, M+)

Style-7: (L+, C-, M+)

Style-8: (L+, C+, M+)

Identification of Important Aspects of a Classroom Affected By Teacher Leadership

According to Harris & Muijs (2003) teacher leadership is primarily concerned with developing high quality learning and teaching in schools. It has at its core a focus upon improving learning. Frost and Durrant (2003) have also emphasized that teacher leadership is of “development work” which has an explicit focus on teaching and learning. Keeping in view the focus of teacher leadership and classroom activities, I identified eight aspects;

- *Teacher’s role* (mentor, leader, facilitator, transmitter etc.)
- *Teacher’s attitude towards students* (kind, polite, accommodative, harsh, etc.)
- *Teacher-student relationship* (friendly expressing; empathy, mutual respect, annoyance, etc.)
- *Students’ personality development* (openness to experience, emotional stability, confident, lack of confidence etc.)
- *Students’ conceptual understanding* (problem solver, in-depth, life long, shallow, etc.)
- *Students’ attitude towards knowledge* (asset, means to achieve a goal, task completion, liability, etc.)
- *Nature of learning activities* (student centered, focused and light, heavily content loaded, teacher centered, etc.)

- *Overall environment of the class* (student friendly, supportive for learning, pleasant, frustrating, etc.)

These aspects were validated by the 5 professional development teachers.

Models (Styles) of Teacher Leadership and Their Implications in a Classroom

In this sections implications of the three factors on the identified aspects will be discussed in the light of literature and data collected for the validation for each of the eight styles. Every combination is graphically presented in three dimensional models by taking L, C & M along with X, Y and Z axis respectively. Keeping in view Blake and Mouton (1985), I took scale 1 to 9 for each face of the models.

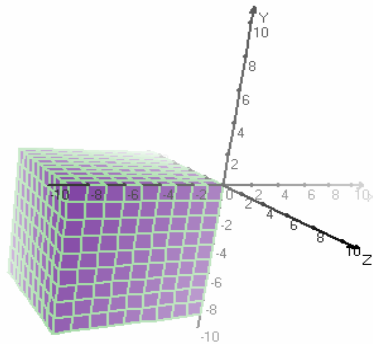


Figure 4: Style-1: Laissez-faire (L-, C-, M-)

A teacher with this style seems tired, careless, disappointed or demotivated and satisfies with the necessary minimum. The division of the work of teaching as well as the simplification of the tasks is thorough to the extreme, not offering any stimulant, and no challenge to be surmounted. This type of style generates monotonous and repetitive work. In order to avoid the controversy, evaluation design in this style is limited to the bare minimum, avoiding drawing any attention towards lack of engagement. The more serious aspect is the teacher's incompetence and lack of aptitude.

A student confronted with this style usually faces two main negative consequences; (a) lack of stimulation in the teaching associated with indifference, and (b) lack of consideration. These can cause in the student a reproduction of the behavior of the teacher which will result in a fall of the motivation, lack of cognitive engagement, and lack of perseverance.

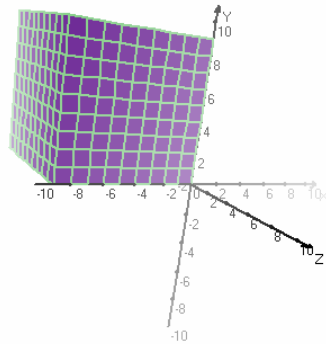


Figure 5: Style-2: Paternalist (L-, C+, M-)

With this style, every thing is arranged in sequences of teaching to satisfy needs of students. The standards of knowledge are established on relatively low levels in the spirit of user-friendly. Thus a teacher with this style often seeks it to make cross successfully all the obstacles of the school course (while encouraging by a positive reinforcement and trying to convince) with sometimes a tendency marked to students.

The students could however, be brought to underestimate the requirements suitable for the knowledge with the search for an environment “child-friendly”, or to think that what counts before all it is the quality of the relation with their teacher (Rey, 1998).

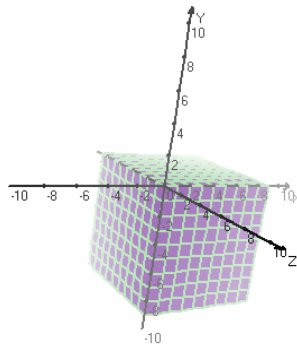


Figure 6: Style-3: Autocratic (L+ , C-, M-)

In this mode of leadership, the classroom environment is not significant; the most important is to complete the task, and to achieve the objectives in order to cover the matter guided by the handbooks and the exercise books. The programme constitutes the only “contract” (not negotiated and

nonnegotiable) binding the teachers and students. The course of the teaching is collective, of transmitting type and is carefully controlled by a strict discipline. The teacher gives her instructions only step by step, breaking up and parceling out the knowledge. All occurs as if the process of teaching were “extrinsic and alien with the personality of the student” (Bastien, 1999, p.417). This pedagogical rigidity can generate more “weakness”, de-motivation, high level of stress and even school overwork. Due to too much soliciting through repetitive activities or of seed-planting drill, the students do not have time to develop their creative aptitude. Above all, this pedagogy generates conformism and tender, by supporting only the reproduction of a standard setup in an ideal-type.

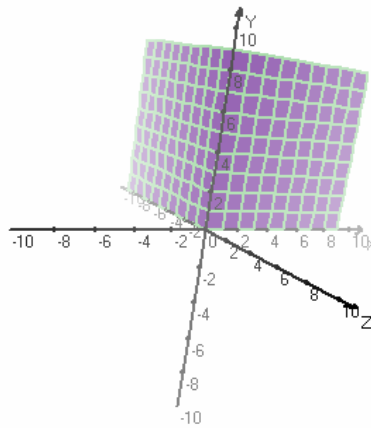


Figure 7: Style-4: Benevolent Autocratic (L+, C+, M-)

A teacher with this style expresses a high concern for students and their results, but is unable to relinquish control and allow students to make their own contribution.

The basic internal principle of similar teaching (neglecting the participation) could be described into these terms: “I am the teacher responsible for your teaching, I will transmit my knowledge to you and I will help you but, in return, I await your obedience as for the way that I will show you”. The spring of the motivation which probably hides behind this style is to encourage admiration by granting to the students (with the limit selected and sorted) the benefit of teacher’s experience and counseling. In this way, we approach more patronage, the student becoming an apprentice under the aegis of a mentor (teacher). The drift is double here; (a) the knowledge is folded back by the student, (b) creativity is choked and attached in the efforts to answer waiting for the teacher’ question.

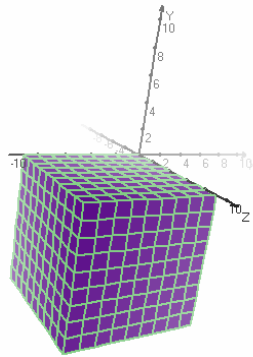


Figure 8: Style-5: Pure Form (L- , C- , M+)

It is a question here “simply” of giving the exchange, to create the illusion of the participation in order to meet the requirements of the official curriculum. Actually, in this style, objectives could be of three types; (a) minimal conformity with the programme, (b) obtaining obedience, and (c) the success with the examinations which become the goal even of the acquisition of the knowledge. This step comprises a trap which would be likely to block the learning process. For Rogers (1996), one of essential qualities of the teacher is authenticity. However, this quality is precisely incompatible with a leadership of pure form. Research (e.g. Miller 2001; Stitt-Gohdes 2003) supports the view that when students’ learning preferences match their teacher’s teaching styles, student motivation and achievement usually improves.

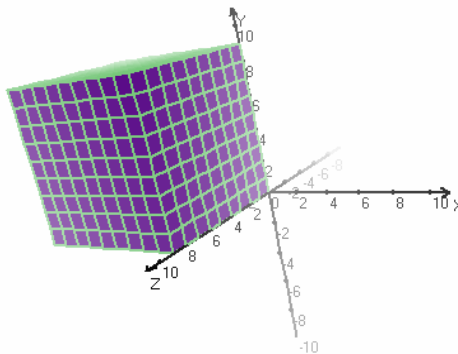


Figure 9: Style-6: Buddy (L-, C+, M+)

Perhaps this style has mostly been observed in young people at the beginning of their careers. This style combines interest for the students and

their participation. The required harmony can come owing to the fact that the teacher keeps abstract relations with the students, e.g. through discussions on their centers of interest (like games). This style of leadership can lead to a situation of formation with a possible excess e.g. inclination towards a recreational activity like a festival. However, essentially the festivity is temporary. It is thus the entire problem which is raised after-formation, full of consequences in terms of teaching! “What will happen, once the festival over? The things will take again revert to their normal course... and formed will only mobilize very little of the learned assets” (Galambaud, 1980, p.181).

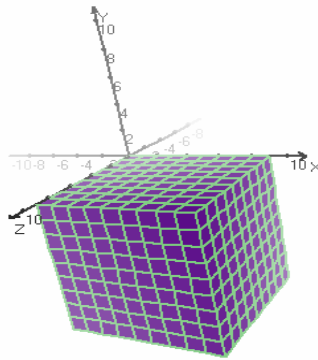


Figure 10: Style-7: Manipulator (L+, C-, M+)

Apparently a teacher with this style can capture their interest by her tone on the task and the participation. However, the disinterest for the student leads her to make the most underhand style and most dangerous for this model. By a certain approach and a skewed presentation, the teacher induces the choices to the students and later on she gives the impression that it is her who does them.

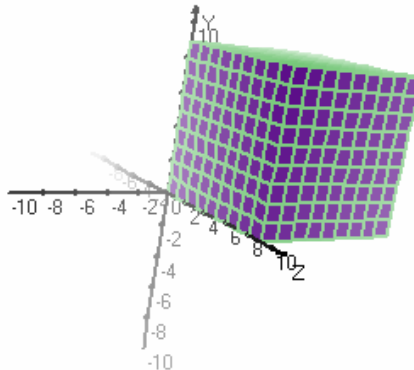


Figure 11: Style-8: Mediator (L+, C+, M+)

The pedagogical orientation of leadership “mediator” carries out the integration of the three axes “learning-care-motivation”, supporting by a classroom environment where it is good to work and where the students not only take pleasure to work, but also are stimulated to deal with themselves and to develop their critical spirit and their creativity (Rogers, 1996). In this way, the material taught is not an end in itself, but becomes a means with the service of a pedagogy centered teacher, resulting in the profit of the development of the students. Thus the students become true creators of their learning.

Validation of Implications Associated With Different Models

In order to explore the implication of these different styles in a classroom, a list of eight most important aspects of a classroom were identified through literature and later on validated by experts and practitioners. These eight aspects include; teacher-student relationship, teacher’s behavior with the students, teachers attitude towards students, students attitude towards knowledge, students understanding about the acquired knowledge, students’ personality development, nature of learning activities, and overall environment of the class. The influence of the above three factors on these eight aspects were opined from experienced teachers and head teachers. Data was collected through questionnaire from the teachers/principals of various schools at Karachi. Before administering the questionnaire, an orientation was given to them in order to understand the purpose of the study, implications associated with name of each leadership style and above mentioned eight factors of the classroom. Most of the teachers and head-teachers opined that the presence of all the three variables is essential for an effective classroom. Hence the combination (L+, M+, C+) stands out as a minimum requirement for effective teacher leadership for almost every factor of a classroom. The respondents picked up the title “mediator” for this style.

The data collected regarding the implications associated with each style also validate the above discussion. A summary of implications associated with each of the above styles mentioned by the respondents is given in annexure II.

Conclusion

The model, discussed above, for teacher leadership can undoubtedly appear some thing very simplistic, incomplete or too conceptual. It was also evident during formal and informal discussions with the teachers and school heads, at the time of data collection. However, the limits are as many as the prospects, and remain to be explored in order to consolidate the model. A work of observation in class proves to be necessary in order to identify the

behaviors of teachers to locate them in suitable space. This realization would then equip the model with genuine operational and mobilizable tools in various situations.

With a view for initial formation, the model stresses the various elements to be taken into account in a teaching situation. More over, it explicitly points out some standard and unquestionable behaviour for prospective teachers as for the practices to implement (a thorough knowledge and a better comprehension of the concepts allowing a greater objectivity).

However, it is obvious that the minimum requirement for effectiveness of classroom activities is presence of all factors i.e. L+, M+, and C+, which refers “mediator style”.

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*Annexure -I***General Description of Leadership Styles***Style-1: Laissez-faire*

A person with this style exercises little control over his team members, leaving them to sort out their roles and tackle their work, without him participating in this process. In general, this approach leaves the team floundering with little direction or motivation. Generally, with this style, very low motivation can be maintained in an organization.

Style-2: Paternalist

A person with this style demonstrates all of the strength, determination, and courage that brings about results, and yet also considers people in the process. Paternalists don't just want to control others, but who want them to smile and say, "Thank you!" He often has a proven track record of accomplishment and wants to share that expertise by taking care of everyone in what he perceives to be a helpful and supportive way.

Style-3: Autocratic

A person having this style dominates team-members, using unilateralism to achieve a singular objective. This approach to leadership generally results in passive resistance from team-members and requires continual pressure and direction from the leader in order to get things done. Generally, an authoritarian approach is not a good way to get the best performance from a team.

The autocrat has little confidence in his subordinates/team members and distrusts them. He makes most of the decisions and passes them down the line. He makes threats where necessary to ensure that his orders are obeyed.

Style-4: Benevolent autocratic

The benevolent autocrat sees herself as a superior father figure who makes all the important decisions and then convinces his subordinates/team members to go along with them. He may allow some decisions to be made by some subordinates/team members within a framework set by her/him. Rewards as well as punishments may be used to "motivate" people.

Style-5: Pure form

A person with this leadership style has minimal consistency with the production; desires for master and servant from his subordinates/team members; and achieves the output requirements of his position.

Style-6: Buddy 5

A person with this leadership style avoids confrontation and dealing with negative issues e.g. performance and behavioral problems. Poor performing subordinates/team members often get advantage from him and he loses top performers because they are burdened with covering for poor performing subordinates/team members who are not properly disciplined by buddy managers.

Style-7: Manipulator

A manipulator believes the ends justify the means. This style is the least ethical. This is based on short term gain and lacks trust.

Style-8: Mediator

A person with this style is motivated to create and maintain interpersonal harmony; incorporates others' agendas and opinions into decision-making process; seeks a comfortable living and working environment; steady, adaptable and easygoing; understands all points of view in a conflict, but may find it difficult to assess personal priorities; may become inflexible and immovable once a decision is reached. The person promotes acceptance of differences and mutual positive regard. He emphasizes teamwork, cooperation and collaboration as a way to reduce conflict and maintain good will. He believes in hearing all sides of a dispute before making a decision.

*Annexure -II***Summary of implications associated with each combination mentioned by the respondents**

Combination	L- , C-, M-	L-, C+ , M-	L+ , C-, M-	L+, C+, M-	L- , C- , M+	L-, C+, M+	L+, C-, M+	L+, C+, M+
Style	<i>Laissez-faire</i>	<i>Paternalist</i>	<i>Autocratic</i>	<i>Benevolent Autocratic</i>	<i>Pure Form</i>	<i>Buddy</i>	<i>Manipulator</i>	<i>Mediator</i>
Aspects	Implications							
<i>Teacher's role</i>	Passing information	Facilitator, more directed towards students' interest	Dictator, director, dominant, threatening	Mentor, control with bit caring, keep on reminding, transmitter of knowledge	Master	Friendly, Facilitator	Self-oriented	Moderator
<i>Teacher's attitude towards students</i>	Non-participatory, passing time, careless attitude	Caring, loving, friendly, satisfying students' need	Means to an end, all are same	Wants her student to learn best, Indifferent, result focused	Less or not formal, more professional than humanistic	Respect student ideas, positive attitude	Use students as a mean towards an end, lack of care & respect	Nurturing, positive, encouraging
<i>Teacher-student relationship</i>	Most of students in this class will be damaged. Both students and	Interpersonal relations are developed, friendly, very open to each other, mutual	Very poor, senior-junior	Frustrating for the teacher, Rapport but not ever lasting,	Restricted to academic support, no socialization with each other	Friendly and close	Good relations but declining, no respect to each other in future	Mutual trust and reciprocal, interpersonal harmony Co-

Combination	L- , C-, M-	L-, C+ , M-	L+ , C-, M-	L+, C+, M-	L- , C- , M+	L-, C+, M+	L+, C-, M+	L+, C+, M+
Style	<i>Laissez-faire</i>	<i>Paternalist</i>	<i>Autocratic</i>	<i>Benevolent Autocratic</i>	<i>Pure Form</i>	<i>Buddy</i>	<i>Manipulator</i>	<i>Mediator</i>
Aspects	Implications							
	teacher remain like stranger	trust						operating
<i>Students' personality development</i>	Confused, drifting, afraid to take initiatives, aggressive, self centered	Lack of confidence, very weak interpersonal skills	Not holistic only cognitive level	Lopsided, lacking spirit and enthusiasm	Lacking human relationship	Social development	Social & Interpersonal skills	Confident, independent learner, holistic development
<i>Students' conceptual understanding</i>	No concept building, can only reproduce	Low level of conceptual understanding, no proper learning	Rote learning, assessment focused, superficial	Scanty, superficial, no improvement in understanding	Less or no learning	Critical	Rote learning, superficial	High level of cognitive development
<i>Students' attitude towards knowledge</i>	Hatred , feel liability, assessment oriented	Motivated because of the care of teacher, leisure time activity, not a priority not bothering	As a fixed content to be reproduced, learning for the sake of	De-motivated, Non-involvement	Look at teacher for knowledge seeking, Non-serious	Independent learner, life long learner	Students are enjoying but not learning, assessment oriented	Knowledge is an asset, interested, like to access more and more knowledge

Combination	L- , C-, M-	L-, C+ , M-	L+ , C-, M-	L+, C+, M-	L- , C- , M+	L-, C+, M+	L+, C-, M+	L+, C+, M+
Style	<i>Laissez-faire</i>	<i>Paternalist</i>	<i>Autocratic</i>	<i>Benevolent Autocratic</i>	<i>Pure Form</i>	<i>Buddy</i>	<i>Manipulator</i>	<i>Mediator</i>
Aspects	Implications							
		about learning	learning					
<i>Nature of learning activities</i>	Non stimulating, memorization of factual knowledge, no concept building, teacher centered	Learning from fun , without any objective in mind, not challenging for the students, student' centered but objective-less	Lack of variety, transmissive nature	Routine, teacher directed textbook focused, boring	Exam oriented activities	Value, students' choice and interest	Not student centered, devoid of conceptual learning	Student-centered and cooperative, according to students' mental level
<i>Overall environment of the class</i>	Monotonous, controlled, boring ,tense, chaotic, partially out rolled	Comfortable, noisy, not taking care of what is going on, undisciplined	Military type, outcome oriented, threatening	Business like, disciplined, tense situation	Little bit discipline, individualistic	Conducive, friendly	May be discipline in traditional way	Every one takes part in classroom actively, interesting, harmonious