

DEVELOPING EDUCATIVE LEADERSHIP: A CONTEMPORARY AND PRAGMATIC VIEW.

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ABSTRACT

Various approaches and theories, regarding the effective educative leadership, were presented upto 1960s. They were, however, criticized on account of paying relatively little attention to the socio-political situation outside the organization. This paper surveys several bodies of literature concerned with the multi-disciplinary modern pragmatic view of educative leadership. This view offers some generalization rather than a new theory, which I have discussed in five sections namely: Leadership and vision (S2); Leadership and Creativity (S3); Leadership and the management of conflict (S4); Leadership and the management of change (S5); whereas the paper concludes with Transformative leadership model (S6).

INTRODUCTION

The contingency theories presented during 1960s focused their attention on the dimensions of leadership behaviour (i.e Task-oriented and relationship oriented) and the study of situations in which relationship is exercised; but they did not take into account the multi-disciplinary study of organizations and leaders. Consequently, 'despite their validity, these theories have not had a major impact on practice and have generally failed to excite the practitioner' (Caldwell and Spinks, 1988). So, since early 1980s efforts have been made to describe what makes organizations and their leaders effective and successful. The results do not yet form a new theory, but some generalizations have emerged that describe how leadership may be exercised effectively in educational organizations. In this paper I will present some of the generalizations which I have grouped in five sections. They are:

Leadership and Vision

Leadership and Creativity

Leadership and Management of conflict

Leadership and Management of change

Transformative Leadership Model (The conclusion)