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Styles of Educational Leadership for Modernist and Postmodernist Approaches

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Abstract

Some researchers have identified differences in educational approaches depending on whether a modernist or postmodernist worldview is used. Furthermore, societies in different countries can also take a predominantly modernist or postmodernist worldview; with Western countries being primarily postmodernist. Given that situation, there may be leadership styles that are more appropriate to an educational context that is predominantly modernist or postmodernist. Even though postmodernism suggests no "best" style of leadership is possible, since that requires being able to objectively measure leadership effectiveness, there may still be approaches that are most consistent with the postmodernist worldview. This paper explores such a possibility, examining differences between the worldviews and what factors are appropriate in each for educational leadership. Then, two case studies of different countries – Canada for a postmodernist education, and Iran for a modernist education – are briefly presented so that the exploration becomes more concrete.

1. Introduction

There have been various ways of thinking about leadership, but one definition is the ability to influence people to achieve some objective or goal [8]. Leaders thus exercise their leadership to get others (their followers) to accomplish the goal set by the leader. Although it is the leader who defines this goal, it does not have to be a goal that benefits him or her [8]; it could be a goal that benefits the broader organization or system, or that benefits all of the individuals involved. Leadership can also be differentiated from management [11], in which leaders have followers while managers have employees. "follower" implies that there is a willingness and inherent desire to be there, while "employee" implies the loyalty is from payment expected for services or work rendered. Although a successful organization requires strong leadership and management [15], there is greater interest in developing leadership than mere management. This is particularly true when it comes to education.

There are various forms that leadership can take, each of which may be more or less appropriate for different educational contexts. Furthermore, education has seen various conceptual shifts as the attitude has changed from a modern to a postmodern outlook [33]. It is quite likely that, due to this shift, the appropriateness of various kinds of leadership have also changed. Thus, the goal of this paper is to explore one style of educational leadership appropriate for a postmodern society. Since there are many possible forms of leadership that could be explored, only two such styles will be examined: transactional and transformational leadership. This paper will first look at these styles of leaderships in more detail and then examine differences between modern and postmodern societies. Afterward, the differences between these two leadership styles in an educational setting will be discussed through comparing two contexts: schools in Canada and Iran. With Canada representing a postmodern society, and Iran a modern society, it will be easier to see how these two leadership styles play out in such contexts.

2. Literature Review

This section will first explore two leadership styles - transactional and transformational - then examine what is meant by modern and postmodern society.

2.1. Transactional leadership

In transactional leadership, a leader attempts to motivate followers to act in a particular way through a system of reward and punishment [21]. When followers act in a way that agrees with what the leader wants to encourage, a reward is given. Likewise, a punishment is given in the opposite case. In order to clarify what behavior is desired, and to have consistent reward and punishment, leaders require a set of rules and/or procedures [4]. Furthermore, leaders require some way of monitoring the behavior of their followers (or at least identifying when good/bad behavior has occurred) and a method of enforcing the rules and/or procedures so that the appropriate reward

All sociological theories. All sociological theories analyze quizlet. All sociological theories analyze. All sociology theories.

Sociological Theory: What Went Wrong? London, Routledge, 1995. Giddens, A. A series of informed essays on some of the major trends in social theory. Google Scholar Layder, D. An ethnographic study set at elite boarding schools in the U.S. focused on the reproduction of the social and economic elite. The virtue theory can fit into consequential ethics because a person's reputation can be based on the consequences of his or her decisions. An excellent, clear introduction, organised around the macro-micro dilemma in social theory. Act utilitarianism says you will make decisions based on helping others, while rule utilitarianism says you will act out of fairness. The first one, consequential ethics, states that outcomes determine ethical decisions. For example, we may make a decision based on following the law or based on our loyalty toward friends or family members. A The biggest hole in the theory of deontology is that there's no standard for what a person's duties and obligations are. Philosophers who don't agree with this theory believe that everyone's duties are different, so there's no way to know what drives a person to make a particular decision. Comparing consequences can be hard, so some philosophers say that we can't truly make utilitarian decisions. People who don't agree with this theory believe that a society's rights are too complicated to figure out. For example, a person who lies and cheats to get ahead in life probably makes decisions based on advancing his or her own interests according to the virtue theory. What the majority of people in that society believes is important will drive decisions. A Short History of Sociological Theory, 2nd edn, Basingstoke, Macmillan, 1991. Stemming from Marx's theory of the relationship between workers and capitalism, the conflict theory approach to education examines the way educational institutions and the hierarchy of degree levels contribute to the reproduction of hierarchies and inequalities in society. For example, it's ethical for you to tell a white lie if it achieves what you need or want it to. Likewise, the rights theory belongs in this category because the rights that society holds dear are important over any other factor. The symbolic interaction approach to studying education focuses on interactions during the schooling process and the outcomes of those interactions. Google Scholar Mouzelis, N. By operating in this fashion, the educational institution is involved in the work of reproducing power, domination, oppression, and inequality within society. It is for this reason that there have long been campaigns across the U.S. to include ethnic studies courses in middle schools and high schools, in order to balance a curriculum otherwise structured by a white, colonialist worldview. Those who don't agree with this theory believe that nobody can predict outcomes, so we can't know what the benefits of our actions will be. The theory of utilitarianism falls into this category because the benefit of decisions is the biggest factor. and Turner, J. For example, the rights we Americans have in our Constitution should be factors in our decision-making according to this theory. An ethnographic study set in England focused on the reproduction of the working class within the school system. (eds) Social Theory Today, Cambridge, Polity Press, 1987. There are four major ethical theories: deontology (or duty), utilitarianism, rights, and virtue. Virtue could also fit here because people of high moral character can decide based on their values. The virtue theory puts people in boxes based on their reputations at one point in time. They consider what other social functions education might have, like for example socialization into gender and class roles, and what other social outcomes contemporary educational institutions might produce, like reproducing class and racial hierarchies, among others. The theory of deontology falls under this type of ethics because people make decisions based on their duty to those around them. Google Scholar Swingewood, A. An ethnographic study of how gender, race, and class intersect within the schooling experience to leave some without the cultural capital necessary for social mobility within society. Women Without Class: Girls, Race, and Identity, 2003, by Julie Bettie. The sociology of education is a diverse and vibrant subfield that features theory and research focused on how education as a social institution is affected by and affects other social institutions and the social structure overall, and how various social forces shape the policies, practices, and outcomes of schooling. They say it's too hard to tell what most people think is important to the whole society, so it's a messy idea to base decisions on. According to this view, the socializing function of education also serves to promote social control and to curb deviant behavior. For instance, interactions between students and teachers, and social forces that shape those interactions like race, class, and gender, create expectations on both parts. Google Scholar Advances a distinctive critical position, emphasizing the need for conceptual and substantive rigour. Nonconsequential Ethics Nonconsequential ethics is the other side of the coin to consequential ethics. Societies that don't have written laws like our Constitution make this theory less believable, according to some philosophers. Academic Profiling: Latinos, Asian Americans, and the Achievement Gap, 2013, by Gilda Ochoa. Loading PreviewSorry, preview is currently unavailable. There are two sides to this theory. MORE FROM REFERENCE.COM By writing about education in this way, Durkheim established the functionalist perspective on education. In fact, sociologists have found that providing ethical studies courses to students of color who are on the brink of failing out of high school effectively re-engages and inspires them, raises their overall grade point average and improves their academic performance overall. Rights The rights theory of ethics says that people make decisions based on the rights that their society agrees to. This perspective champions the work of socialization that takes place within the educational institution, including the teaching of society's culture, including moral values, ethics, politics, religious beliefs, habits, and norms. A discussion of the origins and development of sociological theory.CrossRef Google Scholar maia Pascual/Pixabay Ethics is the branch of philosophy that deals with morality and how it shapes behavior. An ethnographic study within a California high school of how race, class, and gender intersect to produce the "achievement gap" between Latinos and Asian Americans. He believed that moral education was necessary for society to exist because it provided the basis for the social solidarity that held society together. Our rights, such as freedom of speech and freedom of religion, should help us decide how to behave. This is called the "teacher expectancy effect." For example, if a white teacher expects a Black student to perform below average on a math test when compared to white students, over time the teacher may act in ways that encourage Black students to underperform. The way someone lives his or her life can explain any ethical decision according to this theory. You make a decision that will be best for everyone involved. Sociologists who work from this perspective also assert that educational institutions and school curricula are products of the dominant worldviews, beliefs, and values of the majority, which typically produces educational experiences that marginalize and disadvantage those in the minority in terms of race, class, gender, sexuality, and ability, among other things. For example, you won't lie in a situation if you believe that honesty is important. Each one of these theories looks at our ethical behavior in different ways. Deontology The theory of deontology states that when we have to make ethical decisions, our first thoughts are on our duties and obligations. Learning to Labour, 1977, by Paul Willis. While education is typically viewed in most societies as a pathway to personal development, success, and social mobility, and as a cornerstone of democracy, sociologists who study education take a critical view of these assumptions to study how the institution actually operates within society. According to this theory, what we believe our duties are will drive how we act in different situations. Virtue The ethical theory of virtue states that we can judge a person's decisions based on his or her character and morality. Teachers expect certain behaviors from certain students, and those expectations, when communicated to students through interaction, can actually produce those very behaviors. For example, sociologists have documented in many different settings how "tracking" of students based on class, race, and gender effectively sorts students into classes of laborers and managers/entrepreneurs, which reproduces the already existing class structure rather than producing social mobility. Classical French sociologist Emile Durkheim was one of the first sociologists to consider the social function of education. You can download the paper by clicking the button above. Consequential Ethics These four theories fall into one of two categories. Understanding Social Theory, London, Sage, 1994. Preparing for Power: America's Elite Boarding Schools, 1987, by Cookson and Persell. The biggest hole in this theory is that people can change their moral character, and the theory doesn't take changes in morality into account. This approach recognizes that schooling reflects class, racial, and gender stratification, and tends to reproduce it. It says that people base their decisions not on the result but on the values and beliefs that they hold deeply. Different branches of the study of ethics look at where our views of morality come from and how they shape our everyday lives. Utilitarianism According to the theory of utilitarianism, people choose their actions based on how their decisions will benefit the most people. Therefore, the result of a situation makes that decision OK. In nonconsequential ethics, you'll decide on a situation based on what you believe rather than what may happen.

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