CRITICAL ASSESSMENT OF THE THEORY AND PRACTICE OF QUALITIES, TYPES AND COMMUNICATION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP AND ITS APPLICABILITY IN THE CONTEXT OF LEADING PUBLIC COMPULSORY SCHOOLS IN UZBEKISTAN.

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ANNOTATION

Management and leadership penetrate all aspects of the teaching and learning process and can make significant changes at educational institutions to a positive or negative side. Bush (2008) states that the quality of educational leadership greatly influences the school and student results. Today in most countries effective leadership is considered important and thus specific training is done for the school leaders. It seems obvious today, however, until recently in my country school principals were elected from among teachers without any training before the position and never had training during the role as a leader. In this essay, communication, qualities and types of leadership are analyzed based on theory and practice of an experienced manager in the field. It is analyzed on the applicability in primary, secondary and high compulsory schooling in Uzbekistan. The aim of the schooling is to provide the same government standard education to all the learners aged 7-17. In this essay, some of the used literature of educational leadership are reviewed. Theory and actual practice are analyzed and compared, followed by analysis of issues and conclusion.

Key words
school management, educational leadership, public schools, effectiveness, quality, theory and practice, manager

Review of the Literature

The book of Leadership and Management Development in Education by Dr. Tony Bush printed in London by SAGE Publications Ltd in 2008 is a very enriching book. The book discusses ideas on school development and leadership. Models of leadership are reviewed and growing demands for leaders are discussed. The chapter named 'The curriculum for leadership development: content and process' presents many examples from different parts of the world. As a conclusion from this work, the author presents four key points to develop educational programmes.

They are learning environment which is the learning and teaching, ability to meet the needs and styles of different learners, differentiation in teaching and individual support to various learners. Further, the book discusses schools' role on developing leaders too. For this specific coursework, theories of types leadership are referred from this book and compared against the practice. The theoretical descriptions of leadership styles are presented in a clear way to learn about them and apply the once appropriate to the situation.

The book of Effective School Management by Bertie Everard, Geoffrey Morris and Ian Wilson printed in London by Paul Chapman Publishing in 2004 is a very practical and helpful book. The book was written by the people who worked in the profession they are writing about. This is being emphasized, because there are some academics who only work with theories, but do not practice the theory on the field, by teaching at schools or managing schools. In this regard, the book is very practical for the future and practicing leaders. The authors consider the following as the main duties of school leaders and guides towards it. The head of the educational institution is a person who

'(1) Knows what he or she wants to happen and causes it to happen;

(2) Is responsible for controlling resources and ensuring that they are put to good use;

(3) Promotes effectiveness in work done, and a search for continual improvement;

(4) Is accountable for the performance of the unit he or she is managing, of which he or she is a part;

(5) Sets a climate or tone conducive to enabling people to give of their best...

Provide direction, gain commitment, facilitate change and achieve results

through the efficient, creative and responsible deployment of people and other resources.' The book is very helpful comprehensively for professional purposes. For the coursework, theories on communication are compared to the actual practice.

The book of Educational Management by Dr. Kulwinder Pal, printed in New Delhi by USI Publications is a comprehensive educational management book that encompasses the general concept and the practical nature of the field. It discusses various management types of various levels of education namely the elementary, secondary and higher education. Managerial process is discussed comprehensively in terms of planning, organizing, controlling and staffing.

For the coursework purposes theories on qualities of leadership from this book are compared against the actual practice.

Questions for interviewing the manager about the qualities, types and communication in leadership were given as open questions giving the manager

freedom to talk about how the actual practice is. Questions do not contain specific terminology from the theory book, in order to give freedom to answer based on personal experience.

Section on the Practice:

Qualities of Effective Managers of Leaders

'Supervising employees is not about ordering people around and expecting them to comply. Rather, it provides the superior with an opportunity to truly inspire his team to achieve the highest levels of performance (Pal, no date, 228).

Pal (no date) presents the following qualities of an effective supervisor:

Theory:

1.   Availability: this is divided into physical and mental availability to support others. Being responsible for many tasks, supervisors tend to be busy in various locations. So, planning is important to be available at workplace. Being mentally engaged with projects can also prevent availability from supporting others. That should also be clearly and timely communicated.

2.   Mission-focus/priority-setting: figuring out the most important task and doing it is essential for managers who are usually overwhelmed with tasks.

3.   Transparency: knowing the balance of the degree of communication is important. Not trying to portrait self as the perfect person without any faults can also be detrimental when exposed.

4.   Delegation: arguably the hardest skill among these, the delegation should be done with clear step-by-step instructions, giving the delegatee accountability for the work, and keeping the overall responsibility.

5.   Realism: setting realistic doable goals for all the employees and for the self is important to prevent extra stress and pressure.

6.   Great communication skills: clear communication to avoid misunderstandings is critical. As simple as asking for clarification can help.

7.   Adapt to the changes: adapting to the fast-paced world of today by thinking out of the box.

8.   Value the employees: teachers are kind of blood vessels of the educational organization. Valuing them accordingly is essential.

9.   Serving as coach or mentor, being self-disciplined, giving constructive feedback, setting example, being approachable and considerate are some other important qualities of an effective supervisor.

The above is theory on the qualities of a leader and the below is the excerpt of question and answer from the practice of a leader in English language teaching institution.

Excerpt:

What qualities do leaders in your position have to have?

I would think that the first thing is that leaders probably need to earn the respect of people. They need to have a reason for being in the position of leadership. It is the same as in politics, business or in life in general...You have got to do what you say you do. If not, the team do not have confidence in you and may think you are hypocritical and have no consent on you. You have to have a vision and it must be consistent. You have to be able to delegate and understand that your vision is not necessarily perfect. As a leader you have to be able to use people's skills effectively. As an example, a British politician Jeremy Corbyn can be given. He had fantastic vision for society, but could not bring the people with himself. As a leader you have to got to be able to use people's different skills, strengths and so on. You have got to able to make them work together. If somebody does not agree with you, you have to still try and keep them on your side and manage them effectively. I think if you do that, then you will have a good start.

Should the vision be changed if necessary?

Yes, it is like football. If something doesn't work, you have to change it.

Analysis:

The practising manager pointed all the mentioned qualities in theory in one word-respect. By doing these traits successfully the manager can earn the respect of the teachers. The manager stressed on communication skills as keeping the word to build confidence confirming the theory of great communication skills. Example of a politician confirms the theory adapting to the changes. Especially now being able to change is more important than ever. Everything is changing constantly. First of all, technology is changing in a rapid rate. This demands the leader to create conditions to adapt the lessons, because the leaners' behaviour and expectations also change with their different lifestyle. For young learners who use new technological devices a lot, teaching with just books causes boredom, because they are used to entertainment with background music and movements. Therefore, planning and teaching lessons that appeal to the new generation is important. There are many teaching possibilities with technology. Cost of arranging the high technology lessons is the biggest challenge especially in developing countries. The skill of the leader by arranging the lessons with the best of the available resources shows the adaptability of leaders. In the context where the resources are not abundant as in developed countries, adaptability is one of crucial abilities.

1.   How can leaders in your position create an environment of support, training and culture of achievement?

You need to have a system like a meritocracy. In Britain, within organization, especially in education, people with qualifications should be on top. Everything has to be objective, not subjective. This is a clear route for success. If job is done well, there should be reward. For example, I did extra work, but somebody else got

promoted but refused extra work. This is not a motivating situation. For the students, you have to create an environment where students are happy. It is not fair if we treat students as customers. It must be environment where we work in parameters of education. Students have to have voice. They should be able to communicate with the staff and management. There should be forums for feedback.

Why should not we treat them as customers?

Education is not like a coffee shop. It is about development. Let's take the analogy from sports. If in football, Mohammad Salah doesn't play well, the management should help.

In your case, in teaching, if the feedback is given wrongly it doesn't help the students. Constructive feedback is important.

Analysis:

Leader is responsible for creating this system meritocracy. This is to a certain degree close to the theory of realism, in which setting doable goals is essential. This understanding is strong in the system where I worked in Uzbekistan. People in higher positions must have more qualifications in paper, although another candidate has more aptitude and desire to do the job. On one hand this may create a reliable system, on the other hand people with real talents without certificates may not have opportunities. It is known that many college drop outs as Bill Gates and Steve Jobs initiated and headed massive companies without diploma. While recognizing the importance of the college education, giving opportunities for everyone with skills and intention looks important from these examples. For example, in Uzbekistan people with diplomas have chances for promotions neglecting others and most probably this is one of the reasons that this country does not have its own big companies. One of the primary focus of teaching must be to enable the learners to create companies, but in the context of Uzbekistan, the education system is inhibiting many who are not certified by the system.

Types of Management and Leadership

In the field of education as in other fields management and leadership are categorized into different models. Bush (2008) divides the management into the various models of formal, collegial, political, subjective, ambiguity and cultural. Leadership is divided into the models of managerial, participative, transformational, interpersonal, transactional, postmodern, contingency, moral and instructional. The below are educational leadership models with theoretical descriptions:

• 'Managerial leadership: it is focused on managing existing activities successfully rather than visioning a better future for the school.

- Transformational leadership: the leader tries to get the best out of the employees. Efficient and extra effort is promoted for better productivity. This type of leadership is usually common in self-managing schools.

- Participative leadership: decision-making process is the main collaborative activity of the educational institution. One of the reasons of collaborative decision-making is the psychological factor of people taking responsibility for the implementation of the decision once participated in the decision-making process.

- Interpersonal leadership: this leadership style is based on collaboration and interpersonal relationships. At schools where this is practiced, it was referred as the 'friends working together' and 'teams'.

- Transactional leadership: when compared to transformational leadership, in transformational leadership leader motivates and tries to get the best out of the employees, but in transactional leadership both teachers and administration support each other to achieve higher levels. While heads and principles have authority for certain actions as promotions, the general management of the school is done cooperatively.

- Postmodern leadership: this type of leadership is often referred as the modern style and can be interpreted multiple ways. Leadership style changes as per the situation.

- Moral leadership: leaders act upon certain values and ethics and they usually lead by example and interpret the understanding to new situations.

- Instructional leadership: this style is mostly based on instructing teachers, monitoring and doing discussions professionally.

Excerpt:

1. What type of leader do you think you are?

I think I am a teambuilder. Many people use this terminology. I build up a team of teachers. I wrote about it in my book too. I wasn't nepotistic (for example: in some countries, relatives of an authority get the job manipulating the position.). I am not a leader bragging their achievements. May be in modern culture people tend to talk about their achievements and give big promises.

2. Do you think this is the best type in the context of teaching English?

Creating a team is the best. Being multicultural, open to other voices and equity is important. Teaching guides my management principles. I think through management improves your teaching as well. They are interlinked.

3. How much do you think the type of leadership influence the teaching and learning process?

If you don't motivate people, they don't work. If management is not motivational, people don't work more. You need to create right atmosphere. If the

atmosphere in management is not good, it influences the teaching process too. In some places, you see students don't get engagement from lecturers, because lecturers don't get engagement from management.

Analysis:

In the practice of university level academic English language teaching school, we can observe the combination of various collaborative style models apply in contemporary successful language teaching. Here in the practice the management has motivational role which correlates with transformational style. The way the leaders build equal opportunity teams and not putting themselves above them show elements of participative style.

In the context of my public-school teaching, out of these models managerial leadership is congruent with my workplace context of public school leadership. This approach is very suitable for school leaders working in centralised systems as it prioritises the efficient implementation of external imperatives, notably those prescribed by higher levels in the hierarchy (Bush, 2008, p12). Working for public schools for years I have seen this theory working in practice exactly the same as in theory. School principal gets instructions from central local education department and works on day-to-day implementation of the instructions.

Communication of Managers and Leaders

Theory:

As per Fullan et al. (1980), 'The schools good at change are characterized by openness of communication, a high level of communication skills, a widespread desire for collaborative work, a supportive administration, good agreement on educational goals and previous experience of successful change (cited in Everard, Morris and Wilson, 2004, p247). The schools which are improving are always at change. One of the crucial factors of good change is open and high-level communication. 'For the development of the teachers, the presence of an effective means of communication needs to be established between the teacher and the supervisor. The supervisor is expected to encourage, cultivate and assess the growth of teachers on a professional level (Chabra, Singh and Tiwari, 2016). This type of communication is needed for running the educational institution successfully. Moreover, this situation helps to establish real respect among managers and teachers, helping everybody to feel good about their job. It is critical for creating a happy and growing learning and teaching environment.

Excerpt:

1.   How do you make sure that all the communication between you and the teachers take place smoothly for optimal performance and results?

You must be clear in communication and messages. You have to outline exactly what you expect. How you want to communicate with them and how they

must respond to you. You should communicate in such a way so that they must see bigger picture, the vision. You should deal with them constructively, in a positive way constructively. Don't send angry emails. Lay down borders. For example, one part time teacher sent a what's up message saying how my out of office auto reply email looked funny and wishing happy holiday. This is not how it should be done.

2.   How do you make sure that communication between the teachers and students/parents take place promptly for optimal satisfaction?

I would like to think that teachers are satisfactorily motivated and inspired by the workplace and the general teaching environment in the first instance. However, it is important to set clear and workable rules. As stated previously I am not a huge fan of phrases such as 'satisfaction' because they can lend themselves to an emphasis on pleasing rather than teaching students in ELT contexts. I think the priority must always be on pedagogy but at the same time teachers must show that they care. This is why I suppose it is also important for managers to ensure that students/parents know the school will always act in their best interests. I don't think that best interest though should be dictated by creating an atmosphere of pleasing 'customers.'

Analysis:

Good communication on the basis of clarity, respect and timeliness are emphasized in both the theory and practice. The manager elaborated the theory and expanded it with specific examples and more clear and simple language. Overall, the theory and practice are correlating with each other. Understandably, these are the ideal versions of communication a teacher must strive for. At university level with mature students, this level of communication can be expected in all level from the administration and teachers to the students, but in public school system with immature pupils retaining this level of communication is quite a challenge. Having this as a goal helps everyone to be on the right path.

An exploration and analysis of the issues addressed:

In terms of the relevance of the theory and the manager's practice to the teaching context I am involved in, that is primary and secondary public education, there are some discrepancies. First of all, the administrative governing system is different in these contexts. In Uzbekistan the education system is centralized and governed by more managerial or authoritative type of leadership while it is more on the transformational and transactional style of leadership in the UK. Secondly, the manager who gave interview manages teaching in university level. The students in this level study with their own will, they study only the subjects they want to study. They have the responsibility and maturity. Compared to this, in compulsory public schools many pupils go to school, because it is compulsory. They have to study all the subjects, whether they are interested or not. At this age,

they are not mature and almost do not have responsibility. These factors are the discrepancies between my teaching context and the context of the manager who gave interview. Besides this, there are discrepancies between general theory and practice too. 'According to Argyris and Schon, theories of action exist at two levels. The notion of espoused theory encompasses the world view and values upon which people believe their behaviour to be based. When asked about their behaviour in a certain situation, people will respond with their espoused theory. This is the formal, idealised account of the reasoning underpinning their action and encompasses their aims and intentions. However, theory-in-use is the theory that underpins action and determines behaviour. Theory-in-use is the set of values suggested by action or the maps people use to take action and there can be incongruence between espoused theory and theory-in-use (Jones, 2009, p177). Theory can be considered ideal version of leadership and can be set as goal to achieve. Due to the different circumstances, cultural aspects, condition or level of the teachers, learners or the leaders there are challenges to implement the theory. In the context of teaching in Uzbekistan, the best practices from the managers and theory can be learned and used in adapted or original version to improve the teaching. In terms of issues, due to the lack of leadership training in Uzbekistan it can be observed blatant communication issues. 'It is worth noting how many so-called 'communication' problems occur because there exists at the root a conflict of view which is not brought into the open. Instead, the parties each 'do their own thing' in the hope of 'getting away with it'. They may also devote a great deal of time to building up support for their point of view and talking about the person with whom they are in conflict rather than talking to him or her (Everard, Morris and Wilson, 2004, p101). This situation causes the continuous waste of time and the worst of all deteriorates the relationship of the colleagues or between management and the teachers. So, learning the theory and the practice of successful managers and systems is important although the context can be different.

Besides this when it comes to the types of leadership, almost all the leaders who are school principals in the context of Uzbekistan practice their leadership style based on the way they saw previous leaders did the job. Previous leaders managed with managerial or authoritative style of leadership and due to the lack of training other leaders also do the same and expected to do the same by higher administrative body as well. Few leaders may lead well, but not many. 'Some firms are effective, ethical and successful, partly because they are well led and organized, which is partly because their managers have learned management systematically. (Everard, Morris and Wilson, 2004, p x). Possible consequences of not doing formal leadership training is the unsuccessful management of the educational institution, which no teacher or learner wants.

Conclusion and Recommendations:

As a conclusion, learning the theory as well as learning from the experts on the field can greatly benefit to improve the teaching and learning system in Uzbekistan. For the specific topics of qualities, types and communication in management and leadership, the theory serves as a rich resource to learn. Having repertoire of styles at disposal to use when appropriate gives option to choose the most suitable one. Without training the principals tend to lead the schools the same way as the other principals are leading. In Uzbekistan, authoritative managerial style have been the way the principals did their job and this is how the most of the current leaders act based on the existing experiences. Recommendations would be to understand the need to train the school leaders with leadership training and do the training systematically. From the interview, we can know that one of the staff did not behave properly in terms of communication standard. This sort of actions happen in all the educational institutions. It is the skilled and well-trained manager who reacts appropriately and helps everybody behave properly by setting example and coaching. In the context of leading schools in Uzbekistan, demonstration of great communication skills and best qualities as well as applying proper type of leadership style appropriate to the situation can constitute characteristics of an effective manager or leader.

Thank you

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