Chapter 24
Types of Leadership

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ABSTRACT

Leadership is an important component for performance of every organization. Schools like any other organization also need leadership that will make things happen. The social inequalities existing in schools make it very important for school authorities to appreciate that although leadership is a key to improvement in every school, there is the need for school authorities and stakeholders to appreciate that not every type of leadership is needed in every situation of the school. Different situations need different types of leadership. Therefore, the inequalities in schools also calls for different leadership types. This chapter critically examines the various types of leadership needed in PK-12 educational setting and how such leaders could help address the social inequalities that exist in our schools.

INTRODUCTION

School leadership is not just about ensuring a successful achievement of the school’s objectives and goals, but a pursuit of school vision, through exhibition of good leadership characteristics and skills to drive the school’s agenda more especially in a PK-12 educational setting and how they could contribute towards addressing the social inequality. The chapter examines the types of leadership could contribute towards addressing the social inequalities prevailing in our schools to bring improvement and students performance. To succeed as a leader in a school, one must strategize very well. Schools are made up of individuals from different ethnic backgrounds, race, social class, religion and with different expectations and goals. All these contribute to the social division being experienced today in our schools and societies. According to Lahtero and Kuusilehto-Awale (2013) strategic leadership in a PK-12 educational setting for example is about implementing the schools’ policies and programs to improve the learning of all students. In a PK-12 grade schools, like any other educational sector, those in leadership position

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must also strategize so that no matter the background of students and the nature of inequality every child must be supported to achieve his or her potentials.

Over the years, class divisions and the nature progression from pre-school through to PK-12 grade schools has always been changing. The changing nature of schools calls for change in leadership type or style to make things happen. However, this chapter will critically examine the various types of leadership needed to make schools effective and improve. This chapter will critically examine the concept of leadership types and explain in detail how they differ from leadership styles. Although the chapter will demonstrate how types of leadership could be exhibited by leaders in an organization, it will settle the dust of confusion existing in leadership types and eliminate the confusion in the literature, while also demonstrating how the effectiveness of the leadership could contribute towards elimination of social inequalities in our schools. How type and style of leadership could also help ‘identify how well students from socially disadvantaged groups are succeeding in their learning given the element of social inequality’ (Deb, 2018, p.630) will remain central in this chapter. The chapter will also demonstrate clearly the various types of leadership and how they must be understood to ascertain their application in schools’ more especially in PK-12 grade.

**TYPES OF LEADERSHIP: AN OVERVIEW**

Every school leader must apply some approaches in his or her day-to-day activities so as to make the school become competitive, help learners to succeed and assist the school to achieve its vision. The approach to be adopted will depend on the type of leadership being exhibited or adopted. The adoption of a particular type of leadership will also depend on many factors. Schools are very complex institutions with diverse individuals with different aspirations and goals, so leading such institutions needs certain leadership approaches or types. For instance the nature of students, teaching and non-teaching staff, the organizational culture and strategy, the principles underpinning the establishment of the schools, the school’s vision, mission and values may all influence the type of leadership approach to be adopted. The adoption of these leadership types has brought a lot of confusion and controversy in many leadership literature as to what do we mean when we talk about leadership type? And whether it is leadership type that must be adopted and at what stage or point must such leadership type become necessary?

The confusion has come as result of how leaders use or apply the concepts of types of leadership and also how the concept is explained in many leadership and management literature. In some of the leadership literature, there has been confusion as to the difference between leadership styles and types. Although the main focus of this chapter is to show very explicitly the various leadership types are applied by educational practitioners in PK-12 educational setting to improve students learning outcomes and overall school improvement, it throw more light on types of leadership and how they differ from styles of leadership in a PK-12 educational setting. This chapter will show how leadership types differ from styles and eliminate any confusion that exist in various leadership and management literature.

Some critics have argued that leadership is a complex concept that has been subjected to various forms of analysis and scrutiny by many authors and researchers (Bush, 2003; Bush & Middlewood, 2005). The concept of leadership has been explained in terms of types and styles in various leadership and management literature yet it is still very confusing when one read different books are research papers about leadership styles or types. While the literature is talking about styles of leadership, the explanation and interpretation of the concepts may mean types and vice versa. In some cases the authors may be