

A Study towards Identifying the Leadership Styles Head-Teachers Use in Elementary Schools in Libya

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Abstract— The present situation of education, especially in some elementary schools, calls for attention. Management and administration of education at the school level needs improvement to ensure higher learning and achievement. Lack of discipline on the part of some teachers and a good number of pupils, is a cause for concern. One of the ways to address this situation is to create more positive climate that could enhance the performance of many teachers in schools, so that they can be more committed to their job; and the pupils improve on their behavior and academic achievement in Libya. This paper aims to introduce the main factors effect the leadership styles head-teachers use in elementary schools in Libya. The paper also addresses the current issues faced by the head-teachers in different elementary schools in Libya.

Index Terms— learning style, leadership, teaching strategies, learning tools

1 INTRODUCTION

The past years reported a new trend in school administration that is no longer just the running of the school routine walk, no longer just a goal of the school principal to maintain order in his school, and ensure the functioning of the school according to schedule, attendance and inventory, and working on material for mastery school, but became the focus of work in the school administration about the student, and on the provision of all the circumstances and capabilities that help guide the growth of mental, physical and spiritual, in order to improve the educational process to achieve this growth, along with the active role of the school to the community. And the change in the roles of the school administration has been associated change in the perception about the educational process and to the community.

New directions in school management centered care in all areas related to the educational process; management has emerged skill in leadership and human relations and the organization of collective action and creates conditions for work (Bogler, 2001; Marzano, Waters, & McNulty, 2005). Accordingly, it appeared a new concept for the school and function, are to consider the school an institution of society, and must contribute to solving problems and achieving its objectives and work on the development of life in addition to performing her job the old of the transfer of cultural heritage from parents to children (Morrison & Morrison, 2002).

2 CURRENT ISSUE

The researcher's experience confirmed by the literature on leadership styles has shown that it is possible for a head-teacher's leadership style to dictate different types of atmosphere that prevails in the school (Williams, 2003). A number of studies such as (Elam, Rose, & Gallup, 1996) and Okorie's (2003) reveal that the head-teachers are aware that parents are worried about lack of indiscipline their children in terms of the

severity of their violence with others, and school performance of their duties and their words not decent on their teachers. These researchers state that the community wants to see that the purpose of schooling is being fulfilled; and that pupils are being prepared to become responsible citizens in the society. This implies that the present situation in some schools does not contribute to the fulfillment of the community's needs.

O'Hanlon and Clifton (2004) hold that a positive school climate does not exist by chance rather the head-teacher's expectations, examples and values shape the climate of the school. Thus, it appears that the head-teacher's leadership style impinges on the school climate. This has motivated the researcher to investigate the relationship between these two variables. Moreover, the researcher believes that the issue of individual head-teacher- teacher relationships which, according to Barnett and McCormick (2004) has not been given the due attention, in research is critical to the improvement of performance in schools. The researcher therefore, assesses the relationship between the head-teacher's behavior and the atmosphere that prevails in Libyan elementary schools.

Formed a striking phenomenon of pupils in schools obstacle to the development of the educational process and improve them, as this phenomenon is a means of not healthy and socially unacceptable, and is the opinion of specialists, psychologists and educators create a great hatred of the pupil at the school and the study.

In Libya, and specifically in the public primary schools emerged the phenomenon of uncivilized, Caused great disservice to the profession, namely education, where many complain of the cruelty of the students with the hearts of teachers and the teacher beating a student, without interfering the school administration to solve this problem. Moreover, frequent absenteeism among teachers, professors and the system

of absentee replacement, allowing the system to come out in class. Which leads fail to carry out their primary responsibility.

nation of education for the construction of qualified staff for the conduct of state facilities and to reduce the illiteracy rate.

The reports of enrollment to the first grade it was 100%. The following (Table1) shows the increase in the number of students in all key stages. And the evolution of the number of students in education and training institutions (1973/1974 - 2006/2010).

Table 1: The increase in the number of students in all key stages

Period	1974 / 1973				2010 / 2006			
Educational level	Males	Females	Total	Ratio	Male	Females	Total	Ratio
Elementary	310556 (91.4)	204123 (96.7)	524079 (93.5)	38.9	648653 (64.4)	630666 (65.0)	1279319 (64.7)	49.3
Intermediate Stage	20674 (6.0)	5826 (2.8)	26500 (4.7)	22.0	214778 (21.3)	191773 (19.8)	406551 (20.6)	47.2
Undergraduate and Institutions of higher	8669 (2.6)	1133 (0.5)	9802 (1.8)	11.6	144381 (14.3)	147937 (15.2)	292318 (14.7)	50.6
Total	339899 (100)	211082 (100)	560981 (100)	38.3	1007812 (100)	970376 (100)	1978188 (100)	49.1
Libyan Population	1057919	994433	2052372		2695145	2628846	5323991	
Ratio of students to population	32.0	21.2	27.3		37.4	37.0	37.2	

It could be inferred that these factors and some other factors are responsible for the decline in pupils' performance and the increase in dropout rates in some schools. On the other hand, the climate of the school as a way designs institution, and congestion rows, and the lack of necessary facilities, and lack of services. All these factors have a major role in the failure of Educational Establishments building and good academic achievement for students.

In the opinion, after more than four years of practice as a elementary school teacher, the researcher has become increasingly aware and interested in the manner a head-teacher creates a climate for the school. So, the main reason for all these problems is the absence of laws and regulations which govern the work of educational institutions as well as poor communication and cooperation between the councils of parents and school administration.

3 EFFECTED FACTORS

Libya has taken during the course of development of a number of measures to provide an educational system in line with the needs of the community social and economic development. The development of formal education in Libya at a rapid pace, and focused the main objectives in the wider dissemination of education for the construction of qualified staff for the conduct of state facilities and to reduce the illiteracy rate.

Figure 1 shows the factors that effects leadership styles head-teachers use in elementary schools in Libya. The effected factors as acknowledged by various prior researches (Goodvin, 2005; MacGilchrist, Reed, & Myers, 2004; Robertson, Webb, & Fluck, 2007) involves trust, support, common vision, willingness to change and challenge, recognition, ICT, and self-directed learning. While the inhibitor factors involve workload, insecurity, lack of ICT services, and distrust.

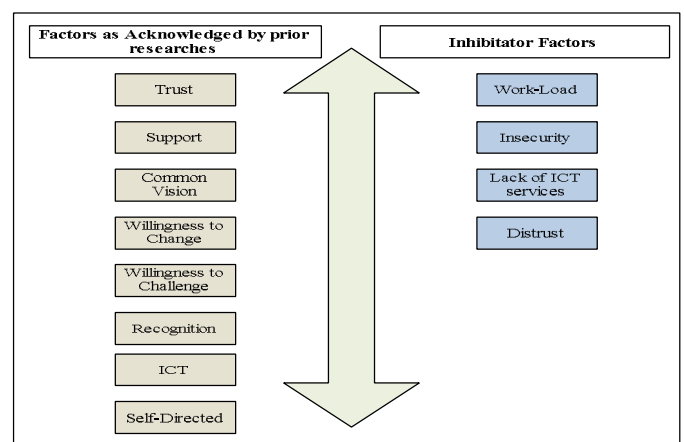


Fig 1. Factors effects leadership styles head-teachers use in elementary schools in Libya

It is assumed that if a relationship exists between the leadership style of the school head teacher and school climate, then, leadership styles of the head-teachers could be employed to create more positive school climate in terms of the aforementioned factors.

4 CONCLUSION

The findings of this study may contribute to knowledge, which might justify stakeholders' expectations of the head-teachers. We believe that the starting point to improve the performance of both the teachers and the pupils is to improve the school climate. Thus, this study would help some headteachers who for one reason or the other have not been effective in carrying out their responsibilities and therefore work with more effectiveness and efficiency using appropriate leadership styles to improve the Libyan school climate in terms of trust, support, common vision, willingness to change and challenge, recognition, ICT, and self-directed learning from one side, and work-load, insecurity, lack of ICT services, and distrust from another side.

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