

A Comparative Analysis of Educational Leadership Models: Toward an Integrated Approach

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Abstract: Most scholars agree that an effective educational leadership model has a positive impact on student and teacher achievement, but what is the most effective educational leadership model in the field of education has been a topic of debate. However, to meet the needs of educational development, educational scholars have conducted a lot of researches on a variety of specific educational leadership models. The purpose of this paper is to find the most effective educational leadership model through the analysis of seven different leadership models such as managerial leadership model, instructional leadership model, distributed leadership model, transformational leadership model, moral leadership model, contingent leadership model and combined leadership strategy. It suggests that while each specific leadership trait has a beneficial effect on school achievement, it also has its disadvantages. The combination of each leadership model can constitute the most scientific and effective educational leadership model, which is the combined leadership strategy.

Keywords: Educational Leadership Models; Combined Leadership Strategy; School Achievement; Instructional Leadership; Transformational Leadership

1. Introduction

Leadership has long been considered the most important factor affecting student achievement. The concept of educational leadership has always been ambiguous, Larry Cuban (1988) showed in the statistics that there are hundreds of definitions of leadership^[15]. Bush and Glover (2003) studied several definitions of educational leadership and came up with their statement^[10], they claimed that educational leadership is the process by which principals influence the achievement of teachers and students and that principals achieve desired goals by motivating and supporting the work and learning of others. The definition clearly shows the importance of educational leadership to academic performance, which has attracted many experts in the education industry to study the model of educational leadership.

Over the past 30 years, educators have never stopped studying new leadership models. Compared to many educational leadership models (e.g., managerial leadership, moral leadership and contingent leadership), the three most widely used leadership models are instructional leadership, transformational leadership, and distributed leadership^[16]. Each of the different leadership models plays a different role and has a disparate impact on school effectiveness. Therefore, it is worth considering which model of educational leadership is most effective. In general, the school effectiveness research is focused more on students' academic achievements, create conditions to improve academic performance is necessary. Still, it is not enough for a good school, and schools should cultivate students' positive values and a genuine sense of citizenship so that students can adapt to the development of economy and society, for successful leaders, growing students' social achievements are as significant as improving their academic performance^[48]. This means that no single type of leadership can make a successful school.

The purpose of this paper is to explore what educational leadership model can be most effective. It will be suggested that each leadership model plays an important role, but also has shortcomings. The idealized leadership model combines the single model to make them work together, which is very consistent with the combined leadership, which is a summary of the integration of individual leadership. Therefore, this article argues that combined leadership is the most effective educational leadership model. This paper concludes explanation, analysis and discussion. After a brief background which attempts to explain the historical process of educational leadership models development, a study will explain the concepts of each leadership model and analyzes its essential strengths and weaknesses to conclude.

2. Background

Philosophers have been studying leadership since the ancient Greeks, the research on educational leadership and the demand for successful leaders has become the peak in today's world, social and academic achievements largely depend on the success of educational leadership [4]. Before the 20th century, the study of school leadership did not attract attention, there was no clear distinction between school leadership, and teaching functions, the understanding of school leadership was shaped by ideological values and rationality [23]. After 1900, however, specific theories and models of leadership began to emerge [23].

In the field of education, the role of leadership began to attract attention in the early 20th century, theories from the business field influenced the leadership methods of leaders in education [43]. However, education researchers have also changed their research on leadership to some extent, because the research on educational leadership needs to conform to the particularity of education and schools so that different leadership models can play a scientific leadership role in the field of education [10]. This has encouraged educational researchers to develop specific models of educational leadership for schools and educational institutions. Educational leadership introduced managerial leadership and moral leadership in the early 20th century, which mainly discussed the need for leaders to have a sound personality and improve the effectiveness of education, which means that leaders need to have a talent for leadership [35]. This kind of leadership theory which requires natural ability will no doubt be questioned by educational researchers, so the criticism of managerial leadership and moral leadership promotes the development of behaviour leadership [17]. Therefore, other effective leadership behaviours have been developed and put into practice, such as distributed leadership, instructional leadership, transactional leadership, transformational leadership, system leadership and contingent leadership [17].

In the 21st century, educational leadership has become a key factor affecting school organization, culture, social achievement and academic performance. This trend is reflected in the education policy statements of English-speaking countries [3]. For example, British education authorities attach great importance to the quality of education leadership and require school inspectors to make relevant reports and to ensure the quality of education, and the British government established the national school leadership academy in 2000 to train school leaders and teachers [3]. However, Hallinger and Heck (2003) believe that the influence of leaders on performance is mostly indirect [25]. For example, it is true that the way a principal deal with teaching affairs does affect the academic performance of students, but this influence is realized through the behaviour of teachers, this is the essence of leadership, and the most important is the influence of which leadership model is formed. This shows that leadership is essential, but the most important thing is the path of leadership influence as the application of different educational leadership models.

3. Discussion

3.1. Managerial leadership

From the 1920s to the 1970s, principals played the role of administrators, and they focused on the application of managerial leadership, which focused on the functions, tasks and behaviours of principals, they believed that schools could be effectively developed if these functions were performed correctly [39]. This part will discuss the positive effects of managerial leadership and the possible adverse effects of excessive management.

Managerial leadership shows significant advantages to some extent. Bossert et al. (1982) found that most effective principal leaders have excellent organizational and coordination skills, which is an essential part of managerial leadership [5]. As Glasman (1984) defined managerial leadership as an integral part of school organization according to the needs of the school in his research on educational leadership model [20]. Valentine and Prater (2011) stated the importance of organization, they believed that most successful schools were organized learning environments, and such schools rarely had discipline problems [51]. In the process of organizing and coordinating schoolwork, the principal emphasized discipline and allocated public space to avoid interference of teaching space, to ensure the smooth progress of teaching [51]. For example, effective implementation of tasks and organization of personnel, development of rules and procedures, and provision of appropriate information to employees and students are essential for the smooth operation of the school, and continuous organizational efficiency is the foundation of a successful school [51]. This shows that managerial leadership does have a positive impact on the teaching environment in terms of organizational coordination. Besides, the

implementation of managerial leadership gives the principal full control and management power. Leithwood and Duke (1999) believed that the generation of influence was primarily determined by the authority of the leader, and the higher the power of the leader in the organization, the greater the impact. There is evidence in many literature reviews and survey practices that a significant number of leaders support managerial leadership, believing that the status and authority of the leader is the primary source of influence^[39].

However, the excessive power of managerial leadership will lead to excessive management, which will harm the teaching environment to some extent. Managerial leadership has the characteristics of dictatorship, which transcends the role of leadership, it is easy to transform management itself into a goal to achieve a particular effect in its extreme form [11]. In addition, the management leadership model does not include the concept of school development vision, and its main task is to complete the existing activities and functions, rather than planning a bright future for the school^[8]. Managerial leadership pays more attention to the effective implementation of external orders, especially the tasks assigned by the senior management, which is more applicable to the leadership of the central system.

In conclusion, Managerial leadership model is more like an essential capability of leader, which has certain advantages, such as organizing teaching tasks smoothly and ensuring the authority and influence of leaders, but excessive use of power may lead to bureaucracy, which is not conducive to the healthy development of education. Also, imagining a bright future for the school is the core of educational leadership, while the development vision of the school is not included in the management leadership model. If principals and educators simply complete imposed tasks and do not have a long-term plan for development, they are likely to fail without enthusiasm for work. As a result, managerial leadership model cannot be the most effective educational leadership model.

3.2. Instructional leadership

Compared with the above analysis of managerial leadership, teaching management as the core of education is increasingly valued, which promotes the emergence of teaching leadership model. In the 1980s, successful schools began to define principals as instructional leaders, and an effective instructional leadership factor began to emerge when researchers planned to establish a transparent model for instructional leadership^[51]. Instructional leadership is an ancient concept that links learning with leadership^[11]. The concept of instructional leadership is very complex, and it comes from many experts in the field of education. Hallinger (2003) proposed the concept of instructional leadership^[24], and he pointed out that teaching leadership is divided into three dimensions at the same time, namely defining teaching mission, managing and developing teaching plans, and promoting a positive learning atmosphere. He constructs a scientific system of instructional leadership through these three dimensions. This part will discuss whether teaching leadership is the most effective educational leadership model from two aspects: the influence of instructional leadership on students' performance and the influence on employees.

The development of instructional leadership improves the quality of teaching and learning to some extent. Leaders who strive to be good principals are committed to fulfilling their ideals to meet the needs of the school, and they encourage student excellence through a system of relationships with stakeholders that create a positive environment for students to learn^[18]. For example, under the instructional leadership model, principals and teachers actively cooperate in teaching, curriculum and assessment, in this cooperation process, principals supervise teachers to improve professional knowledge through collecting teachers' ideas and insights, to improve the school together^[44]. Moreover, in research on instructional leadership, Murphy (1990) points out that schools with excellent teaching quality and academic performance tend to have instructional leadership^[45], which indicates that the application of instructional leadership can improve teaching quality and learning quality. However, this conclusion is not as convincing as the above evidence, because the factors affecting the quality of students are not limited to the implementation of instructional leadership; it has many other complicated factors. However, Donnell and White (2005) found in their previous studies on instructional leadership and student achievement that, there is a positive correlation between instructional leadership and higher learning achievement even when variables are controlled. The study also found that promoting school learning atmosphere was the most critical role of teaching leadership [18].

Instructional leadership is not only recognized but also criticized by some researchers. First of all, Bush (2013) believes that instructional leadership mainly focuses on teaching rather than learning^[12]. On contrast, Marks and Printy (2003) think that the functions of teaching leadership include the leadership functions directly related to teaching and other functions indirectly promoting students' learning, such as

management behaviour^[44]. This evidence contradicts the criticism of instructional leadership from Bush. However, Hallinger (2010) concluded in a study on instructional leadership practice that complex factors such as school level and school socio-economic status do affect the implementation of instructional leadership, which seems to be more suitable for elementary schools. This means that while instructional leadership is a popular model of leadership, it is not ideal for all schools and environments, and it seems to be more appropriate in the early stages of school development. The second criticism is that Hallinger and Heck (2003) believe that instructional leadership pays too much attention to the relationship between professional knowledge and their rights and teachers^[25], which tends to ignore the role of other leaders, such as vice presidents, directors and other middle managers. I believe the criticism from Hallinger and Heck is justified because neglecting the role of other leaders can lead to unfair arguments that can lead to betrayal. This is just as damaging as an authoritarian rule. Lambert (2002) said that the solitary instructional leadership model is no longer fashionable because no one believes that a principal can successfully run a school without the involvement of other leaders^[36].

Overview, although there has been a lot of research on how the instructional leadership behaviour affects student performance, in most cases, the instructional leadership behaviour of principals is conducted in a political context or based on assessment. In addition, although instructional leadership has a positive impact on students' achievements, this method of implementing leadership tends to ignore the participation rights of other leaders, which may cause unfair debate in the long run. Therefore, I don't think the instructional leadership model is the most effective educational leadership model.

3.3. Distributed leadership

Over the past 15 years, the concept of distributed leadership has gained popularity in education, and it has become the preferred school leadership approach for many principals ^[26]. More and more researchers and leaders are paying attention to the manifestation of distributed leadership. The latest definition of distributed leadership is that in the process of distributed leadership practice, leaders and followers are distributed into multiple groups, and leadership functions are assigned to the work of many individuals who have different professional skills and specialities and accomplish tasks through the interaction of multiple leaders ^[16]. Compared with the managerial leadership and instructional leadership models discussed above, its manifestation is more flexible and inclusive, which is an essential factor in its popularity. It used to be believed that charismatic leaders could turn a failing business or school around on their own, but many examples of failed heroism have discredited the theory of heroism ^[14]. The failure of heroism promoted the development of distributed leadership, which is more like a transition from elitism to pluralism. However, this part will discuss the effects of distributed leadership on teachers and students, and whether it is the most effective educational leadership model.

Distributed leadership is still a controversial concept. Some scholars believe that distributed leadership plays a decisive role in school development. Distributed leadership is more like using the responsibility sharing system to meet the development needs of the school. Gold et al. (2002) found in their study of 10 excellent school leaders that, the structure and development of leadership within the school are important factors that determine the success of schools^[21]. Hatcher (2005) found the reason why distributed leadership can promote the development of schools^[31], and he pointed out that distributed leadership allows more employees to participate in management, and they have diversified skills and experience, which is necessary for creating successful leadership. For example, in a survey on the responsibility sharing system, Webb et al. (2009) found that in primary schools in Finland and England, the principal assigned responsibility to the staff to create a more knowledgeable teaching team^[53], which could cope with the diversified demands brought by the school's development. He believes that distributed leadership is a leadership strategy that combines efforts to improve schools and student achievement. Additionally, Southworth (2004) studied in small and medium-sized and large English school leadership concluded that the influence of a subject teacher is regarded as the core of the development of distributed leadership^[50], and most schools in each stage distributing the subject teachers as the main leadership because college has improved in such a style of leadership. Also, early on, Little (1990) proposed that "individual autonomy and independence are hallmarks of teachers' work in the classroom". Ironically, Leithwood et al. (2009) claimed that distributed leadership is characterized by the need for collaborative work among leaders, which can quickly reduce the personal autonomy of teachers and lead to mutual dependence^[42], but they added that although distributed leadership has the possibility of reducing the freedom of teachers, it can also create collective autonomy of the whole team because the teacher team can independently decide the critical content of their work, what is essential is that this change from individual independence to collective autonomy will promote the successful practice of distributed leadership. In addition, Silins and Mulford (2002) collected the survey data of 2,500 teachers

and principals in a study on the influence of leadership on academic performance and they finally concluded that when leadership resources were allocated to teachers, students' achievements were more likely to improve. The results are convincing in terms of the size of the sample. Similarly, a distributed leadership study in the UK found that the degree to which teachers participate in decision-making was positively correlated with student motivation (ibid). The more decentralized leadership model increases the motivation of both teachers and students because they have decision-making power that makes them responsible for the development of the school.

However, some scholars also believe that the impact of distributed leadership is uncertain, and they attribute this uncertainty to the obstacles and challenges encountered in the implementation of the leadership model. As Harris (2004) pointed out in a study the significant obstacles to distributed leadership^[27], he believed that the distribution of power leads to the top leader giving up direct control over some projects and being in a vulnerable position, which means that the power and status of them are threatened. He added that the current structure of many schools is a top-down hierarchy that prevents teachers from gaining autonomy and that if distributed leadership from top to bottom is misused, it can become a misguided delegation of responsibility^[27]. For example, Hopkins and Jackson (2002) found in a study that the principal needs to coordinate the leadership relationship and allocate power^[33], which means that the role of the principal is still quite remarkable, and it will be challenging to realize the allocation of leadership model without the support of the principal. Hartley (2010) concludes that distributed leadership is hard to implement in the school bureaucracy^[30]. In addition, Bottery (2004) once asked the question^[7], how can distributed leadership be achieved if those in formal positions do not want their power to be redistributed? Harris (2005) concluded that distributed leadership and bureaucratic leadership might be compatible. Most importantly^[28], distributed leadership can be successfully implemented when the most formal leader controls the distribution of power. This means that distributed leadership cannot exist without managerial leadership.

In conclusion, many studies have proven that distributed leadership has been successfully implemented and achieved positive results in many schools, such as improving teachers' work efficiency and promoting students' learning motivation. However, it will face many challenges and obstacles in its implementation, which may lead to the wrong distribution of power. Therefore, without the combination of managerial leadership and distributed leadership, it will be difficult to Still Maintain its Power in the bureaucratic school system, which means that distributed leadership alone cannot become a most effective leadership model.

3.4. Transformational leadership

In the 1970s, transformational leadership was put forward as a theory in leadership literature^[34]. In the 1990s, educational scholars Beck and Murphy (1992) proposed to change the organizational structure, professional roles and objectives of education^[1]. To adapt to the changing factors in the process of school operation, the transformational leadership model emerged^[1]. Leithwood and his team applied Bass's transformational leadership model to education, subsequently, teaching scholars conducted a lot of researches on this model, the knowledge framework within which the transformational leadership model can be applied in school is quickly established^[37]. Leithwood sums up transformational leadership as a model in Figure 1 that includes eight components: personal support, vision, goal sharing, intellectual stimulation, cultural building, reward, high expectations and modelling. First of all, this model starts from different motivations, and second, this model is not only for principals to provide leaders who create these conditions but also for middle-level leaders and teachers. First of all, this model starts from different motivations, and second, this model is not only for principals to provide leaders who create these conditions but also for middle-level leaders and teachers. Factors such as personal support, goal sharing and intellectual motivation suggest that the model is based on adapting to the needs of employees rather than managing and controlling employees to achieve goals and achievements, which implies that transformational leadership influences the quality of education through a bottom-up structure^[24]. However, this section will discuss the effects of transformational leadership on the behaviour and outcomes of teachers, and whether it is the complete leadership model.

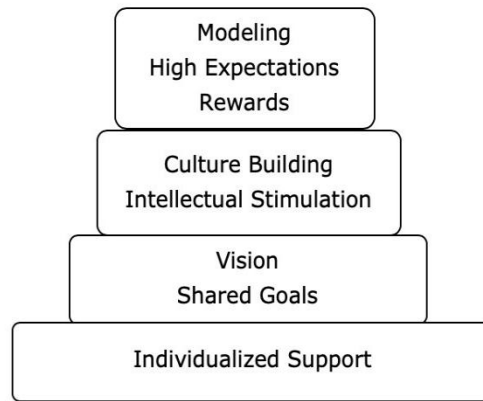


Figure. 1: Transformational leadership model ^[41].

Transformational leadership has been recognized by many education researchers since its emergence. They believe that this bottom-up leadership model takes school leaders as an organizational whole rather than the property of one person, which is a perfect leadership model that can play an active role for a long time. For example, Leithwood (1994) advocates the application of transformational leadership in schools^[38], he believes that schools in the 21st century face many complex challenges, and transformational leadership can meet these challenges. Meanwhile, he believes that the era of school reform and restructuring has come and may continue ^[38]. Similarly, HALLINGER (2003) pointed out that transformational leadership has created a positive atmosphere, under this leadership model, each leader sets personal goals and combines them with organizational goals, they can see the connection between the target and mission thus involved in continuous learning and sharing with others and learning outcomes, and expectations for a common goal to struggle. This shows that transformational leaders focus on changing employee expectations, promoting individual learning through personal support and intellectual stimulation, and achieving organizational learning by stimulating own advancement, thereby establishing and obtaining agreed goals, and then realizing the vision to achieve these goals. Transformational leadership is attractive because a leader's work is accomplished through the expression of a vision. Bennett (2003) quotes a principal as saying, I was lucky enough to pick my staff, and at selection, I made it clear what the vision and spirit were, and they wanted to work in this school^[3].

From the above perspective, although transformational leadership creates a positive atmosphere, leadership is still concentrated in the hands of one person or a few. For example, leaders first develop a vision and build a culture that guides others to follow the rules of transformational leadership by setting norms of behaviour ^[3]. This means that leaders are guides to change, while followers are passive participants. As Chirichello (1999) points out, the model of transformation is reasonable because it provides a normative method of change for school leaders^[13]. However, because transformational leadership require teachers to abide by their values, it can easily be used as a tool to control teachers ^[13]. At the same time, Bottoery (2004) questioned the effect of transformational leadership^[7], believing that the leadership model changed its primary goals. In Britain, for example, most school leaders are required to follow the tasks assigned by the education sector what affect curriculum content, teaching methods, teaching objectives and values, meaning that transformational leadership models are difficult to implement in response to the needs of teachers and communities ^[11]. Bottoery (2001) claims that a directly controlled education system severely reduces the possibility of achieving educational leadership transformation^[6]. As Bush (2011) points out, if transformation is to be imposed in the guise of leadership values or the enforcement of government rules, the process of transformation is political, and real transformation cannot be achieved^[9].

In conclusion, although the ideal transformational leadership can create opportunities for personal advancement between teachers and colleagues, as well as a positive teaching atmosphere, it is difficult to achieve meaningful transformation in a government-controlled education system. Therefore, the transformational leadership model is not the most effective educational leadership model.

3.5. Moral leadership

As mentioned above, the purpose of transformational leadership is to achieve worthy or less worthy goals, while the purpose or transformation process of charismatic leaders in history is immoral, which highlights the significance of the existence of moral leadership (Bush & Derek 2014). The moral

leadership model is different from the transformational leadership model, which emphasizes vision setting and achieving goals together, while the former emphasizes the integrity of leaders. There are many vital theories about moral leadership and its various manifestations. Although it has begun to receive more and more attention in the last 20 years, it is not a new concept. Schrag (1979) proposed the need of moral leadership for leaders at an early stage, he believed that the moral judgment of principals should be normative, and he must make decisions according to the principle applies to all people, and they should not allow any group to benefit more or bear burdens. However, this section will discuss the importance and inadequacy of moral leadership to determine whether it is the most effective model of educational leadership.

In the field of education, moral leadership is regarded by many scholars as an essential ability of principals. For example, as Paul et al. (2004) believed that morality is a necessary quality for leaders and that educating leaders must be moral role models^[46], and they also argued that moral leadership is more critical than ever in the 21st century. This is because moral education is essential for adolescents. Goodlad et al. (1990) defined education is a moral effort, a process of forming values^[22], emotions and skills. And the formation of morality is primarily influenced by the leader, which explains why Leithwood et al. (1999) believed that the embodiment of moral leadership mainly comes from the values that leaders have and the ethics defined by society^[39], and the authority and influence of the leader should come from his correct values and good moral character. Similarly, Evans (1996) in the study of moral leadership points out that the real leaders are those who are trusted by the duty and commitment and do a trustworthy person^[19], the principal should teach the teacher, or a student of the first class is they have precious faith and willing to take action to practice and prove the quality of integrity or they are moral will be questioned. Moreover, Begley and Johansson (2003) also provide clear evidence for the importance of moral leadership^[2], and they believed that the best leaders demonstrate a strong sense of professionalism through their presence and work and that successful leaders have strong moral principles and a strong sense of social justice, it can improve the educational experience of different groups of students, especially vulnerable groups.

Although the above analysis proves that moral leadership is significant in the field of education, many people still question whether it is the most effective model of educational leadership. West-burnham (1997) argues that moral leadership is an ability to act by the moral system, which will change over time. For example, principals must strive to create and maintain a healthy learning and living climate, but politics and economics put more pressure on school leaders than anything else, and whether those pressures can sustain the moral principles and social justice of the head of the residence is a considerable challenge^[46]. Responding to this phenomenon, Pullan (2003) explained that in a complex society, building and maintaining a school system is a difficult task that cannot be achieved without the concerted efforts of many outstanding educators to improve schools continuously^[47]. This means that moral leadership models alone cannot sustain a school system, which should also involve distributed or transformational leadership and other leadership models. Sergiovanni (1991) has a similar point of view^[49], and he believes that learning communities need not only moral leadership but also management leadership, ignoring either of these can create problems because the challenge for principals is to balance the opposing task of ethics and management. The above analysis shows that moral leadership alone cannot make a school function effectively.

In conclusion, although there is ample evidence that moral leadership is vital in the field of education, schools face various pressures brought by politics and the economy in a complex society. Without the participation of other leadership models, it is difficult for moral leadership to continue to exert its positive influence in such a context. Therefore, moral leadership model cannot be the most effective educational leadership model.

3.6. Contingent leadership

The educational leadership models analysed above are relatively one-sided. They provide leaders with structures and strategies that may be effective in specific aspects, but they cannot give full play to the effects in the complex and changeable environment. Contingent leadership provides a more flexible approach to leadership, which is a reactive model^[11]. The contingent leadership model appeared in the field of management before the 1980s and was not introduced into the field of education until 1982, but it has not been well applied in the field of education in the past 20 years^[32]. Bush (2005) point out that the contingency leadership model emphasizes that leaders need to adjust their leadership style according to the complex and changeable environment of the school, and their behaviours should match with the environment and current situation of the school. This section will discuss the positive effects and limitations of using contingency leadership to analyse whether it is the most effective educational

leadership model.

The contingency leadership model has been increasingly valued and respected by leaders in the field of education, and scholars have gradually realized the importance of contingency leadership. Hallinger (2003) has done a lot of research on educational leadership models^[24], which involves a variety of single leadership models and the influence of culture on leadership. In the long-term analysis, he has summarized the impact of the effectiveness of specific leadership models and the mixed environment. He added that from an international perspective, the definition of each single leadership model is continually changing to meet the needs of schools as they develop, and he believes that contingency leadership can meet the changing needs of different environments^[24]. Similarly, Bossert (1982) concluded in a study on the management role of principals that successful leaders must adapt to their specific circumstances because they want the school to achieve the desired results^[5], and that school conditions and environmental changes are variables that influence the leadership style of principals. The above literature clearly explains the need for emergency leadership.

However, contingency leadership presents a variety of challenges in its implementation, because we can't ideally expect the principal always to make the right judgment about the environment and the way things are going. For example, experienced the headmaster said they understand the framework of contingency leadership, they also know that follow the single mode of leadership is not science, but whether the contingency leadership can be used effectively is uncertain because they are not automatically qualified for and articulate, and if they make any incorrect decision public will not forgive them for any reasons^[32]. This means that the effective use of contingency leadership is based on correct judgment. At the same time, some scholars pointed out the shortcomings of contingency leadership, such as the lack of value support for contingency leadership. As Warwas (2015) pointed out that the effective implementation of contingency leadership must be based on values^[52], because education is an act of moral significance, and contingency leadership in the field of education should ensure orderly, moral and purposeful behaviour. In addition, Harris and Johnston (2010) realized that values play an essential role in the implementation of contingency leadership because the behavioural activities of contingency leadership largely depend on the judgment of choices^[29]. Leaders regularly make necessary choices in the competition of resource allocation, and their values endow the purpose and meaning of these choices. The above analysis shows that contingency leadership without values can be difficult to exert their effects.

In conclusion, compared with other single leadership models, contingency leadership seems to be more adaptable to the changes in today's school environment. Still, contingency leadership will face many challenges without sufficient support from other leaders. For example, the effective use of contingency leadership is based on other leadership, especially moral leadership, because contingency leadership without value support is hardly the most effective educational leadership model.

3.7. Combined leadership strategy

Through the above analysis, it is found that although specific leadership is necessary, no single leadership can effectively promote the operation of a school, which requires the generation of a combination leadership strategy. Although the research on combination leadership models in education has not been expanded, Day and Sammons (2016) conclude from successful school leadership research that combined leadership strategies are most likely to ensure school success^[16]. This section will discuss the importance of combined leadership strategies and whether it is the most effective educational leadership models.

Although the research on combination leadership strategy is still limited, most scholars in the field of education believe that combination leadership strategy is the most scientific leadership model after studying specific leadership models. According to Leithwood et al. (2008) research on educational leadership experience^[40], it is found that effective leadership depends on the response of leaders to different environmental conditions, and this sensitivity comes from the proficiency in specific leadership practices such as establishing vision, setting direction, developing and assigning employees, reorganizing teams, supervising and managing teaching plans. This shows that effective educational leadership is to make right value decisions based on the skilful application of other specific leadership models and select appropriate solutions based on the school environment and current situation, which successfully explains the significance of combined leadership strategies. What is more interesting is that Wareas (2015) found in the research on school size and applicable leadership model that principals in small schools are more approachable^[52], because small organizations allow direct communication and work coordination among employees, and the "people-oriented" leadership style is easier to implement. However, assistant and deputy leaders gradually emerged with the increase of the workload of leaders in large-scale schools, and

the leadership functions are formally distributed to each leader in the model of distributed leadership^[52]. There is no doubt that the above example is an effective application of contingency leadership model, but the judgment and sensitivity of what kind of leadership model to choose in what size of school come from a comprehensive understanding of specific leadership and the skilful application of teaching leadership, distributed leadership and transformational leadership.

In conclusion, based on the above analysis, it can be concluded that each leadership model has its appropriate environment and situation, and whether a correct judgment can be made in each different situation depends on the depth of understanding and proficiency of the specific leadership model. This suggests that every single type of leadership must be mastered and working together is the most scientific model of leadership. Therefore, the combined leadership model is the most effective educational leadership model.

4. Conclusion

Through the discussion of each single leadership model above, it is found that each specific leadership model has its positive effects. Still, it is difficult to effectively maintain the operation of the school for a long time without the support of other leadership models. In this part, we summarize the advantages and disadvantages of each specific leadership model and conclude that the combined leadership model is the most effective educational leadership model.

The management leadership model is an essential ability for a successful leader because it guarantees authority and influence. Still, it is also questioned because it creates bureaucracy and lacks long-term planning. Transformational leadership can make up for the shortcomings of managerial leadership because transformational leadership emphasizes the formulation of vision and the joint realization of goals through communication and efforts of members of the organization. However, the limitation of transformational leadership lies in that teachers become passive followers, and the reform under the task requirements of the education department cannot achieve the real transformation. Besides, many types of research have proved that instructional leadership has a positive effect on improving students' performance because leaders can directly participate in teaching supervision and evaluation. However, its limitation lies in that complex factors such as school level, and socio-economic status can affect the implementation of teaching leadership. It seems more suitable for practice in primary schools. In large scale schools, the workload of leaders increases exponentially, and distributed leadership can make up for the shortage of instructional leadership and meet the needs of large scales schools. Distributed leadership uses the model of separation of powers to assign work to the person in charge who is good at it, which can not only improve the working efficiency of teachers but also promote the learning enthusiasm of teachers and students. However, it faces many challenges in practice, because once there is an illegal distribution of power, internal disputes will arise. This means that there is no specific model of leadership that can successfully promote the development of schools. In this context, contingency leadership model is favoured by many scholars.

Contingency leadership model adapts to the changes and development of the school environment. Leaders need to make correct decisions based on the judgment of the current situation of the school to determine the leadership style, which is undoubtedly a comprehensive leadership model for today's complicated social situation. However, moral leadership model is fundamental in the application of contingency leadership model, because leaders make necessary choices regularly according to the current condition of the school, and their values endow the purpose and meaning of these choices. The above analysis also proves that contingency leadership model requires leaders to make an effective judgment on the status quo. This judgment ability comes from deep understanding and skilful application of various specific leadership models. Therefore, according to the above analysis of each leadership, the combined leadership model is proved to be the most effective educational leadership model.

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