

E-Leadership: Secondary School Heads and Contemporary Needs

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Abstract

Present century is encouraging heads and teachers for the use of technological devices and techniques for better teaching learning process. Secondary school heads are trying to get better their colleagues' efficiency and work performance through e-leadership. The objective of the study was to explore the use of technological devices by heads for their administrative and academic needs. The researchers used systematic review approach to conduct the study. The study started with the organization of related articles for review, identifying the similar researches and selecting relevant papers, extracting data, and finally, synthesizing the data to conclude the study. Researchers simplify the idea of e-leadership to understand through definitions given by different authors and researchers. Then, heads' management skills are considered from traditional to electronic and digital era. The study found that internet is enabling other information communication technology innovations in education including blogging, electronic mail, conference calling, learning designs, MOOCs, use of social media. The study concluded that heads as well as employees have little understanding about the potential effects of technologies. It is also concluded that there is a dire need to develop training manuals about technology use for heads of secondary schools for the promotion of e-leadership trends at secondary level. The study may recommend that there may be conducted training sessions of advanced technological devices for enhancing head teachers' efficacy and performance.

Keywords: E-leadership, Heads and Contemporary needs

Introduction

21st century revolutionized various aspects of human life through ICT. ICT is a tool that changing the behavioral and thinking patterns of human being at large. Hani (2001) defined E-leadership as it takes place in an e-environment setting in which the work is refereed by information communication technology (ICT) through internet. Internet is a source to interconnect the people around the globe. People must be trained in the use of technology for rapid development and growth. Technologically trained persons are required for the 21st century education. So, E-leaders have need to know how to use technology effectively to meet the students and teachers' needs and build perceptions, relations, and trust (Hani, 2001).

Basically, the term E-leadership is used in business and management but gradually it is used in other academic circles. Avolio, Kahai and Dodge (2000) define E-leadership as a process that socially influence by technological tools to change human beings' thinking, feelings, attitudes, behavior, and performance with peoples' groups, and organizations. In an organization, e-leadership can occur at any horizontal or vertical level. It can involve one-to-one or one-to-many interactions across organizations or larger units. It may be associated with one individual or shared by several individuals according to changing conditions of their locus. The sole objective of the study is to explore the characteristics of e-leadership and secondary school heads' need in contemporary era.

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Effects of E-leadership

The work environment has been changed between the leader and the followers. The working styles are diversified and changed significantly. Peoples are controlling their followers across the world. Kurland and Egan (1999) posed a question about the productivity, trust building, workers management who are physically not present there. Generally, secondary school heads are busy in their administrative meetings at a place other than their own schools. Secondary school heads play an essential role in the successful placement of information communication technology in the school. The adoption of IT involves the use of IT and the new features of current ICT as well as the disuse of IT. School heads are the primary source to influence these behaviors among their followers. Heads influence technology (Thomas & Bostrom, 2008) adaption within schools through cooperation. The study of Tenuto & Gardiner (2017) was reviewed as individual literature which intends to link the leading knowledge of the modern society to the school leadership. So, the model ethical and social justice applies according to the principles of social leadership theory. This encourages leaders to create their own values, ways of leadership and the overall creation of their actions.

The working line between the leaders and followers has greatly improved by the inclusion of ICT. The administrators are currently providing guidance through more electronic channels by performing leadership processes. Indeed, the organizations are rapidly growing toward far furlong areas of the world; sooner e-leadership will play a role of manipulator in our thinking habits about what establishes administrative leadership (Zaccaro, Bader, 2003). Therefore, it is important for the business groups that they will receive e-leadership, which will help to adopt the new work environment and adopt the challenge of cope. Adaption of technological tools can improved the factor of trust among teams. Due to the failure of data and communication technology usage lessen teams' productivity. The working trend in distributed teams requires an association in the role of leadership in virtual groups and nursing of nature. Managers have interest in developing global virtual groups, as well as educational administrators are interested in pursuing virtual teams (Kayworth and Leidner, 2002). E-leaders can get better results by handling their teams' data and the adaption of ICTs, as it is found in the same perspective, leaders achieves the kind of cooperation and trust among their fellows through technological version and management (Thomas & Bostrom, 2008).

Why e-leadership is necessary?

Kurlan & Egan (1999) described three main leadership challenges according to the prevailing E-environment. When workers do not physically exist, then works feel isolation from their workstation. It improves distance monitoring and perceptions about distributive justice. The authors of various studies believe that these challenges promote new leadership skills in the form of e-leadership.

Emergence of e-leadership suggests four sets of changes with far researching consequences (Avolio et al., 2003). At first place, the ICT accession has been modified from the grip of leaders to followers. Currently, junior colleagues have gain access to similar information that administrative leaders have exclusive access to in the past, often before the leader. This situation makes leaders more vigilant to be ready to take suitable decisions. In addition, there are various ways through which information flows currently. It informs us that leaders can no longer manage the dissemination of information. While emotional information, the leaders should be prepared within the event that it has been broadcast already. Today, if a worker is not happy with a manager's action, the worker will take action which was not possible before. Just with a single click a worker can communicate with the top management team leader or send an irritated

message to entire workers. In a case, an employee may contact the editor to show a story about the incident. E-leadership enables a powerful leader to organize groups, who in the past could keep such individuals detached and messy. As a consequence, workers have better access to information communication technology and media while they are close to customers. This evolution has enabled quick and effective responses in changing customers' wishes and needs (Avolio et al., 2003).

Secondly, there is a greater gap among the administrators and employees. So, it can be filled by the e-environment that will create an interconnectedness of globalized markets (Avolio et al., 2003). A worker may pose a question to international workforce 24/7 in resolving their local issues. Today's leaders are more vigilant and active in interacting with interconnected universal network across worldly time zones, worldly cultures and boundaries. In an organization, from time to time, groups of a virtual team may move as being a leader and a follower.

The world of digital electronization makes the interaction easy and reachable to all the members of organization. An administrator or leader can contact with his top management through email on daily basis. And he may discuss with them the solution of short term and long term issues. In exchanging of ideas and solution of ideas, the administrator or leader can provide global acknowledgment for a team's exemplary vision. Another point of view is mentioned, when he unintentionally uses likenesses that do not reverberate very well in other cultures (Avolio et al., 2003) in the world.

When we discuss the challenges of e-leadership and e-environment, communication is more ineffaceable than earlier. A leader put memorialize remarks in an e-mail that he or she normally put in a sequestered conversation by sending them over e-mail to others. The aforesaid example deliberately suggests that leaders and followers need to adapt this nervous system being configured within the organization. The nervous system of an organization provides leaders tremendous power to reach out and touch everyone within association. Kazlowski (2002) states that the important features of virtual groups (e-environment) that have E-leadership are: wide distances between team members who have lack of face-to-face interaction and in response electronic communication use to connect team members. Team leaders' ability to screen team members' efficacy and to deliver solutions to the problems at workstations is strictly circumscribed by face to face communication within virtual teams. Various restrictions for the virtual leaders i.e. perform typical checking, mentoring, coaching and developmental tasks.

Buono and Poultfelt (2005) informed us that knowledge comes from information and data. In an organization, information management deals with the use of knowledge and structure in organizational process. Further it was noted that there are ten unique processes as: identification, transfer, utilization, creation, acquisition, retention, codification, validation, developing, and integration of knowledge. Wart, Roman, Wang & Liu (2016) described that e-leadership is vital for three concrete reasons: easy way of communication, modification in organizational communication hierarchy by digital revolution and change in management. Communication revolution includes the extension of the latest communication resources and the communication overload challenge and the continuous contact without pause. (Avolio, Sosik, Kahai, & Baker, 2014).

Research Methodology

It was a review-based study and researchers use systematic review approach given by Kitchenham, 2004; Kitchenham, Pretorius, Budgen, Brereton, Turner & Niazi, 2010; Usman& Ahmad, 2012; Ghani, Jusoh, Jabar, Ali, Abdullah, Abdullah & Khalefa, 2015 to conduct the

present type of research. Methodology of the study started with planning the review of related articles, identifying the similar researches and selecting relevant papers, extracting data, and finally, synthesizing of the data to conclude the objectives of the study. The researchers formulate procedure for systematic literature review. The basic purpose of the systematic literature review procedure is to specify strategy through which researchers will accomplish the study. The area of research, certain journals and conferences would be specified.

The present study would be started with the identification of key area, keywords related to e-leadership and specific terms in the field. In identifying the key areas and keywords, it is assumed that the general key words were used for searching the data related to e-leadership and ICT leaders in secondary schools. It's the need of the time, to explore new horizons in the field of ICT. Researchers adopted search strategy for the review was directed towards finding published papers in research journals from different database, Elsevier's Science Direct, Springer, Wiley Black, Google Scholar and Scopus.

The next stage was the selecting of research papers in e-leaderships. It is used two techniques (Gheni, et al., 2015) to select the research papers from published papers and archival journals. At first stage, the initial draft was prepared regarding the abstracts of research papers, the research papers were 70 in number. At second stage, the researchers read all the 70 research papers in detail. Based on this reading activity, it was considered 25 research papers out of 70 research papers part to the final list. Rest of papers, were separated from the list. Because these papers have indirect information related to the topic.

Researchers allocated different papers to themselves. Then, they extracted information about e-leadership and secondary school heads and prepared the summaries in an explicit way. The selected papers used to cover the extent review of related literature on e-leadership, head of secondary schools and the contemporary needs. The researchers understand explicitly the idea of e-leadership through definitions given by different authors and researchers. Then, it focused heads' management skills from traditional to electronic and digital era. The first part of the synthesis of data comprised on the concepts and definitions of e-leadership and heads as e-leaders and the second part would focus on contemporary needs of the educational setup.

Results and Discussion

The study reviewed current literature on e-leadership and heads contemporary needs in secondary schools identified that there are occurring rapid changes in the use of advances in information technology. There is a little understanding among employees in general but specifically in heads about the prospective effects of digital technologies on e-leadership as well as different perspectives of leadership within or outside institutions as well as how leadership appropriate about AIT devotedly or faithlessly (Avolio, Sosik, Kahai, & Baker, 2014). There are also some moral deliberations are related with the adoption of advanced information technology for electronic leadership that seems like serious requirements for the field of education and leadership. Serce, Swigger, Alpaslan, Brazile, Dafoulas, & Lopez (2011) concluded that different communication patterns are about modes of communication, task and leader's experience. One of the research studies concluded that heads of educational departments have some common challenges in their locality, so that, they would get the ability to quickly intercede relations within the local organizations (Preston, Jakubiec & Kooymans,n.d.) in person and through social media.

Wanzare & DaCosta (2001) described that heads are indispensable and essential to all types of schools; they planned strategies for alleviating the problems as instructional leaders. In

educational institutions, modern technologies will pave the way for transformational change at large. Gheni, et al., (2015) identified the challenges at work place i.e. use of ICTs, racial or ethnic multiplicity, moralities of electronic media and trust building. They also mentioned the issues related to current information communication technologies:

1. Practice and mobilization of ICT software that are especially considered for computer-generated groups communication,
2. Choosing the most easy and reliable use of ICT applications.

The stakeholders in education department are concentrating the e-syllabus and e-Books for the secondary schools whereas in primary schools, administration is implementing the use of TABs. They have also prepared experimental approach for science subjects in the form of software programs. In technology filled environment, heads' ethical behavior plays an essential and significant role for the development of institution. Seneca (2008) concluded the fact that without administrators' proper professional development and technological skills, how may we think about them; they would lead efficiently? So, it is necessary that training department must prepare ICT related manuals for the Heads' training in ICT. Technology is the need of the contemporary era and technology is here to stay. As the study of Salam, Zeng, Pathan, Latif and Shaheen (2018) found that the intrinsic barriers are easy to surmount but when the extrinsic barriers have been subdued successfully. It's the responsibility of heads to craft ICT oriented environment within the institution with efficient teachers and students' active achievement and performance.

In current epoch, e-leadership framework promotes social interaction among individuals in achieving cluster objectives and performance while e-leadership helps to lessen the challenges caused by less presence and immediate response (Kahai, Jestire, Huang, 2013; McConnell, 2000). E-leadership offers instructions for the task in groups and in this way communication technology promotes participation in groups and nurturing optimistic behavior and attitudes (Lim & Liu, 2006). The study of Kahai, et al., (2013) mention academic perspective that the educators pursues to complete a task quickly, the students will easily pick the point and have more learning in virtual world through collaborative learning. In this way, transactional leadership behaviors need to be increased. Jameson (2013) mentions that e-leadership approaches are used for the progression of educational technology through more research, training and development.

Regarding e-leadership and educational technology, Jameson (2013) recommend in his study about ICT related professional training and developmental prospects related to e-leadership are made available. Internet is rapidly evolving in our societies. It is enabling other information communication technology innovation in education including blogging, electronic mail, conference calling, learning designs, MOOCs, use of social media. The use of internet is impacting the way leadership is conceptualizing and practicing in educational institutions. The ICT and leadership are drastically influencing the emerging contemporary organizational behavior in an unforeseen and multi-layered ways within educational institutions. Head in educational institutions are encouraging the students and teaching faculty to optimize the learning outcomes. Gurr (2004) described that at beginning level of the development of e-leadership, leadership in technology filled environments needs to be wisely measured. It is an obligatory duty of the heads to build confidence among staff and students, also build trust about the use of information communication technology in educational institutions. Alsaleh (2018) described that there were several instructional leadership styles as defining school's purpose statement, managing the instructional program, and making an efficient and effective

environment for teaching-learning process and further it was recommended a gradual planned decentralization for improving educational leadership practices in Kuwait.

Conclusion

By reviewing the researches on e-leadership and heads contemporary needs, the study highlighted the characteristics of e-leadership and heads' need in contemporary era. The heads are facing some challenges and hurdles in the use of technologies in secondary schools. The heads as well as the employees have little understanding about the potential effects of technologies. There are some ethical considerations regarding advance information communication technology and e-leadership. It is also concluded there is a dire need to develop training manuals about technology use for heads of secondary schools for the promotion of e-leadership trends at secondary level. Because school heads have reasonable ICT capabilities; their attitude towards the utilization of ICT were indifferent, leading to low levels of acceptance of ICT utilization among the education institutions in Bulawayo (Ngwenya and Pelsier, 2018). Literature concluded that educators try for task completion in technology filled environment by giving an idea of cooperative learning. So, Heads may inspire educators as e-leaders in teaching-learning process.

Recommendations

Here, there are some recommendations in the following line;

1. It is recommended that stakeholders may conduct training sessions of advanced technological devices for enhancing head teachers' efficacy and performance.
2. It may recommend that head teachers and teachers may fair use of technology under their domain due to cyber-crime activities.
3. The study may recommend that head teachers may promote the idea of cooperative learning through advance technological tools.

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