Educational Leadership and Management

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The Effect of Teacher Followership Styles on Achievement of School Vision And Mission

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INTRODUCTION

Institutions be it educational, manufacturing, business among others are structured by both leaders and followers. Thus, no organisation is dispensable of these two fundamental functional components. Practically, followers represent if is not all, about 99% of the institutional workforce. It is empirically proven that while leaders in most organisations contribute to organisational success not more than 20 percent on average, followers are instrumental to the remaining 80 percent (Kelley, 1992). Unfortunately, for decades, research has been tightly concentrated on investigating leadership theory, leader's viewpoint and related issues rather than taking into equal significant scale, the follower perspective (Kelley, 1992; Vartanian, Seeley and Trouyet, 2003; Rusher, 2005; Kelley, Chaleff and Blumen, 2008; Vrba, 2008). Even in the cases where research did investigate the concept of followership as a subject matter, its main purpose was to better understand leadership (Kelley, 2008). In other words, followership was traditionally ignored in the early leadership research, while the two components are inseparable. Two independent components (Kelley, 1992) but intertwine with common focus "followers and leaders both orbit around the purpose; followers do not orbit around the leader" (Chaleff, 2009:13).

The root cause of this misconception is referred to two-fold assumption; logically and theoretically. Rusher (2005) logically posits the argument that followership is been overlooked partly because of a simple reason that followership is not deemed as a profession that many people have dreamt of as adults or wanted to be in their final career (Rusher, 2005). This stand, though it holds some water on its grounds, but does not survive before taking all angles of the subject matter into consideration. Chaleff (2009) stresses that followership is not a term of weakness, rather a condition that allows leader to exist and infuse it strength.

Furthermore, Chaleff (2009) theoretically argues that the widespread common belief which holds the idea that the influence of leader-follower relationship is largely structured by a one-way direction was the possible other influencing factor. This belief does not hold water on its grounds, because followers have great capacity to influence the leadership in practical sense. This is so, partly because leaders neither exist nor act in a vacuum in absence of followers (Kelley, 2008). Tanoff and Barlow (2002) argue that this neglect was responsible for followership theories and instruments in the literature to remain rather limited. According to Leonaed (2003), the organisational literature has solely focused on leader's personality traits, leadership styles and leadership competence among others as early as 1940s.