

A Study of Leadership Styles and Teachers' Performance

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ABSTRACT

Leadership style is a vital component of an organization's capacity to prosper because of its effects on employee performance. The study explored the impact of leadership styles and teachers' performance wrt demographic characteristics of experience and qualification. Two hundred teachers participated in the study. The instrument leadership styles survey was used. The results found a significant impact of democratic leadership style on teachers' performance with respect to qualification and experience at the school level. The results also found a significant impact of autocratic leadership style on teachers' performance with respect to qualification and experience at the school level. However, it was concluded that the laissez-faire leadership style had a non-significant impact on teachers' performance with respect to qualifications and experience at the school level. It was suggested that leadership training is needed to improve the performance of teachers at the school level.

Keywords: leadership styles, teachers' performance, qualification, and experience.

INTRODUCTION

Leadership style is a vital component of an organization's capacity to prosper because of its effects on employee performance. Leadership is more important than it has ever been for management in today's constantly changing social, economic, and technical environment (Aunga & Masare, 2017). While management is concerned with accumulating resources, coming up with plans, and organizing and supervising operations to achieve agreed-upon goals, leadership fulfills the management job of influencing. According to Reed (2005), effective leadership increases management's effectiveness and competency, which in turn boosts long-term performance and resource management. An excellent leadership style aids in efficient performance in educational institutions, claims Maicibi (2005). The leadership style of many businesses has run into several issues because of its impact on organizational performance, departments, and teams, as well as work climate and atmosphere.

The global discussion on leadership styles has focused on the issue of school leadership and performance. Most of the blame for children's low academic performance has been placed on school administrators. Researchers from several disciplines have been researching whether school administrators' leadership philosophies have a positive or negative effect on pupils' academic progress (John & Mkulu, 2020). Leadership is seen as

a big challenge in schools. A lot of people can become leaders if they are given the right training because school leadership is thought to be incredibly significant. In their 2009 study on the need for professional development, Pashiardis and Brauckmann found that leadership is essential to raising student achievement. As the demands of the position have expanded, it is increasingly accepted that school leaders should continue their professional development to advance their practices. According to a study on secondary schools and leadership styles, according to Rautiola's (2009) research, the efficiency of the classroom and the school are highly valued in American schools.

According to Aunga and Masare's (2017) study on the impact of leadership philosophies on teachers' performance in Tanzania's Arusha District, democratic leadership grows in schools, which boosts instructors' output and boosts students' academic performance. According to the experts, teacher performance rises together with democratic leadership, indicating that democratic leadership benefits teacher performance. Students' academic performance consequently gets better. The decision-making, delegation, and communication processes that secondary school principals use to improve the work performance of teachers are significantly impacted by their leadership styles, according to Abwalla (2014). While considering the opinions and advice of the teachers might help students perform better, it is crucial that they are taught. Previous authors asserted that, depending on how well school administrators implement the democratic leadership style while taking a variety of factors into account, student academic progress may or may not be enhanced. When a program is implemented well, it motivates teachers, students, and other stakeholders and develops a sense of belonging to the school organisation, which encourages more participation in the teaching and learning process and enhances student academic performance.

According to Clark & Clark (2002), different people require different leadership philosophies. For instance, a new hire needs more guidance than an experienced worker. Instead of a high degree of motivation, a low level requires different leadership strategies and monitoring. A leader needs to be fully informed of the names, backgrounds, and skills of his or her subordinates.

Most school administrators in the US use a participative leadership approach that involves parents, teachers, and principals in decisions about organisational structure, curriculum, and teaching methods. According to Ozuruoke et al. (2011), created several aims and objectives to support educational advancement. School administrators were essential in accomplishing these goals to ensure the successful execution of visions and missions. Among their other duties, head teachers in secondary schools must ensure that the instructors carried out their performance expectations and established objectives. However, it appears that many of these principals have not investigated the role that their management approaches play in the academic performance of their students in the state. Considering this, Huber (2010) performed research on the strategies used by boards of directors to raise student achievement. Due to a lack of leadership skills, most school administrators are seen as being inept (Basheer et al., 2019). Huber claims that there is widespread agreement on a global scale that school managers must be able to improve instruction, learning, and student growth and achievement.

A 2013 study on the relationship between principal leadership style and school performance conducted in Dubai found that teachers' performance is significantly

impacted by the leadership style of the principle. Additionally, a study conducted in Kenya on the primary effects of leadership styles on employee performance (Koech & Namusonge, 2012) discovered that these effects exist. It was recommended that managers give up their laissez-faire leadership style by becoming more involved in supervising their staff members; public managers should also create and implement efficient reward and recognition programs. In her study of teacher effectiveness at Catholic-founded schools in the Luwero District, Nampa (2007) concluded that effective teaching requires direction and guidance. By providing guidance and direction, you can make sure that everything moves forward correctly and that any mistakes are fixed. Direct observation of how work is carried out or a study of departmental reports can be used to achieve this. As a result, for an institution to perform better, a leader must continuously assess how work is going and make any necessary corrections. A positive correlation between transformational leadership characteristics and teachers' performance was shown by Kashagate's (2013) study, Influence of leadership style on teachers' job satisfaction. The results showed that, although to a smaller amount than transformational leadership elements, transactional leadership affects the outcome variable. Despite the researchers' efforts to investigate the connection between leadership styles and teacher effectiveness, none of them were able to prove that there is a connection. To ascertain whether leadership style affects teachers' performance, the aim of this study is to explore how leadership styles affect teachers' performance in primary schools.

School administrators need to take leadership development courses so they can guide their organizations toward achieving predetermined goals. Most educational activities in Tanzania are run democratically, with teachers and school administrators working together on issues like discipline and exam result analyses. When choices are made and sent to school boards for evaluation and appropriate action, teachers typically gather in staff meetings (Hameed et al.,2018). The prevalence of a specific leadership style may have favourable or negative effects on students' academic performance. according to MOEVT (2010). Training school principals and their staff members in school administration has improved the way that schools are run. Although the capacity-building project was significant, the ministry emphasized that only a small number of school principals had access to it. Most school administrators and teachers lack leadership qualities, which leads to subpar management abilities and control of educational programs and activities, particularly in secondary schools. Inevitably, poor performance results. Additionally, it was noted that ineffective school leadership was directly responsible for the widespread failure of students in secondary schools, and that teachers' low morale and performance are signs of the shared failure of school administrators (Jengo, 2016).

Eshiwani (2000) asserts that strong and efficient leadership is a common characteristic of schools that consistently perform wonderfully. He also emphasizes how crucial leadership is to a school's success. A school's leader should foster a culture of high expectations for both staff and students as well as promote dedicated and collegial leadership. A crucial part of this is played by the principal. Without a doubt, according to Hargreaves (2000), teachers favor principals who are forthright, communicative, engaged, collegial, casual, supportive, demanding, and realistic in their expectations, as well as those who have a distinct vision for the school (Basheer et al.,2015). According to Hargreaves, teachers prefer a principal who collaborates with them as opposed to

working on their behalf. He points out that without leadership, organizations would simply be a group of people. In the context of the school, management of teachers refers to the tactful guidance and control of instructors to achieve the desired goals of the school.

Every member of a group is allowed to participate in the decision-making process under this kind of collegial leadership (Ukaidi, 2016). A democratic leadership style, according to Mullins (2005), is one in which a leader is more integrated within the group and where the group itself serves as the center of authority. The group members partake in the duties of leadership. In matters of decision-making, policy creation, and policy execution, members have a greater voice. All these definitions agree that democratic leadership is a form of group leadership. This study will rely on Obama, Eunice, and Orodho's assertion that democratic leadership style is the leadership style in which the leader involves one or more subordinates in the decision-making process in the organisation while maintaining the final say over these decisions due to differences in the definitions (2015). The leader in this case weighs the opinions of the followers before making the final choice. The involvement of all stakeholders in making decisions is an example of this style in the context of the educational environment. This management approach works well in a team where every member is competent and able to do duties on their own. However, they do not show a relationship between leadership style and students' academic success. Instead, they explain the relationship between democratic leadership style and subordinates' performance (Mahmood, et al., 2016). This study closes that gap by showing how it comes to its conclusion. Additionally, under a democratic style of leadership, the head of the school motivates instructors by rewarding them with money or by cheering them on whenever they seem to be performing their jobs effectively. Sultan (2017) found that democratic leadership style predominated in many schools, with principals and academic coordinators always involving subordinates, head assistants, and other stakeholders in the decision-making process. Sultan's study focused on the leadership styles of principals and academic coordinators in Pakistani schools. This democratic leadership style was used in the school to support learning processes, albeit how it was applied changed depending on the circumstance.

Because both students and teachers are expected to succeed under school leadership, leadership styles are positively correlated with school effectiveness (Florence, 2012). Because they explain how leadership behaviour and styles change, leadership theories are crucial. Most leadership research has moved away from theories focused on traits or personalities and toward theories based on situations, which contend that the circumstances under which leadership is performed are dictated by the leader's qualities and skills (Avolio, et al., 2009). The situational leadership idea was put forth by Fielder (1978). This idea holds that there is no one leadership style that can be used in all situations. An organization's success is influenced by a mix of situational variables, follower traits, and leadership styles (Amanchukwu et. al., 2015). According to the contingency hypothesis, a leader's ability to effectively lead depends on how well their traits and management style mesh with the demands of the environment (Lamb, 2013). Leadership philosophies depend on a variety of factors. The idea emphasizes how crucial leadership styles are in every organisation. When appropriate or necessary, a school administrator should embrace a variety of leadership stances. The study looks at how the two leadership philosophies, laissez-faire and democratic, affect pupils' academic

success. School administrators that follow a laissez-faire leadership style allow teachers to focus on what they think is most important without giving them directives or reminders. Teachers are mature, knowledgeable, and capable of taking charge of their own lives, according to the school administration. Principals and subordinates are free to do anything they want under the laissez-faire system (Igwe et al, 2017). These scholars assert that the laissez-faire leadership style involves a reluctant leader. In other words, because researchers consider a laissez-faire leadership style to be lacking in leadership, the leader has minimal influence over subordinates. In this study, laissez-faire leadership is defined as letting subordinates do as they choose while the leader monitors the accomplishment of organisational goals.

According to Nguyen and Glover's (2017) study on laissez-faire leadership practises in Vietnam's public sector, these practises have a negative effect on the psychological safety climate of organisations and encourage bullying at work. Furthermore, they found that laissez-faire leadership is positively correlated with employees' psychological well-being, which was adversely correlated with bullying at work. Bullying results from a lack of an efficient mechanism for monitoring norms limiting teachers' behaviour as well as the traits of bullies and victims. De Wet (2010) asserts that teachers are the targets of bullying at schools. The laissez-faire leadership style is thought to be a damaging leadership style because of the stress it brings to the workplace, especially when it exposes employees to bullying. In their study, Ekmekci and Tosunoglu (2016) looked at organisations and executives with a laissez-faire attitude. They found a strong connection between the leader's history of laissez-faire leadership and the level of diminished trust inside the organisation and among subordinates. One of the destructive and ineffective leadership philosophies that was once thought to destroy trust in managers and organisations alike was laissez-faire. Employees who perceive their managers as incapable or inept to meet their needs and who appear to lose faith in their organisation because of the laissez-faire leadership style experience psychological bleed, which causes a slow loss of trust in the organisation. Judeh (2016) asserts that employees who trust their company have faith in management's intentions and are supportive of all its decisions and actions. In this situation, one of the managers' duties is to promote a culture of trust within the company (Hafeez et al.,2018). This will improve teachers' attitudes toward their jobs, which will improve students' academic achievement. Boke et al. (2017) investigated how principal leadership philosophies affected secondary school performance in Kenya. It was found that many schools used a laissez-faire leadership approach. The mean standard score was rather low in schools where the administrators led in a lax manner. They suggested that one factor in the study's poor academic performance may be the leadership style used by school principals.

Authoritarian Leadership

According to Wu and Shiu, authoritarian leadership is achieved by punishment, threat, demands, directions, and regulations (2009). While the functions of authoritarian followers involve slavish submission to the leader's orders, the responsibilities of authoritarian leadership include unilateral control, work assignment, and problem-solving. Authoritarian leadership is appropriate in settings where there is a constant influx of new employees, there is a shortage of time or resources for making decisions, and extensive collaboration with other groups is necessary. Subordinates of powerful

bosses behave aggressively or callously. Productivity is marginally higher under an authoritarian leader than under a democratic one. However, when the laissez-faire boss is in charge, it is at its lowest (Lunenburg & Ornstein, 2012).

Style of Laissez-Faire Leadership

Laissez-faire leadership is also referred to as the hands-off style. It is a setting at work when management offers little to no guidance and encourages workers to be as independent as possible. This communication style between superiors and subordinates appears informal and straightforward. Laissez-faire leaders have less control over their subordinates and offer them the freedom to carry out their duties without being directly supervised (Wu & Shiu, 2009). The laissez-faire leadership style, according to Mbiti (2007), is a style in which the leader does not direct the group but rather leaves them to their own devices. Such a leader gives their followers complete freedom.

Style of Democratic Leadership

The democratic leadership style, also referred to as interactive or participatory leadership, is characterised by cooperation and collaboration. This leadership style highlights situations where a leader seeks the opinion of the subordinate before deciding. In this type of leadership, decisions are made after the leader has asked subordinates for feedback on a potential course of action or after gathering group input. The approach decentralises control and authority (Okumbe, 1998). According to Cole (2005), a principal should exercise democratic leadership that combines self-assurance, kindness, firmness, and tact rather than only giving orders.

Research Objectives

The objectives were:

1. To find the impact of democratic leadership style on teachers' performance with respect to qualification and experience.
2. To find the impact of autocratic leadership style on teachers' performance with respect to qualification and experience.
3. To find the impact of laissez-faire leadership style on teachers' performance with respect to qualification and experience.

Hypotheses of the Study

Hypothesis: 1.

There is no significant impact of democratic leadership style on teachers' performance with respect to qualification.

Hypothesis: 2.

There is no significant impact of democratic leadership style on teachers' performance with respect to experience.

Hypothesis: 3.

There is no significant impact of autocratic leadership style on teachers' performance with respect to qualification.

Hypothesis: 4.

There is no significant impact of autocratic leadership style on teachers' performance with respect to experience.

Hypothesis: 5.

There is no significant impact of a laissez-faire leadership style on teachers' performance with respect to qualifications.

Hypothesis: 6.

There is no significant impact of laissez-faire leadership style on teachers' performance with respect to experience.

Research Design

The study was descriptive with a survey technique to find the impact of head teachers' leadership styles on their performance.

Population and Sample

The population was all public sector school heads in district Khoshab. The sample consisted of 30 head teachers and 200 teachers working under their supervision.

Instrument

The self-developed instrument was used by the researchers. The teachers identified the headteachers' leadership styles. The results of teachers were collected from Board's results. The headteachers' leadership styles as perceived by the teachers were calculated by the instrument, leadership styles survey. It was pilot tested and validated by the experts. The reliability was .820 which was good for research.

Analysis

The analysis was made using SPSS. The test was applied using ANOVA and descriptive statistics. Three styles were identified as autocratic, democratic, and laissez-faire styles.

Hypothesis: 1.

There is no significant impact of democratic leadership style on teachers' performance with respect to qualification.

Table 1

Impact of Democratic Leadership Style on Teachers' Performance wrt Qualification

Democratic Leadership					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.200	1	.210	1.630	.020*
Within Groups	5.760	3	.159		
Total	5.960	4			

*P<0.05

ANOVA was performed to investigate the significant impact of democratic leadership style on teachers' performance with respect to qualification. There were four types of

qualifications for teachers, BA Bed, MA Bed, MPhil, and MSc Bed. The results found a significant impact of democratic leadership style on teachers' performance with respect to qualification at the school level. So, it was concluded that the democratic leadership style had a significant impact on teachers' performance with respect to qualifications at school level. The null hypothesis that there is no significant impact of democratic leadership style on teachers' performance with respect to qualification at the school level was rejected.

Hypothesis: 2.

There is no significant impact of democratic leadership style on teachers' performance with respect to experience.

Table 2

Impact of Democratic Leadership Style on Teachers' Performance wrt Experience

Democratic Leadership					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.527	1	.507	2.680	.011*
Within Groups	7.439	4	.076		
Total	7.966	5			

*P<0.05

ANOVA was performed to investigate the significant impact of democratic leadership style on teachers' performance with respect to experience. There were four levels of experience for teachers, up to five years, 6-10 years, 11-15 years, and 16-20 years. The results found a significant impact of democratic leadership style on teachers' performance with respect to experience at the school level. So, it was concluded that the democratic leadership style had a significant impact on teachers' performance with respect to experience at school level. The null hypothesis that there is no significant impact of democratic leadership style on teachers' performance with respect to experience at the school level was rejected.

Hypothesis: 3

There is no significant impact of autocratic leadership style on teachers' performance with respect to qualification.

Table 3:

Impact of Autocratic Leadership Style on Teachers' Performance wrt Qualification

Autocratic Leadership

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.123	1	.150	1.128	.031*
Within Groups	5.710	3	.256		
Total	5.833	4			

*P<0.05

ANOVA was performed to investigate the significant impact of autocratic leadership style on teachers' performance with respect to qualification. There were four types of qualifications for teachers, BA Bed, MA Bed, MPhil, and MSc Bed. The results found a significant impact of autocratic leadership style on teachers' performance with respect to qualification at the school level. So, it was concluded that the autocratic leadership style had a significant impact on teachers' performance with respect to qualifications at school level. The null hypothesis that there is no significant impact of autocratic leadership style on teachers' performance with respect to qualification at the school level was rejected.

Hypothesis: 4.

There is no significant impact of autocratic leadership style on teachers' performance with respect to experience.

Table 4

Impact of Autocratic Leadership Style on Teachers' Performance wrt Experience

Autocratic Leadership

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.324	1	.467	2.178	.016*
Within Groups	4.164	4	.546		
Total	4.488	5			

*P<0.05

ANOVA was performed to investigate the significant impact of autocratic leadership style on teachers' performance with respect to experience. There were four levels of experience for teachers, up to five years, 6-10 years, 11-15 years, and 16-20 years. The results found a significant impact of autocratic leadership style on teachers' performance with respect to experience at the school level. So, it was concluded that the autocratic leadership style had a significant impact on teachers' performance with respect to experience at the school level. The null hypothesis that there is no significant impact of autocratic leadership style on teachers' performance with respect to experience at the school level was rejected.

Hypothesis: 5.

There is no significant impact of a laissez-faire leadership style on teachers' performance with respect to qualifications.

Table 5

Impact of Laissez-faire Leadership Style on Teachers' Performance wrt Qualification

Laissez-faire Leadership					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.245	1	.234	1.216	.127
Within Groups	3.125	3	.217		
Total	3.360	4			

ANOVA was performed to investigate the significant impact of the laissez-faire leadership style on teachers' performance with respect to qualification. There were four types of qualifications for teachers, BA Bed, MA Bed, MPhil, and MSc Bed. The results found a non-significant impact of laissez-faire leadership style on teachers' performance with respect to qualification at the school level. So, it was concluded that the laissez-faire leadership style had a non-significant impact on teachers' performance with respect to qualifications at the school level. The null hypothesis that there is no significant impact of laissez-faire leadership style on teachers' performance with respect to qualification at the school level was accepted.

Hypothesis: 6.

There is no significant impact of laissez-faire leadership style on teachers' performance with respect to experience.

Table 6

Impact of Laissez-faire Leadership Style on Teachers' Performance wrt Experience

Laissez-faire Leadership					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.125	1	.432	2.101	.438
Within Groups	5.136	4	.367		
Total	5.261	5			

ANOVA was performed to investigate the significant impact of laissez-faire leadership style on teachers' performance with respect to experience. There were four levels of experience for teachers, up to five years, 6-10 years, 11-15 years, and 16-20 years. The results found a non-significant impact of laissez-faire leadership style on teachers' performance with respect to experience at the school level. So, it was concluded that the

laissez-faire leadership style had a non-significant impact on teachers' performance with respect to experience at the school level. The null hypothesis that there is no significant impact of laissez-faire leadership style on teachers' performance with respect to experience at the school level was accepted.

Results and Discussion

The results found a significant impact of democratic leadership style on teachers' performance with respect to qualification at the school level. So, it was concluded that the democratic leadership style had a significant impact on teachers' performance with respect to qualifications at school level. The results found a significant impact of democratic leadership style on teachers' performance with respect to experience at the school level. So, it was concluded that the democratic leadership style had a significant impact on teachers' performance with respect to experience at school level. The results found a significant impact of autocratic leadership style on teachers' performance with respect to qualification at the school level. So, it was concluded that the autocratic leadership style had a significant impact on teachers' performance with respect to qualifications at school level. The results found a significant impact of autocratic leadership style on teachers' performance with respect to experience at the school level. So, it was concluded that the autocratic leadership style had a significant impact on teachers' performance with respect to experience at the school level. There were four types of qualifications for teachers, BA Bed, MA Bed, MPhil, and MSc Bed. The results found a non-significant impact of laissez-faire leadership style on teachers' performance with respect to qualification at the school level. So, it was concluded that the laissez-faire leadership style had a non-significant impact on teachers' performance with respect to qualifications at the school level. ANOVA was performed to investigate the significant impact of laissez-faire leadership style on teachers' performance with respect to experience. There were four levels of experience for teachers, up to five years, 6-10 years, 11-15 years, and 16-20 years. The results found a non-significant impact of laissez-faire leadership style on teachers' performance with respect to experience at the school level.

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