

Principal Leadership Styles and its Impact on Teachers' Performance

Zhou DanDan, Bity Salwana Alias

Faculty of Education, National University of Malaysia, Bangi, Malaysia

Email: P115897@siswa.ukm.edu.my

Corresponding Author Email: bity@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i1/20854>

DOI:10.6007/IJARPED/v13-i1/20854

Published Online: 10 March 2024

Abstract

The leadership of competent persons can be advantageous for educators and society. The phenomenon of globalisation and the presence of competitive forces in the 21st century have heightened the demand for an exceptional educational leader in educational institutions worldwide. To successfully execute pedagogical and cultural reforms, principals should prioritize three essential aspects: enhancing student engagement, articulating the school's mission, and enacting constructive transformations. Education leaders are highly regarded if they possess the requisite abilities to enhance classroom teaching in response to contemporary technological advancements.

Keywords: Leadership, Leadership Style, Teachers Performance, Principal Leadership, Performance of Principal.

Introduction

The primary responsibility of a principal is to supervise and coordinate numerous college-related initiatives, delivering leadership and guidance. The main responsibility of the principal is to build and maintain a superior learning environment for all college courses. Furthermore, the administrator must assist and strengthen the teachers' endeavours to execute their obligations. The effectiveness of every educational institution relies heavily on the ability and leadership of its principal. Principals have various duties, and one of the most significant is to provide genuine and effective leadership which allows teachers to portray their abilities more professionally. The primary goal of the principal is to develop a positive culture which fosters outstanding teaching (Nanson, 2010; Saleem et al., 2020) by effectively expressing and executing highly esteemed and specific visions for daily instructional methods.

Okumbe (1998) outlines leadership as the specific mindset that a leader cultivates towards their subordinates to inspire them and direct them in attaining the objectives and objectives of the organization. Moreover, according to Popa (2010), leadership is the capability and practical knowledge of individuals, organizations, or institutions that empower, motivate, or guide others, whether they are individuals, teams, or the whole organization. Also, Chin (2015) also defines leadership in American universities can be described as the ability to exert influence on individuals to achieve mutual objectives and

uphold ethical principles. Additionally, Northouse (2021); Wu et al (2020) stated that leadership is an essential relationship in which one party (the leader) impacts the actions, behaviours, or transformations of another (the followers).

According to Phuc et al (2021), leadership encompasses a leader's methodology in establishing objectives, implementing strategies, and motivating subordinates. A leader utilizes several leadership styles based on specific circumstances. During times of crisis, autocratic leadership is favored, but democratic or laissez-faire leadership is chosen when the team is highly motivated and in agreement (Department of the Army, 2006).

Leadership Styles by Principles

The literature contains indications regarding the leadership and strategies utilised by various leaders to enhance staff productivity (Phuc et al., 2021). There exist numerous theories and ideologies on leadership, but, certain ones have greater consensus and acceptance than others. The behavioural theory of leadership posits that leader may emulate the behaviour of effective leaders. According to the style idea, individuals can become good leaders through training rather than relying solely on intrinsic talent (Chin, 2015). This leadership strategy prioritises the leader's actions.

Contingency leadership, commonly referred to as situational theory, represents the second category of leadership theory (Fiedler, 1978). The objective of this theory is to examine how different elements contribute to either achieving or not achieving desired outcomes. The efficacy of a leader is significantly contingent upon the prevailing circumstances. The success of a leader is primarily determined by the circumstances in which they operate, rather than their personal qualities or abilities (Saleem et.al., 2020). According to this viewpoint, capable leaders possess the capacity to adjust their managerial approach based on certain circumstances. Fiedler's Contingency Theory, Evans and House's Path-Goal Theory, and Hershey and Blanchard's Situational Theory are all instances of contingency theories (Saleem et.al., 2020).

The great man theory, also referred to as the trait theory, is a widely accepted perspective on leadership. The outstanding characteristics possessed by individuals are innate and cannot be acquired through teaching or learning. The characteristic theory of leadership posits that leaders attain their positions under their distinctive attributes.

Management theory, including the leadership theory of transactional leadership, highlights the significance of overseeing, organising, and assessing the productivity of workers in teams. Transactional leadership is founded upon the principles of reward and punishment. Businesses commonly embrace transactional leadership, wherein managers offer incentives to employees upon accomplishing specific objectives, and conversely. Individuals are solely driven to engage in activities based on the prospect of receiving a transactional incentive or facing a punitive consequence (Northouse, 2018).

Educational administrators utilise autocratic, democratic, and laissez-faire leadership styles. Not all industries adopt the notion of participative leadership to the same degree. Democratic leadership entails granting workers the opportunity to participate in the decision-making process regarding the management and operation of their company. The leader's function is confined to that of a facilitator; eventually, the group's thoughts and contributions will ascertain the direction of action. In this style, the leader assumes a less prominent role in making team and organisational decisions and instead focuses on facilitating the process (Northouse, 2018). Autocratic leaders are commonly perceived as the most authoritative choices when it comes to decision-making. These leaders exhibit an authoritarian

management style. This type of leader fails to establish transparent lines of communication with their team members and instead merely dictates instructions on how to fulfil their responsibilities. Crucially, these executives consistently fail to involve employees or other categories of workers in the development of organisational policy (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2002). Autocratic leaders are resistant to receiving suggestions or allowing followers to assume leadership roles. The autocratic leadership style has proven to be effective due to its high level of motivation for individuals in positions of authority. An individual assumes exclusive responsibility for making decisions on behalf of the group and only shares their conclusions with the rest of the group when it is considered necessary (Lewin et al., 1939).

The term "democratic leadership style" refers to a leadership approach where both the leader and the followers contribute equally in terms of effort (Hwa, 2018). This model involves the leader promoting the welfare of their followers and campaigning for social equality, while also participating in joint decision-making. Various approaches exist for classifying this specific form of leadership. This management technique is applicable in all industries, including academia. By employing this approach, every individual within the group is allowed to contribute to the ultimate decision (Samosudova, 2017; Hwa, 2018).

When a leader adopts a *laissez-faire* approach, they give their people full autonomy to set goals and devise strategies to overcome obstacles. Under this paradigm, the collective has been entrusted with the responsibility of making decisions. This approach prioritises non-interference in the affairs of others (Samosudova, 2017). The *Laissez-Faire* management style is characterised by a leader refraining from intervention and instead delegating responsibility to subordinates to use their own judgement. The common objectives, processes, and operational methods of *laissez-faire* make individual agency absolutely invulnerable. The individuals in authority do not intervene frequently. As to Hackman and Johnson (2013), this leadership style is considered the most authentic and effective, particularly when the staff members possess both expertise and enthusiasm for their work. When leaders adopt a *laissez-faire* style, group members are granted autonomy to make decisions without seeking their guidance.

Like the assignment-based method, a leader employing a directive leadership style would offer instructors explicit instructions and clear expectations on how to organise their classrooms and accomplish tasks. These strategies are considered essential when the subordinates' ability is limited and the task at hand is intricate or ambiguous. According to Hoy and Miskel (2001), employees experience more satisfaction when they are provided with more explicit directives from their supervisors.

Principals who use a supportive approach are admired and esteemed by their staff due to their focus on cultivating and sustaining relationships inside the organisation. This type of boss consistently demonstrates a high level of empathy for the challenges encountered by their team members and colleagues. These supervisors provide a welcoming environment for their employees and consistently seek opportunities to enhance their working circumstances. Assistants who exhibit low self-assurance, aim to eliminate challenging or demanding work, or experience dissatisfaction in their jobs can get significant advantages from implementing this approach (Hoy and Miskel, 2001).

Leaders who employ a consultative leadership style demonstrate confidence. These managers possess benevolent intentions, yet they harbour a lack of confidence and faith in their employees. Before implementing any policy inside the university, these leaders engage in consultation with their subordinates and attentively consider their viewpoints on the

matter. Employees hold a positive perspective on both management and their workplace. Employees willingly follow the instructions of their leader when they believe that an adequate number of interviews have not been conducted. However, they may secretly oppose the request, particularly when the director decides to allocate a greater amount of the runs guideline (Owens, 1981). The individuals occupying the highest positions within the organisation possess complete authority and control. Typically, centre administration entrusts lower-level workers with most of the responsibilities. The process of testing, evaluating, and dispensing has been completed.

Principals and Vice Principals who prioritise achieving outcomes are highly astute individuals who assign their team a diverse array of engaging and demanding responsibilities. These rules provide rewards to educators who contribute to the attainment of the organization's objectives. These leaders possess both authoritative and encouraging qualities. They attentively address the concerns of their followers and provide guidance to help them reach a solution. This approach proves highly effective when staffed by persons who are driven by specific objectives. Administrators that embrace this leadership strategy will experience greater ease in accomplishing their objectives (Lussier & Achua, 2001).

The efficacy of any educational establishment hinges crucially on the leaders' adeptness in effectively communicating and engaging with their subordinates (the teachers). According to Oxford (2005), communication is the process of transmitting information from one entity to another. Hannagan (2002) asserts that communication encompasses multiple aspects that collectively contribute to the spread of information regarding the effectiveness of different work practises. It can be mandatory, by specifying particular activities that must be completed, motivational, by encouraging increased effort, and error-correcting, by indicating the extent of mistakes being made. The importance of communication in schools, particularly universities, has been significantly undervalued for an extended period of time. Hannagan (2002) further emphasised that enhanced and more efficient communication can assist us in achieving our performance objectives.

Granting teachers a role in decision-making can enhance the confidence and effectiveness of the principal, who serves as the leader. In order to enhance teacher involvement in decision-making processes, Okumbe (1998) proposes that principals and teachers collaborate on a particular topic or problem and engage in a collective brainstorming session to devise strategies for managing the organization's operations. Individuals who proactively take action are frequently involved in the decision-making process. However, autocratic administrations are typically marked by a lack of involvement in leadership, limited openness to innovation, and leaders may be hesitant to include staff in decision-making.

According to UNESCO, the absence of teachers' involvement in policymaking has an adverse impact on student learning. According to UNESCO (2019), educators frequently experience a sense of detachment from regional and national-level assessments, which they perceive as unquestionable conclusions imposed upon them. Teachers lacking sufficient individualised interaction with pupils experience a feeling of seclusion and inadequacy, resulting in diminished aspirations for their own achievements. Conversely, Ndu and Anagbogu (2007) contended that professors who lack administrative contacts are perceived as outsiders within the school community. Consequently, the majority of faculty members exhibit a deficiency in both a sense of accountability and commitment towards the university.

Moreover, Yasmin et al (2019) conducted research which found that transactional and transformational mentoring approaches have contrasting impacts on the effectiveness of

educators. They argued that the temporary enhancement in teachers' performance was not substantiated by either the transformative or transactional leadership approaches employed by school and university principals.

Based on the study conducted by Saleem et al (2020), the leadership style that had the greatest impact on teachers' work performance was directive, followed by supportive and achievement-oriented. Conversely, participatory leadership was identified as a strong predictor, although it was not perceived as a favourable predictor of teacher job performance. In their study, Lee et al (2019) identified a mediating connection between transformative leadership and employee engagement, which is facilitated by the provision of coaching and feedback from superiors. Moreover, the findings indicated that the relationship between supervisory coaching and performance feedback, as well as turnover intent, is influenced by the level of employee involvement in their work. Asian leaders can effectively assist certain aspects of human resource development, such as growth-focused behaviours that serve as job resources to enhance work engagement and reduce turnover intention.

Principals that assign instructors a diverse range of tasks observe an increase in their performance. Oxford (2005) defines delegation as the act of conferring authority and responsibility onto another individual. According to Webster (2002), collaboration with authority is the act of individuals working together in order to accomplish a shared objective. Similarly, Okumu (2006) discovered that engaging tasks enhance the effectiveness of educators. Although the results were intriguing and enlightening, they did not provide any light on how to enhance the performance of educators at all colleges through job allocation. As stated by Healthfield (2004), the effectiveness of a task is contingent upon the principal's selection of precise locations, identification of activities necessitating specialised expertise, and allocation of people. Chapman's (2005) research indicates that when leaders involve their teams in decision-making and distribute duties equitably, the performance of the teams improves. As per McNamara (2010), for an employee to perform well on a task, them and their supervisor need to agree on the deadline for completing the work. In the case of ongoing responsibilities, they should establish the dates for conducting surveys and submitting reports. Additionally, if the project is unpredictable, the manager should clarify the assistance they can offer. Moreover, McNamara (2010) asserts that employees exhibit enhanced performance when their supervisors delegate authority to them.

Teachers' Performance

As a result of globalisation, the educational system in the 21st century is changing in response to a more dynamic and challenging world. This change has required teachers to take on a more facilitative role in the classroom and allocate more time to conducting needs assessments, fostering student motivation, supporting interactions, and performing knowledge checks. The teacher's perception of the evolving social-emotional atmosphere in the classroom is vital to the growth or downfall of the institution (Jennings & Greenberg, 2009). Having unmotivated educators is not advantageous to student learning, even in a high-priced, well-equipped school. Therefore, a teacher is crucial since they are pioneers in their students' lives and in the evolution of education itself. Educators need formidable expertise in assessing and channelling students' potential. If educators are not dedicated to their work and do not model the values they hope to instil in their students, the entire educational structure will crumble (Banfield et al., 2006; Jennings & Greenberg, 2009). Edis (1995) argues the opposite, saying that performance is something that the individual ultimately abandons and for which they must make other arrangements. Performance is largely made up of

observable actions and distinguishing between performance behaviours and results is essential (Edis, 1995). On the other hand, teachers' performance is defined as "how a teacher acts in the classroom to accomplish the goals set for him or her" (Duze, 2012).

Whatever policies are instituted, ultimately it is the teacher who is tasked with interpreting them and putting them into practice through the teaching and learning process. The phrase doesn't just refer to the outcome or methodology of teaching, such as student learning or development, or even to the qualities of the instructors themselves. Performance evaluations of educators tend to be more anxious in nature, focusing more on process than on outcome (Taylor, 2012). As Gibss (2022) puts it, "Teachers need to be able to survive the demands, threats, and challenges within the diverse circumstances of teaching". He said that a good educator can keep trying new things in the classroom despite setbacks and is resilient in the face of criticism. Programmes are currently being evaluated to prove that what they are doing is beneficial and successful, making accountability the top priority in educational infrastructure. Institutions routinely use evaluation as one of their practices, with an emphasis on both students and educators (Gberevbie et al., 2017). Teacher effectiveness as a facilitator in the classroom can be gleaned from assessments, which can then be translated into information on how far individual students have come in acquiring the knowledge, skills, and abilities that were set forth as learning goals. how evaluations should be carried out rather than who would do the evaluation (Nhundu, 1999). For administrative purposes, knowing how to interpret results from teacher evaluations aided in deciding whether to grant tenure to individual educators. Provide constructive criticism on a teacher's strengths and areas for improvement, which may then be used for the teacher's professional development and can also inform the school's hiring and training practices. In conclusion, data gathered from teachers' evaluations may provide a clear or complete picture of the educational climate at a certain school.

This exercise helps to highlight how well a school measures up to its rigorous standards for success (Nolan, 2004). "Purposes, as a foundation for teacher assessment, should be stated clearly, agreed on by all stakeholders, and used to govern the design of the system," (Colby et al., 2002). Knowing their significance was also crucial. For assessment to be effective, it was necessary to clarify its goals, ensure that educators understood them, and ensure that principals saw assessment as a tool for improving instruction.

Leadership Styles and Teachers' Performance

Leaders may motivate, inspire, and encourage those they lead by effective and efficiently delivering with the necessary institutional resources to implement plans and accomplish shared goals (Northouse, 2018). Furthermore, leadership is seen of as the means through which a leader mobilises followers to realise shared objectives (Jaques, 2017). Rather than relying on their authority to influence their subordinates to obey what has been dictated to them, leaders would rather work closely with their subordinates to advance their joint interests (Adair, 2007; Northouse, 2018). Leadership styles refer to the many approaches that managers take while guiding, influencing, and inspiring their teams. The relevance and effectiveness of a leader's style in education depends on his or her ability to strike a balance between the needs of the institution and those of its employees (Petersen et al., 2015; Lunenburg and Ornstein 2021). Principals take on a wide variety of leadership styles, each of which is grounded in the principal's personal experiences and the specifics of the school's culture and environment (Hallinger, 2018; Miller & Miller, 2018; Phuc et al., 2020). Leadership styles and practices vary by culture and location (Busher, 2006; Hoy and Miskel, 2008; Chen

et al., 2017; Solomon and Steyn, 2017). The elements encompass the leader's personality, the economical position of the school, and the overall culture of the institution.

According to the findings of previous empirical studies, principals in developing countries typically use one of three basic leadership styles: autocratic, democratic, participative, and free rein (Oplatka, 2004; Okoji, 2016; Saleem et al., 2020). Mumford (2006) points out that the majority of leaders have a preference for employing directive and participatory methods. He argues in favour of democratic leadership as opposed to authoritarian and laissez-faire approaches. The literature review discusses how school leadership can drive school improvement and reform by employing different leadership styles, such as democratic, autocratic, task-driven, collaborative, or transformative (Heck & Hallinger, 2011; Kiboss & Jemiryott, 2014; Sebastian & Allensworth, 2019; Hosseingholizadeh et al., 2021). In addition, a recently created conceptual model of school leadership normally relies on three leadership styles to enhance school efficacy and teacher job performance (Phuc et al., 2020). These types include instructional, transformational, and moral. Moreover, leadership necessitates the integration and proficient use of numerous approaches, including the behavioural approach, the trait approach, the skills approach, and the appropriate leadership styles across various situations or occasions (Schleicher, 2015; Northouse, 2018; Lunenburg & Ornstein, 2021). Therefore, effective school administrators are those that use an effective leadership style, or a combination of styles, to steer faculty members towards the achievement of school goals (Schleicher, 2015; Stevenson et al., 2016). All organisations, but schools in particular, rely heavily on their staff members' productivity, enthusiasm for their work, and general sense of fulfilment (Ertas, 2015; Chen et al., 2017; Demircioglu, 2021). Sun and Wang (2017); Bickmore and Dowell (2018); Lee et al (2019); Baig et al (2021) affirm that the ability to finish the job tenure and survive a position is due to the leadership practises of superiors in addition to performance or the economic requirement for employment. When it comes down to it, a leader's job is to motivate their team to agree on how to meet their needs and wants to help the company succeed (Kafka, 2009). Certain leadership practises are beneficial in raising teacher morale and productivity (Lambersky, 2016; Terosky, 2016). These include open lines of communication with teachers, strong principal-teacher relationships, and a focus on teachers' professional development. According to the available literature, then, improving teacher job performance necessitates massive efforts from both school administration and teachers (Imhangbe et al., 2018; Saleem et al., 2020). Leaders' ethical conduct has been shown to have a positive effect on employee engagement, creativity, and commitment to the company (Hsiung, 2012; Haque and Yamoah, 2021).

Adeyemi (2010) looked at the correlation between principal leadership style (i.e., democratic, autocratic, and laissez-faire leadership) and teacher performance in high schools in Ondo State, Nigeria. 240 principals and 1,800 instructors were selected at random using a stratified sampling strategy for the study. The correlation between the study variables was determined using frequency counts, percentages, a Pearson correlation matrix, and a t-test. According to the results of the study, the principals analysed here primarily used a democratic style of leadership. More specifically, there is a significant ($p < 0.05$) correlation between principals' usage of democratic and autocratic leadership styles and increased teacher job performance. Therefore, there was shown to be no statistically significant connection between a leader's laissez-faire style and their employee's performance on the job. According to the authors, principals should be discouraged from adopting a laissez-faire leadership style because it did not improve teachers' performance on the job, while a blend of autocratic and democratic styles should be encouraged.

Werang and Lena's (2014) cross-sectional empirical study sought to investigate the connection between principal leadership, school organizational climate, and teacher job performance in public senior high schools in Merauke Regency, Indonesia. Using the formula developed by Krejcie and Morgan, a viable sample size of 118 experienced educators was found. The correlation between the study's variables was determined by questionnaire surveys. Principal leadership was found to have a favorable and statistically significant relationship with teachers' job performance ($r = 0.395$, $p < 0.001$). Moreover, a favorable and statistically significant association between school organizational atmosphere and teacher performance on the job was discovered ($r = 0.242$, $p < 0.001$). They noted specifically that autocratic leadership was prevalent in the schools under study and described it as the preferred leadership style. Another study that found a lack of democratic fervour in the Arab world was conducted by Oplatka and Arar (2015), and they reported a literature assessment of prior studies to find the leadership styles of Arab educational leaders.

Teachers' job satisfaction in rural community schools in Ondo State, Nigeria, was also linked to the leadership styles of their principals (i.e., democratic, autocratic, and laissez-faire leadership) in a correlation study conducted by Okoji (2016). Fifty school administrators and two hundred and fifty classroom teachers were drawn at random as the study population. There were two types of surveys used: the PLI (Principals' Leadership Inventory) and the TJPAS (Teachers' Job Performance Assessment Scale). Both democratic ($r = 0.118$) and autocratic ($r = -0.314$) leadership styles were found to be significantly associated with teacher effectiveness ($p < 0.05$). The research also found that if principals in Nigeria used a hybrid of authoritarian and democratic leadership styles, it would boost teacher performance and productivity on the job.

Teacher effectiveness in public secondary schools in Edo State, Nigeria, was studied by Imhangbe et al (2018), who also looked at how principal leadership styles (i.e., democratic, autocratic, and laissez-faire leadership) affected classroom instruction. They used a correlational research approach to report on a survey they conducted with 397 experienced educators and 69 school administrators. According to the regression findings, 68.3% of the variation in teacher performance can be accounted for by a combination of democratic, autocratic, and laissez-faire leadership styles. Therefore, democratic, and laissez-faire leadership positively significantly influenced teacher job performance ($p < 0.05$), with democratic leadership having the strongest effect ($r = 0.801$), while autocratic leadership had no significant effect ($p > 0.05$). They also suggested that principals adopt a more democratic style of leadership to boost teacher effectiveness in the classroom.

Recent research by Saleem et al (2020) confirmed the effects of four principal leadership styles (i.e., directive, supportive, participative, and achievement-oriented leadership styles) on teacher job performance in private secondary schools in the Middle East, where administrative influences on teacher job performance are prioritised. The path-goal theory provides a conceptual framework for several types of leadership. Empirical correlation data analysis using structural equation modelling was conducted on a sample of 253 Lahore, Pakistan-based vice principals, section heads, and coordinators. The findings showed that among the three leadership styles examined, the principal's directive style had the greatest impact on five key indicators of teacher job performance (i.e., lesson planning, classroom organisation, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership) ($p < 0.05$). Principals who promoted a more collaborative work environment had negligible or no impact on teacher performance evaluations. They also claimed that instructors favoured leadership approaches that were helpful and conveyed the

school's ideals to important stakeholders. They also stressed the importance of creating a classroom setting that values the region's rich cultural and social diversity among educators.

Conclusion

The review's findings indicate that principals' autocratic leadership is the most prevalent style of leadership in use in schools, with democratic leadership following closely behind. These methods had a major effect on teachers' efficacy in the classroom. Implementing these two leadership styles would be best in a non-Western developing nation. However, educators claimed that the principal's laissez-faire attitude hindered their professional development. Thus, considering the research on school leadership, public secondary schools should only employ autocratic leadership styles, or a combination of them, to maximize long-term improvements in teacher job performance. Because the education that universities offer is vital to the moral, social, and economic development of any country, university administration is crucial. An institution with poor leadership will provide a below-average education, hindering the advancement of the country. It is generally acknowledged that education is essential to the advancement of a nation as, as Panda (2001) points out, it enables a nation to prosper and win the respect of its citizens. These outcomes are consistent with the findings of Nanson's (2010) study, which showed that faculty performance is positively impacted by the democratic leadership style of college management. The study's findings, which showed a favorable correlation between college administrators' leadership style and teachers' efficacy, were corroborated by Okumu (2006) and Nanson's summary of findings 2010. The results of this investigation align with those of Imhangbe et al (2019), who also discovered a positive correlation between teachers' work performance and a democratic leadership style. Furthermore, our study shows that college instructors view democratic leadership from the principal as the standard, with authoritarian leadership trailing far behind. Thus, there was a considerable impact of both leadership techniques on student-teacher outcomes. The effectiveness of these two principals' leadership styles at the collegiate level is hardly surprising. Nonetheless, it was discovered that the faculty's output suffered as a result of the college principal's detached style. Therefore, to maximize faculty productivity, college principals ought to select between an authoritarian and a democratic leadership style.

The study's findings also suggest that academic deans ought to encourage faculty participation in administrative and policy-making procedures.

Table 1

Summary for the Findings

Leader ship Style	Impact Teacher Performance	on Job Recommendations for Schools
Autocr atic	Positive	Considered prevalent in schools; recommended to be used in combination with democratic leadership for optimal teacher performance
Democ ratic	Positive	Found to positively influence teacher effectiveness; recommended for use alongside autocratic leadership in schools
Laissez -faire	Negative	Perceived as detrimental to teacher professional growth; not recommended for improving teacher job performance in schools

The summarized findings underscore the significant impact of different leadership styles on teacher job performance within school settings. Autocratic leadership, while prevalent, demonstrates a positive influence on teacher effectiveness, indicating that a directive approach can enhance classroom outcomes. This suggests that providing clear guidance and expectations to teachers can lead to improved performance. Conversely, democratic leadership emerges as another influential factor positively affecting teacher job performance, emphasizing the importance of involving teachers in decision-making processes and valuing their input. This collaborative approach fosters a sense of ownership and accountability among educators, contributing to their overall effectiveness. In contrast, laissez-faire leadership is associated with negative consequences for teacher professional growth and job performance. This hands-off approach may result in a lack of direction and support, ultimately diminishing classroom effectiveness. As a result, it is recommended for schools to adopt a balanced approach, incorporating both autocratic and democratic leadership practices. This ensures that leaders provide clear direction while also empowering teachers and fostering collaboration. By considering these insights, school administrators can implement effective leadership strategies that optimize teacher job performance and, ultimately, enhance student outcomes.

The study's findings on the impact of different leadership styles on teacher job performance hold significant relevance in the field of educational leadership and administration. By systematically analyzing the effects of autocratic, democratic, and laissez-faire leadership styles in school settings, the research provides valuable insights for school administrators and policymakers. The positive impact of autocratic and democratic leadership on teacher effectiveness underscores the importance of leadership practices that balance directive guidance with collaborative decision-making processes. Furthermore, the identification of laissez-faire leadership as detrimental to teacher professional growth highlights the need for active engagement and support from school leaders. These findings contribute to a deeper understanding of how leadership styles influence educational outcomes and offer practical recommendations for enhancing teacher job performance.

By emphasizing the significance of effective leadership in fostering a conducive learning environment, the study serves as a valuable resource for educational institutions seeking to optimize teacher performance and ultimately improve student outcomes. Additionally, the

research underscores the importance of considering contextual factors such as cultural norms and organizational climate when implementing leadership strategies, further enriching the discourse on effective educational leadership practices. Overall, this study makes a significant contribution to the field by providing empirical evidence and actionable insights to inform leadership practices in schools and universities.

References

- Abbas, A., Saud, M., Usman, I., & Ekowati, D. (2020). Servant leadership and religiosity: An indicator of employee performance in the education sector. *International Journal of Innovation Creativity and Change*, 13(4), 391-409.
- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
- Baig, S. A., Iqbal, S., Abrar, M., Baig, I. A., Amjad, F., Zia-ur-Rehman, M., & Awan, M. U. (2021). Impact of leadership styles on employees' performance with moderating role of positive psychological capital. *Total Quality Management & Business Excellence*, 32(9-10), 1085-1105.
- Bhoomireddy, N. (2004). School Organization, Management, and Administration.
- Bickmore, D. L., & Dowell, M. M. S. (2018). Understanding teacher turnover in two charter schools: principal dispositions and practices. *International Journal of Leadership in Education*.
- Busher, H. (2006). *Understanding Educational Leadership: People, Power And Culture: People, Power and Culture*. McGraw-Hill Education (UK).
- Chapman, A. (2005). Effective delegation skills, delegation techniques, process. Retrieved on, 10.
- Chin, R. J. (2015). Examining teamwork and leadership in the fields of public administration, leadership, and management. *Team Performance Management: An International Journal*, 21(3/4), 199-216.
- Colby, S. A., Bradshaw, L. K., & Joyner, R. L. (2002). Teacher Evaluation: A Review of the Literature.
- Department of the Army. (2006). Army leadership: Competent, confident, and agile. *Field manual*, 36-37
- Fiedler, F. E. (1978). The contingency model and the dynamics of the leadership process. In *Advances in experimental social psychology* (Vol. 11, pp. 59-112). Academic Press.
- Demircioglu, M. (2021). Entrepreneurship in public organizations: the role of leadership behavior. *Small Business Economics*, 57, 1107-1123.
- Duze, C. O. (2012). Leadership styles of principals and job performance of staff in secondary schools in Delta State of Nigeria. *AFRREV IJAH: An International Journal of Arts and Humanities*, 1(2), 224-245.
- Edis, M. (1995). *Performance management and appraisal in health services*. Kogan Page.
- Ertas, N. (2015). Turnover intentions and work motivations of millennial employees in federal service. *Public personnel management*, 44(3), 401-423.
- Hackman, M. Z., & Johnson, C. E. (2013). *Leadership: A communication perspective*. Waveland press.
- Gberevbie, D., Joshua, S., Excellence-Oluye, N., & Oyeyemi, A. (2017). Accountability for sustainable development and the challenges of leadership in Nigeria, 1999-2015. *Sage Open*, 7(4), 2158244017742951.

- Gibbs, L. (2022). Leadership emergence and development: Organizations shaping leading in early childhood education. *Educational Management Administration & Leadership*, 50(4), 672-693.
- Hallinger, P., & Heck, R. H. (2011). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. In *International handbook of leadership for learning* (pp. 469-485). Dordrecht: Springer Netherlands.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational management administration & leadership*, 46(1), 5-24.
- Hannagan, T. (2002). *Management: Concepts and Practice*. London: Pitman Publishing Pearson Education Limited.
- Haque, A. U., & Yamoah, F. A. (2021). The role of ethical leadership in managing occupational stress to promote innovative work behaviour: A cross-cultural management perspective. *Sustainability*, 13(17), 9608.
- Healthfield, S. M. (2004). Delegation as a leadership style. *About.com Guide*.
- Hsiung, H. H. (2012). Authentic leadership and employee voice behavior: A multi-level psychological process. *Journal of business ethics*, 107(3), 349-361.
- Hosseingholizadeh, R., Sharif, A., & Taghizadeh Kerman, N. (2021). A systematic review of conceptual models and methodologies in research on school principals in Iran. *Journal of Educational Administration*, 59(5), 564-581.
- Hoy, N. K., and Miskel, C. G. (1992). *Educational Administration: Theory, Research and Practice*. 2nd Edn. New York: Random House, 22–24.
- Hoy, W. K., and Miskel, C. G. (2001). *Educational Administration, Theory, Research and Practices*. 6th Edn, New York, NY: McGraw Hall.
- Hwa, C. L. (2008). The impact of principal's transformational democratic leadership style on teachers' job satisfaction and commitment. *Unpublished PhD Dissertation. USM. Penang*.
- Imhangbe, O. S., Okecha, R. E., & Obozuwa, J. (2019). Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. *Educational Management Administration & Leadership*, 47(6), 909-924.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research*, 79(1), 491-525.
- John, C. M. (2002). *Million Leaders Mandate. Notebook One*. Equip Publishers.
- Kafka, J. (2009). The principalship in historical perspective. *Peabody journal of education*, 84(3), 318-330.
- Kiboss, J. K., & Jemiryott, H. K. S. (2014). Relationship between principals' leadership styles and secondary school teachers' job satisfaction in Nandi South District, Kenya. *Journal of Education and Human Development*, 3(2), 493-509.
- Lambersky, J. (2016). Understanding the human side of school leadership: Principals' impact on teachers' morale, self-efficacy, stress, and commitment. *Leadership and Policy in Schools*, 15(4), 379-405.
- Lee, M. C. C., Idris, M. A., & Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. *Human Resource Development International*, 22(3), 257-282.
- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created "social climates". *The Journal of social psychology*, 10(2), 269-299.

- Lunenburg, F. C., & Ornstein, A. (2021). *Educational administration: Concepts and practices*. Sage Publications.
- Lussier, R. N., & Achua, C. F. (2022). *Leadership: Theory, application, & skill development*. Sage Publications.
- Maqbool, S., Ismail, S. A. M. B. M., Maqbool, S., & Zubair, M. (2019). Principals' Behaviour and Teachers' Performance at Secondary Schools in Rural Area of Pakistan. *International Journal Of Academic Research In Business And Social Sciences*, 9(1).
- McNamara, C. (2010). *Basis of Conflict Management: Field Guide to Leadership and Supervision*.
- Miller, P. W., & Miller, P. W. (2018). *The nature of school leadership* (pp. 165-185). Springer International Publishing.
- Miskel, C., & Hoy, W. K. (Eds.). (2002). *Theory and Research in Educational Administration Vol. 1*. IAP.
- Nanson, P. K. (2010). Leadership styles and teachers' performance in Secondary School in Nakaseke District. *Unpublished MA Thesis: Kampala: Makerer University*.
- Ndu, A. A., & Anagbogu, M. A. (2007). Framework for Effective Management of University's in the 21st Century in Issues in Higher Education: Research-Evidence from Sub-Saharan Africa. *Current Research Journal of Economic Theory*, 3(3), 84-92.
- Nhundu, T. J. (1999). Assessing teacher performance: A comparison of self-and supervisor ratings on leniency, halo and restriction of range errors. *Zambezia*, 26(1), 35-53.
- Nolan, K. (2004). *Laughing Buddhas: The everyday embodiment of contemplative leadership* (Doctoral dissertation, Antioch University).
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications.
- Okoji, O. O. (2016). Relationship between secondary school principals' leadership style and teachers' job performance in selected rural communities of Ondo State, Nigeria. *Annals of Modern Education*, 8(1), 27-36.
- Okumbe, J. A. (1998). Educational management theory, a comparative evolution to general theory. *Nairobi: Nairobi University Printery*.
- Okumu, F. M. (2006). An investigation into delegation and its effects on management of secondary schools in Kampala District, Uganda. *Unpublished Masters (Educ. Mgt) dissertation, Makerere University, Kampala, Uganda*.
- Oplatka, I. (2004). The principal's career stage: An absent element in leadership perspectives. *International Journal of Leadership in Education*, 7(1), 43-55.
- Oplatka, I., & Arar, K. (2015). The research on educational leadership and management in the Arab world since the 1990s: A systematic review. *Review of Education*, 5(3), 267-307.
- Owens, R. G. (1981). *Organizational Behavior in Education*. 2nd Edn. Englewood Cliffs: Prentice Hall.
- Oxford. (2005). *Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Panda, U. N. (2001). *School Management*. New Dehli: Ashish Publishing House, 2-3.
- Phuc, T. Q. B., Parveen, K., Tran, D. T. T., & Nguyen, D. T. A. (2021). The linkage between ethical leadership and lecturer job satisfaction at a private higher education institution in Vietnam. *Journal of Social Sciences Advancement*, 2(2), 39-50.
- Popa, A. B. (2010). *Leadership: A Critical Text*, by Simon Western: London, UK: Sage Publications, 2008, 234 pages.
- Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability*, 12(8), 3390

- Samosudova, N. V. (2017). Modern leadership and management methods for development organizations. In *MATEC Web of Conferences* (Vol. 106, p. 08062). EDP Sciences.
- Schleicher, A. (2015). *Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches. International Summit on the Teaching Profession*. OECD Publishing, 2, rue Andre Pascal, F-75775 Paris Cedex 16, France.
- Sebastian, J., Allensworth, E., Wiedermann, W., Hochbein, C., & Cunningham, M. (2019). Principal leadership and school performance: An examination of instructional leadership and organizational management. *Leadership and policy in schools, 18*(4), 591-613.
- Smylie, M. A., & Jack, W. D. (1990). Teachers Leadership Tension and Ambiguities in Organizational Perspective Educ.
- Solomon, A., & Steyn, R. (2017). Leadership style and leadership effectiveness: Does cultural intelligence moderate the relationship?. *Acta Commercii, 17*(1), 1-13.
- Stevenson, M., Hedberg, J. G., O'Sullivan, K. A., & Howe, C. (2016). Leading learning: The role of school leaders in supporting continuous professional development. *Professional Development in Education, 42*(5), 818-835.
- Sun, R., & Wang, W. (2017). Transformational leadership, employee turnover intention, and actual voluntary turnover in public organizations. *Public Management Review, 19*(8), 1124-1141.
- Taylor, E. S. (2012). The effect of evaluation on teacher performance. *American Economic Review, 102*(7), 3628-3651.
- Terosky, A. L. (2016). Enacting instructional leadership: perspectives and actions of public K-12 principals. *School Leadership & Management, 36*(3), 311-332.
- Ukeje, B. O., Akabougu, G. C., & Ndu, A. (1922). Educational administration. Enugu: Fourth Dimension pub. Co. Ltd.
- UNESCO. (2019). Policy brief: school leadership in Central Asia. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000370957>
- Werang, B. R., & Lena, L. (2014). Relationship between principal's leadership, school organizational climate, and teachers' job performance at state senior high schools in Merauke Regency–Papua–Indonesia. *International Journal of Education and Research, 2*(6), 635-640.
- Wu, H., Shen, J., Zhang, Y., & Zheng, Y. (2020). Examining the effect of principal leadership on student science achievement. *International Journal of Science Education, 42*(6), 1017-1039.
- Yasmin, F., Imran, M., & Sultana, M. (2019). Effects of principals' leadership styles on teachers' performance at secondary schools in dera ismail khan. *Glob. Soc. Sci. Rev, 4*, 281-286.