IMPACT OF LEADERSHIP STYLES OF HEAD TEACHER IN ADVANCING EDUCATION

Muqaddas Rani, M. Phil Scholar, Dept. of Education, Riphah International University, Fsd.

Dr. Khalid Mahmood Arif, Corresponding Author/Associate Professor/HOD, Dept. of Islamic Studies, Riphah International University, Fsd.

 Sahira Kiran, Lecturer, Dept. of Education, Riphah International University, Fsd.

Abstract

This study investigated the leadership styles of elementary school heads in Nankana Sahib district and their impact on educational development. The objectives were to identify head teachers' leadership styles, determine the effect on educational progress, and examine gender differences in leadership styles. A self-administered questionnaire was developed to explore head teachers' leadership styles and assess school discipline and learning environments. Simple random sampling was used to collect data, which was analyzed using SPSS software. The findings revealed that democratic leadership style was the most prevalent, followed by autocratic leadership style. Both autocratic and democratic leadership styles positively impacted school performance, while laissez-faire leadership style had no significant impact. Notably, there was no significant difference in male and female teachers' perceptions of leadership styles. The study found satisfactory disciplinary conditions and learning environments in schools. The results suggest that head teachers should adopt democratic leadership styles to maintain a positive and constructive school environment, discipline, and overall performance.

Keywords: leadership, performance, school heads, educational development.

1.Introduction

The leadership style of head teachers is a crucial factor in creating a supportive and inclusive learning environment, maintaining discipline, and promoting academic excellence in schools. The success and prosperity of an educational institution are largely contingent on the leadership style and vision of its head teacher. By setting clear goals, fostering a collaborative and welcoming atmosphere for teachers and students, and cultivating a positive school culture, head teachers can effectively sustain a productive learning environment and drive educational progress. Effective head teachers inspire and motivate their staff, promote a culture of continuous improvement, and create a sense of community, ultimately enhancing the overall quality of education and shaping the future of their students

Effective head teacher leadership is the cornerstone of a successful educational system, playing a vital role in promoting pedagogical excellence. Their leadership style has a profound impact on the educational process, making them the most crucial element in shaping the learning experience. By cultivating a positive and productive learning environment, head teachers can inspire and motivate teachers, students, and the broader community, driving academic achievement and shaping the future of education (Li, 2015).

Extant research has consistently demonstrated that participative leadership, also known as teamwork, is the most widely adopted approach among leaders, outpacing autocratic and laissez-faire styles in terms of frequency of use (Specchia et al, 2021).

According to Munir and Iqbal (2018), teamwork emerges as the most widely practiced leadership style, followed by the autocratic style, and lastly, the laissez-faire style, which is hardly practiced.

The quality and standards of an educational system are universally recognized as vital determinants of a nation's progress and development. The schooling system has a profound impact on a society's social fabric, economic growth, political stability, and cultural identity. As such, teacher performance is a critical metric for assessing the achievement of educational objectives. Moreover, research has unequivocally shown

that a teacher's performance is significantly influenced by the leadership style of their school heads, underscoring the crucial role of effective leadership in creating a supportive learning environment and fostering teacher growth and development (Iqbal & Haider, 2018).

This study aims to explore the impact of various leadership styles exhibited by heads of educational institutions on advancing education, by assessing and categorizing their leadership approaches. This research endeavors to enrich our understanding of the vital role that head teachers' leadership plays in shaping the educational experience, and to shed light on the ways in which different leadership styles can influence teaching and learning outcomes.

1.1 Objectives and Significance of Study

The main objective of every educational institution is to deliver exceptional education in each school. This study seeks to evaluate the extent to which this goal is being realized. The findings of this research will provide a thorough analysis of the current educational landscape in schools, identifying areas of excellence and improvement. Moreover, this study will offer actionable recommendations for refining the leadership styles of head teachers and optimizing the interconnected mechanisms within the system, ultimately cultivating a more supportive learning environment and enhancing the overall quality of education in schools.

The primary objectives of this study were:

1. To investigate the leadership styles utilized by head teachers in promoting educational excellence and advancing education.
2. To examine the leadership styles of female and male head teachers in public elementary schools, identifying similarities and differences.
3. To determine the impact of leadership styles employed by head teachers on advancing education.
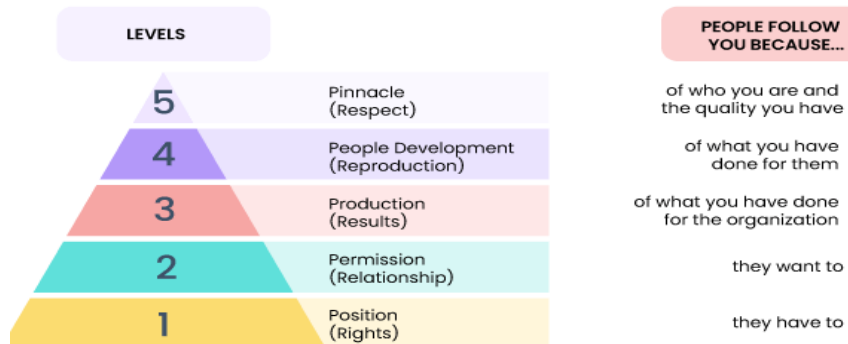
2.Problem Statement

The leadership style of head teachers is a critical determinant of the learning environment, disciplinary climate, and academic achievement in schools. The success and prosperity of an educational institution are largely contingent on the leadership style and vision of its head teacher. Effective head teachers prioritize goals, foster a supportive and inclusive atmosphere for teachers and students, and cultivate a positive school culture, thereby preserving a productive learning environment and advancing education. This study investigates the impact of different leadership styles of head teachers on advancing education, with a focus on examining and categorizing their leadership approaches.

3.Literature Review

The fundamental mission of an educational institution is to provide high-quality learning and instruction, making effective leadership essential for achieving instructional excellence and supporting teacher success. This notion is substantiated by the McKinsey report on learning, which reveals that high-performing education systems distinguish themselves from others by prioritizing leadership as a critical factor, alongside instruction (Whelan, 2009).

John Maxwell, a renowned leadership expert, categorizes leadership into five levels in his 2011 book "The 5 Levels of Leadership"

5 Levels of Leadership (Maxwell)

LEVELS		PEOPLE FOLLOW YOU BECAUSE...
5	Pinnacle (Respect)	of who you are and the quality you have
4	People Development (Reproduction)	of what you have done for them
3	Production (Results)	of what you have done for the organization
2	Permission (Relationship)	they want to
1	Position (Rights)	they have to

The school head teacher plays a vital role in cultivating a collaborative environment by actively seeking feedback and suggestions from staff members, parents, and students, thereby driving continuous improvement in the school. Furthermore, the head teacher can share important issues and concerns with these stakeholders to ensure a collective approach to school management, fostering a sense of shared responsibility and ownership. To facilitate this process, the head teacher can establish a parent-teacher association (P.T.A) and school management committees (S.M.C), providing a platform for open communication, transparency, and constructive dialogue (Din, 2008).

From a management perspective, the cornerstone of a successful school is a team of competent staff and effective leadership. The only way to truly excel in education is for teachers and head teachers to be committed to ongoing professional growth and development (Hiebert & Morris, 2012).

Effective leadership plays a vital role in driving success in schools, exerting a profound influence on the motivation, expertise, and collaboration of teachers, as well as the overall school culture and climate (Baker L.M, 2011).

According to Oluremi (2013), head teachers, as leaders, can significantly influence the work environment and outcomes through their leadership style, which encompasses how they provide instructions, execute plans, and motivate others. The foundational research by Lewin identified three primary leadership styles that remain widely relevant: autocratic (authoritarian), democratic (participatory), and laissez-faire. Effective leaders adaptively employ all three styles, with one style often dominating, whereas ineffective leaders tend to rigidly adhere to a single approach, limiting their leadership potential and impact.

1. Autocratic (Authoritarian): Centralized decision-making, strict control, and a focus on efficiency.

2. Democratic (Participatory): Collaborative decision-making, employee involvement, and a focus on empowerment.

3. Laissez-Faire: Minimal intervention, employee autonomy, and a focus on self-direction.

A good leader, particularly a school head teacher, is characterized by their broad-mindedness and ability to adopt a comprehensive approach to problem-solving. They possess multifaceted thinking, considering issues from various angles and perspectives, and are able to envision challenges from all directions, taking a holistic approach to leadership. This enables them to navigate the complexities of their role, which involves multiple responsibilities and stakeholders. However, despite this complexity, many school leader appraisal processes still rely on traditional top-down evaluations from

superintendents, with limited input from other stakeholders such as teachers, students, and parents (Habegger, S. 2008; Moore, 2009).

In summary, school leaders play a vital role in creating an environment conducive to change and improvement, serving as a crucial catalyst for teachers to implement effective reforms and innovations (Zepeda, 2007).

The complexity of effective leadership appraisal is further exacerbated by the fact that many benchmarks established by states and national organizations for evaluating school head teachers adopt a limited and narrow perspective on leadership. These benchmarks often prioritize task-oriented skills, such as administrative tasks and managerial duties, over the head teacher's impact on school functions, including instructional leadership, teacher development, and student learning outcomes (Knapp et al., 2003; Moore, 2009).

4.Methodology

This study utilizes a descriptive research design, which seeks to provide a comprehensive and precise description of the phenomenon under investigation (Best & Kahn, 2006).

Descriptive research involves collecting data that describes behavior, organizing and presenting it in a clear and concise manner, often using visual elements such as tables, charts, and graphs to facilitate understanding (Gay, 2005).

4.1 Sample Size and Sampling Techniques

The research focused on government elementary schools in District Nankana Sahib, there are three tehisl in District Nankana Sahib that are: A)Sangla Hill, B)Shahkot and 3) Nankana Sahib, so specifically concentrating on the one Tehsil that is Nankana Sahib. Due to time and financial constraints, the study was limited to this single Tehsil, which was selected as a representative sample of the district.

A sample is a subset of individuals chosen from a larger population, selected to be representative of the population's characteristics. By examining the sample's traits, researchers can make inferences and generalize findings to the entire population (Nyaamu, 2001).

For the purpose of quantitative data collection, a simple random sampling technique was adopted to select a representative sample of elementary schools from the district.

The research study had a sample size of 102 teachers and head teachers, comprising both males and females, selected from public elementary schools. This sample represents a small subset of the larger population of educators. By including multiple teachers from each school, the study aimed to achieve a more robust understanding of leadership styles.

4.2 Data collection Instrument

The study aimed to investigate the impact of head teachers' leadership styles on advancing education. To achieve this, a questionnaire was developed based on a thorough literature review, ensuring a theoretically grounded and effective instrument for data collection. The five point Likert scale was chosen due to its ease of use, ability to quantify responses, and facilitation of statistical analysis and comparison of results.The questionnaire items were developed based on three distinct leadership styles:1. Autocratic 2. Democratic 3. Laissez-faire

To ensure participant engagement, the Leadership Style Scale (LSS) was designed to be simple and understandable, with a concise length to avoid participant fatigue (Frankel et al., 2012).

The scale and its numerical values are given below:
1. Never
2. Rarely
3. Sometimes
4. Often
5.Always

4.3 Data Analysis

Descriptive statistics were used to summarize and present the data in a clear and concise manner, providing a concise overview of the main characteristics of the data (Field, 2013).

Measures of dispersion, such as the standard deviation, offer valuable insights into the spread or variability of the responses. By using descriptive statistics, researchers can gain a deeper understanding of the data, uncovering valuable information to inform educational leadership practices and policies (Field, 2013).

5.Results and Discussions

Table 5.1: Respondent Gender

Gender	Frequency	Percentage
Male	51	50
Female	51	50
Total	102	100

Table 5.1 presents the demographic characteristics of the study's sample, comprising 102 participants. A gender-balanced sample was achieved, with an equal proportion of male and female teachers, each constituting 50% of the total respondents.

5.2: Teaching Experience of Respondent

Table 5.2 displays the teaching experience of the respondents, revealing the following

Respondent's experience	Frequency	Percentage
1-10 Years	37	36
10-20 Years	30	29
20-30 Years	26	26
31 Years or above	9	9
Total	102	100

distribution: 36% of respondents had 1-10 years of professional experience while 29% of respondents had 10-20 years of teaching experience and 26% of respondents had 20-30 years of professional experience.

Table 5.3 Gender Dynamics of Leadership Styles in Advancing Education

Leadership styles	Gender	N	Mean	Std. Deviation

Autocratic	Male	51	3.09	0.52
	Female	51	3.19	0.47
Democratic	Male	51	3.46	0.64
	Female	51	3.56	0.57
Laissez-faire	Male	51	2.73	0.42
	Female	51	2.79	0.44

Table 5.3 represents a gender-wise analysis of teachers' opinions on head teachers' leadership styles in elementary schools, revealing the following insights:

Authoritative Leadership Style: Female teachers (mean score: 3.19) perceived head teachers as more authoritative than male teachers (mean score: 3.09), suggesting a slightly more authoritative approach among female head teachers.

Democratic Leadership Style: Both male (mean score: 3.46) and female (mean score: 3.56) teachers held similar views, indicating a comparable approach to democratic leadership among head teachers of both genders.

 Laissez-faire *Leadership Style:* No significant difference in the opinions of male (mean score: 2.73) and female (mean score: 2.79) teachers, suggesting that head teachers of both genders were equally likely to adopt a laissez-faire style.

Table 5.4: Teachers opinion about head teachers leaderships styles

Statement	Mean	Std. Deviation
Autocratic Leadership Style	3.14	0.45
Democratic Leadership Style	3.51	0.56
Laissez-faire Leadership Style	2.76	0.44

Table 5.4 presents the results of teachers' opinions on the leadership styles of head teachers in public elementary schools. The findings indicate that: A majority of head teachers (mean score: 3.14) exhibit an autocratic leadership style, characterized by a top-down approach to organizing school activities and decision-making. A simple majority of head teachers (mean score: 3.51) also adopt a democratic leadership style, marked by a collaborative and inclusive approach to decision-making.

In contrast, the laissez-faire leadership style (mean score: 2.76) is less commonly adopted, as respondents expressed negative opinions about this approach, suggesting that head teachers in public elementary schools in Tehsil Nankana Sahib tend to give up or non-interventionist leadership style in favor of more engaged and participatory approaches.

6. Conclusion

This research aimed to investigate the impact of leadership styles on advancing education. A 5-point Likert-based questionnaire that was administered to 102 male and female teachers at public elementary schools in Tehsil Nankana Sahib. The objectives were to explore the leadership styles of head teachers and their effects on advacing education. Data analysis using SPSS revealed that:

 Democratic leadership style has a positive impact on advancing education and enhancing teachers' and students' performance. Autocratic leadership style has a

negative impact on teachers' productivity. Laissez-faire leadership style has a negative impact on teachers' creativity.

The findings suggest that democratic leadership style has a profound impact on overall school performance, as effective leaders motivate and support their subordinates, fostering a supportive learning environment. This aligns with existing research (Sharma & Singh, 2013) highlighting the democratic leader's ability to inspire and motivate workers, promoting keen interest and commitment.

The present study's findings align with the conclusions drawn by Toriqul et al. (2019) in their exhaustive examination of the effects of democratic, autocratic, and laissez-faire leadership styles on organizational success. Their research demonstrated that autocratic leadership style has a deleterious impact on employees' affective commitment to the organization, leading to disengagement, decreased motivation, and reduced job satisfaction. Conversely, laissez-faire leadership style fails to instill a sense of responsibility among employees, resulting in a lack of accountability and a focus on individual interests at the expense of organizational goals. In contrast, democratic leadership style promotes employees' emotional investment in the organization, encouraging them to take ownership of its success and strive for excellence. These findings reinforce the importance of adopting a democratic leadership style, which empowers employees, fosters collaboration, and drives organizational success through enhanced employee engagement, motivation, and commitment

7. Recommendations

Future Research Directions:

1. Replicating this study in other public elementary schools at the district or tehsil level would enable the generalizability of the findings to be assessed and provide further insights into the validity of the conclusions. This would contribute to the external validity of the study and enhance the confidence in the findings.

2. Investigating the relationship between the experience and qualifications of head teachers and school performance at the secondary and higher secondary levels would offer valuable insights into the impact of leadership on educational outcomes.

References

Baker L.M. (2011). The relationships between leadership practice and teacher. 25-36.

Din, N. (2008). *A study of motivation techniques used by heads of institutions of higher education and their impact on the performance of teachers.* Unpublished doctoral thesis, Arid Agriculture University, Rawalpindi.

Field, A. *Discovering Statistics Using SPSS. 2nd* ed. London: Sage Publisher, 2005.

Fraenkel, J.R., Wallen, N.E. & Hyun, H. H. (2012). *How to Design and Research in Education.* (8th ed.) New York: McGraHill.

Habegger, S. (2008). The principal's role in successful schools: creating a positive school culture. *Educational Leadership,* 88(1), 42-46.

Hiebert, J. and Morris, A.K., 2012. Teaching, rather than teachers, as a path toward https://doi.org/10.34104/cjbis.019.0 28038. improving classroom instruction. *Journal of Teacher Education*, *63*(2):92-102.

Iqbal, N., Anwar, S., & Haider, N. (2018). Effect of Leadership Style on Employee.

Knapp, M., Copland, M.A., Ford, B., Markholt, A. (2003). *Leading for Learning Sourcebook: Concepts and Examples.* Center for the Study of Teaching and Policy, Dewitt Wallace-Reader's Digest Fund, and Lila Wallace-Reader's Digest Fund, 2003.

Li, C., Zhao, H., and Begley, T. M. (2015). Transformational leadership dimensions and employee creativity in china: a cross-level analysis. *J. Bus. Res.* 68, 1149–1156. doi: 10.1016/j.jbusres.2014.11.009

Maxwell, J. C. (2013). *The 5 Levels of Leadership: Proven Steps to Maximize Your Potential*. Center Street; Reprint edition.

Moore, B. (January/February2009). Improving the appraisal and feedback process for principals. *Principal*. 38-41.

Munir, H. and Iqbal, M. Z. (2018). A study of relationship between leadership styles of principals and job satisfaction of teachers in colleges for women. *Bulletin of Education and Research*, 40(2),65-78.

Oluremi, J. (2013). Principals organizational management and students academic achievement in Secondary schools in Ekiti-State, Nigeria. *Singaporean Journal of Business Economics and Management Studies , 2* (2).

Sharma, D. L. J. K., & Singh, D. S. K. (2013). A Study on the Democratic Style of Leadership International Journal of Management & Information Technology, 3(2), 54–57. https://doi.org/10.24297/ijmit.v3i2.1 367.

Specchia, M. L. et al. (2021). Leadership styles and nurses' job satisfaction: Results of a systematic review. *International Journal of Environmental Research and Public Health*, 18 (1552); pp. 1-15.

Toriqul, M., Jony, I., Alam, J., & Amin, M. R. (2019). The Impact of Autocratic,Democratic and LaissezFaire Leadership Styles on the Success of the Organization:A Study on the Different Popular Restaurants of Mymensingh, Bangladesh. Canadian Journal of Business and Information Studies, 1(6), 28–38.

Whelan, F. (2009). Lessons learned: How good policies produce better schools. London: Whelan.

Zepeda, S.C. (2007). *The Principal as Instructional Leader: a Handbook for Supervisors (second edition)*. Larchmont, NY: Eye On Education, Inc.