

## **THE IMPACT OF LEADERSHIP STYLES ON THE ACADEMIC ACHIEVEMENTS OF STUDENTS AT SECONDARY LEVEL IN DISTRICT MUZAFFARGARH**

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**ABSTRACT**-This study has been designed to analyze the leadership style of the head teachers of secondary schools and its impact on academic achievements of students in Muzaffargarh. For this purpose, we developed a questionnaire containing 30 items and collected data from 100 head teachers and 300 common school teachers, who were selected through a convenience sampling technique. The questionnaire was developed on the basis of 5-points Likert scale to measure the attitude of head teachers and common teachers. The data was analyzed through descriptive and inferential statistics that include mean, standard deviation and t-test. The results show that majority of the head teachers were opted authoritative leadership styles. However, female head teachers were more democratic as compared to male head teachers.

**Keywords:** Leadership style, Head teachers. gender behavior differences.

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## **1. INTRODUCTION**

### **1.1. Background of study:**

Leadership plays an important role in the school effectiveness and school improvement and this importance has always been emphasized by the researchers from the field of school effectiveness and school improvement (Hargreaves, Lieberman, Fullan, & Hopkins, (1998); Hopkins, 2001). Dinham (2005) and Townsend (2007) found that school leadership is the single most important element which can play an important role in the success of a school. Effective and successful school leaders are able to develop and cultivate positive relationships (Crum & Sherman, 2008) and can motivate teachers to exert extra effort in their work, which in turn was related to teaching and learning (Eyal & Roth, (2011); Leithwood & Mascall, (2008). Murphy et al. (2007) asserts that the effective school leaders are particularly attentive to ensure that there are different mechanisms for teachers to communicate and work collectively.

Leadership style of school head plays an important role in school effectiveness and improvement. Eyal and Roth (2011, p.256) found that “leadership styles among school principals play a significant role among teachers’ motivation as well as in student achievement”. Kythreotis, Pashiardis and Kyriakides (2010) found direct effects of principal’s leadership style and school culture on student achievement. Holley (1995) has developed an impressive empirical evidence to suggest that the leadership style of the principal can create a climate that is conducive and supportive for learning in the school. He concluded that school leadership has a significant effect on school environment and school improvement (Wallace, 2002).

## **1.2. Main Research Problem**

Our main research problem is to study the impact of leadership style on the academic achievements of the students at Secondary level in District Muzaffargarh.

## **1.3 Objectives of study:**

The main objectives of the study are given below.

- ▶ To study the impacts of leadership styles on the academic achievements of the students at secondary level.
- ▶ To know about the functions, merits, and demerits of leadership styles.

## **1.4 Significance of the study:**

This research study will describe the merit and demerits of the leadership styles of head teachers and its impact on the academic achievements of students as well as learning environment at secondary school level. The results of this study will provide guidance to the all stakeholders including policy makers and head teachers to develop a proper educational set up and learning environment.

## **2. LITRATURE REVIEW**

### **2.1 Leadership Styles in Schools:**

Lin (1999) has stated that leadership style in educational institutions is established and impacted by the theory of logical and scientific administration with well-organized administration. It is connected to the independence of educators or senior teachers, as can be viewed in pyramid theory and its follows top down administration style which is scrutinized for absence of adequacy for interest and innovativeness were disheartened, with no space for supporters to have a section in the basic leadership process.

## **2.2. Autocratic Leadership Style:**

It is a tyrannical style, in which head of the institution alone takes choice for the subordinate members of the institution to actualize without meeting, almost no correspondence, compulsion, domineering; utilizing dangers, threats and punishments on the name of disciplines, while view points of the of subordinates are not taken. Most of the psychologists do not accept this style as it originates from dread and sentiment of weakness. Severe power is then a cautious apparatus; clearly, the basic outline is McGregor's Theory Y. Afful-Broni, (2004).

## **2.3. Laissez – Faire Leadership Style:**

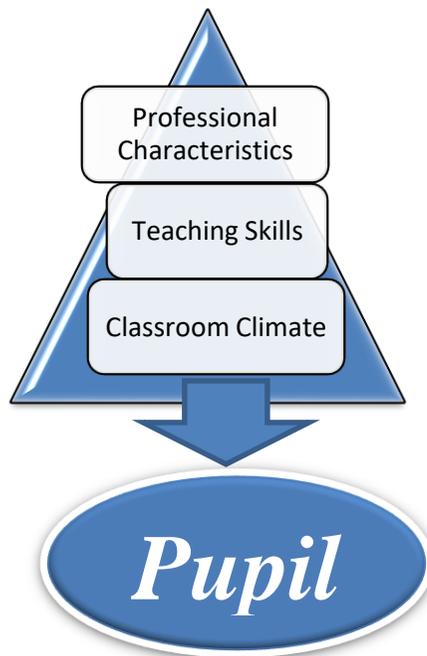
The phrasing is from the French "Let the subordinates do what they wish or long for." There are no rigid standards, which takes to finish opportunity or self-governance to staff of the association. At the point when an off-base fellow is placed in control, the person remains unable to make a move all together not to annoy the adherents, consequently delivering tragic results (Afful-Broni, 2004). Where the assistants are talented in the different fields of study, this framework can be suitable. The above mentioned facts do not match the facts brought up by Afful-Broni, so the Laissez-faire administration can prompt lack of concern and rebellion with respect to the subordinates.

## **2.4. The measures of teacher effectiveness:**

. A decent instructor is benevolent, liberal, tunes in to the students, empowers them, repose confidence in them, keeps certainty, likes showing youngsters, likes showing their subjects, sets aside effort to clarify things, encourages them when they are trapped, reveals to them how they are getting along, enable them to have their state, doesn't abandon them, thinks about their

conclusion, makes them feel sharp, treats individuals equally, goes to bat for them, offers lenient gestures, comes clean and is pardoning (MacBer, 2000). As indicated by Andrew (2002), viable instructor much disguises learning and abilities with the goal that they can send them rapidly. Moon, Mayes and Hutchinson (2004) demonstrated that there are three principle factors inside educator's control that essentially impact student accomplishment are proficient qualities, showing abilities and study room atmosphere

**Figure 1: Measure of teacher effectiveness**



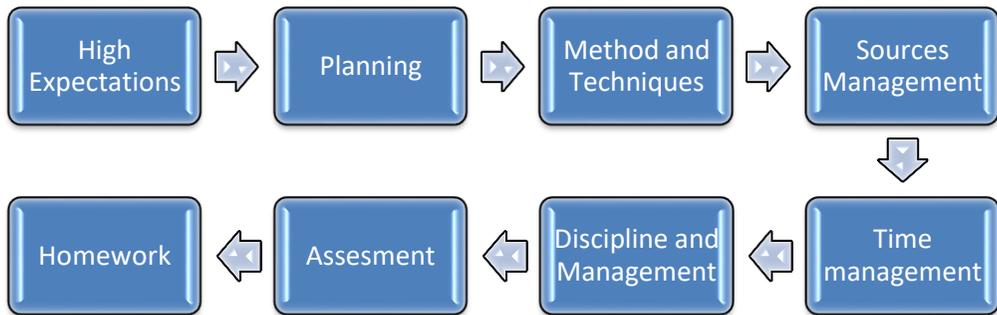
Source: Teaching Learning and Curriculum in School, (2004)

Research on school adequacy proposes that varieties in students' proficiency implementation might be identified with three kinds of impact:

entire school, educator and the strategies being implemented by them and the materials being used. The concurrence is that the impact of the instructor, coaching or guiding is most noteworthy (Wray, Medwell, Poulson and Richard, 2002).

Alexander (1991) was of the opinion that viable educating relies upon the fruitful utilization of educators' aptitude about curriculum by it they signify the information about the content of subject, the comprehension of how students comprehend it and the abilities expected to show topics effectively'. As indicated by Mcber (2002), instructor isn't just mentor and guide however he ought to likewise display few sublimes of encouraging abilities' for viable showing like elevated standards of managements, techniques and systems, time and administration of assets, time on duty, exercise stream, evaluation, situation apt and schoolwork inform of thinking tasks not that had been being used by the teachers formally in school. The greatness of the teacher lies in teachers' interest in his teaching, in other words, is exactly the educator who doesn't 'assume control over', manage, teach yet who bolsters, reacts, exhorts, evaluates, trace the needs of students and helps them to make progress in their mental and physical grooming (Moore, 2003). David Reynolds has the same experience to share so he is of the opinion that there are following assessment techniques of educating abilities:

**Figure 2: Assessment techniques**



Source: Teaching Learning and Curriculum in Secondary School, (2004)

Smith (2002) contends that a class instructed by a sane and motivate educator' would be loaded with vivacious, intrigued and positive students who accomplish elevated requirements. There would be low pressure and minimal strain. There will be a great deal of gathering collaboration and resilience. The students should surrender over to educator's elevated requirements and carry on as needs be.

### **2.5. Democratic style:**

According to Badar and Akhtar (1991), democratic type of educational administration is regarded as a good educational management which assists subordinates or staff, especially workers, depending upon themselves and not upon others. In the same administration, the administrators try to understand their subordinates or worker's problems and then try to find out satisfactory

and suitable solution according to the requirements of their subordinates or staff.

**Table 1: Head Masters supervision styles**

Style	Features	Positive effects	Negative effects
Authoritative	1.HM imposes opinion and is rigid 2.Teachers are suppressed, frightened 3Feelings and sentiments are not cared. 4. Focus is on control. 5.There is no sharing consultation 6.Teachers can't question opinion of HM 7.Teachers are bound to follow the orders. 8. decisions are made and imposed by HM.	1. Schools reflect order, discipline. 2. Task is completed without delay. 3. Only the opinion of expert is implemented. 4.All the tasks are carried rapidly. 5.It encourages working relationship among teachers. 6. It is result oriented.	1.It discourages free thought and creativity. 2.It damages human esteem and ego. 3. It creates negative culture of flattering. 4.It is a big hindrance in the way of experimentation and innovation. 5.Teachers face great loss for non- compliance 6 It reduces commitment and enthusiasm 7.There is true deficient between teachers and HM. 8. It promotes YES SIR culture rather than professionalism.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Democratic</p>	<ol style="list-style-type: none"> <li>1. There is sharing and cooperation</li> <li>2. HM is sympathetic and shows flexibility</li> <li>3. Respect and importance is given to teachers</li> <li>4. Feeling and sentiments are cared in this style.</li> <li>5. There is freedom of expression and thought.</li> <li>6. All teachers are involved in the decision making process of the school.</li> <li>7. The responsibility of achieving the task is collective.</li> <li>8. Delegation of powers.</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers feel responsibility to achieve the target.</li> <li>2. Decisions are made by all the teachers.</li> <li>3. It paves the way for the alternative leadership by the delegation of powers.</li> <li>4. It creates self-control</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaches cross boundaries in this style.</li> <li>2. Problems are created because of different opinions.</li> <li>3. It promotes negative criticism</li> <li>4. Every teacher does not possess sound thinking and judgment.</li> <li>5. Teachers incline towards the opinions which serve their own interest</li> <li>6. There is need to support vice strictly.</li> </ol>
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Laissez-faire	<ol style="list-style-type: none"> <li>1. HM does not interfere the matters</li> <li>2. teachers show lack of interest.</li> <li>3. Teachers enjoy limitless enjoy</li> <li>4. Teachers do not follow rules and regulations</li> <li>5. Focus is on status quo.</li> <li>6. Decisions are made without the involvement of leadership.</li> <li>7. Teachers work according to their will.</li> </ol>	<ol style="list-style-type: none"> <li>1. This style favors the schools with highly professional teachers who are responsible, experts, and experienced.</li> </ol>	<ol style="list-style-type: none"> <li>1. Schools reflect chaos, disorder, anarchy, and indiscipline.</li> <li>2. Quality is declined.</li> <li>3. There is decline in norms, standard and professionalism.</li> <li>4. This style deteriorates the system.</li> <li>5 It promotes the pressure groups in the schools.</li> </ol>
Islamic style of leadership	<ul style="list-style-type: none"> <li>▶ Quality of all citizens before the law</li> <li>▶ Freedom of religion</li> <li>▶ The right of life</li> <li>▶ The right to property</li> <li>▶ Freedom of person</li> <li>▶ Freedom of movement</li> <li>▶ Freedom of association</li> <li>▶ The right of privacy</li> <li>▶ The right to secure basic necessities.</li> <li>▶ The right to reputation</li> <li>▶ The right to listening.</li> <li>▶ The right to decision in accordance with proper judicial procedure and accountability</li> </ul>		

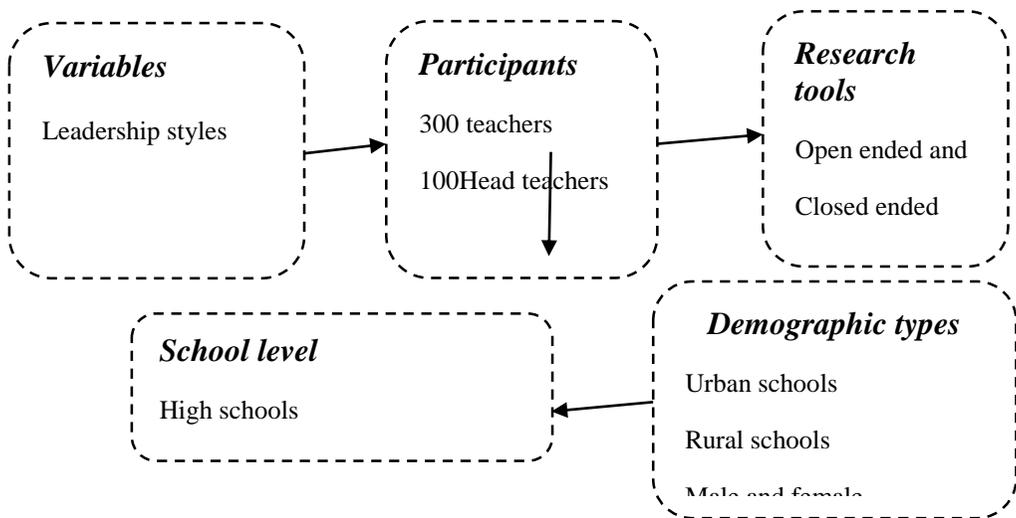
Table 1 shows that school head masters show Laissez-faire supervision style for those female teachers who shared ideas with them. On the other hand, the female teachers who are not ready to share ideas they have to face authoritative supervision styles which create much difficulty for them to serve.

### 3. RESEARCH METHODOLOGY

#### 3.1 Theoretical Framework:

The theoretical framework consists of theoretical principles, constructs, concepts, and tenants of a theory (Grant & Osanloo, 2014).

**Figure 3: Theoretical framework of study**

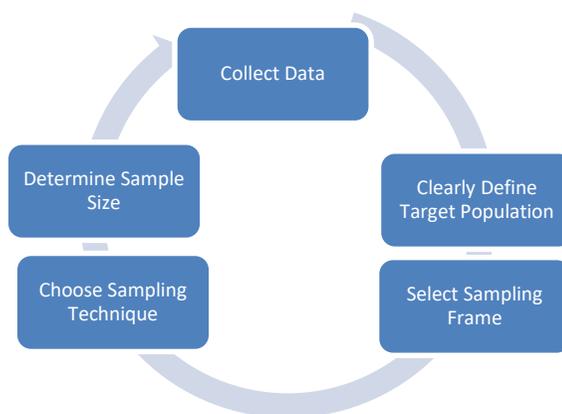


#### 3.2 Research Design:

The objective of this study was to find out the impact of leadership styles on the academic achievements of the students at secondary level so all the high schools (135) of the district Muzaffargarh were taken as the population. Similarly, all the teachers of high schools (810) were also taken as population for the study. Convenience sampling technique was followed because it was easy to collect data from respondents. Typically, convenience sampling tends to be a favored sampling technique among students as it is inexpensive and an easy option compared to other sampling techniques

(Takeoff, 1953). One hundreds Head Masters (Head Teachers) were taken as a samples for the study and about 300 SST teachers were also selected as sample of the study. Open ended questionnaire (for Head Masters) and close ended questionnaire (for teachers) were developed for collection of data, which was analyzed through SPSS software. In order to collect primary data from the respondents two types of questionnaire were developed. An open ended questionnaire was developed to collect data from the teachers. Close ended questionnaire was used to collect data from the students. There were 10 questions in the open ended questionnaire that were asked from the teachers. Similarly, there were 30 statements in the close ended questionnaire.

**Figure 4: Process of data collection and sampling.**



### 3.3 Analytical techniques

5- Points Likert scale was used for analysis of collected data.

## 4. DATA ANALYSIS

### 4.1. Demographic statistics:

Descriptive statistics such as percentages and mean score methods were used for data analysis and the results are shown in the following tables:-

<b>Table 2: Demographic characteristics of respondents</b>		
<b>Respondents' categories</b>	<b>Teachers</b>	<b>Ratio</b>
<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	150	50%
Male	150	50%
Total	300	100%
<b>Marital Status</b>		
Single	150	50%
Married	150	50%
Total	300	100%
<b>Monthly Income</b>		
Rs 41000-45000	90	30%
Rs 46000-50000	96	32%
Rs 51000 and above	114	38%
Total	300	100%
<b>Age</b>		
20-30	66	22%
31-40	75	25%
41-50	90	30%
50-60	69	23%
Total	300	100%
<b>Job Experience (Years)</b>		
Less than 5	57	19%

6-10	63	21%
11-15	96	32%
16-20	39	13%
Above 20	15	15%
Total	300	100%
Academic Qualification		
MA	54	18%
M.PHIL (ARTS)	18	6%
MSC	108	36%
M.PHIL(SCIENCE)	18	6%
OTHERS	102	34%
Total	300	100%
Professional Qualification		
B.ED	183	61%
MED	63	21%
Any other	54	18%
Total	300	100%
Locality		
Urban	150	50%
Rural	150	50%
Total	300	100%

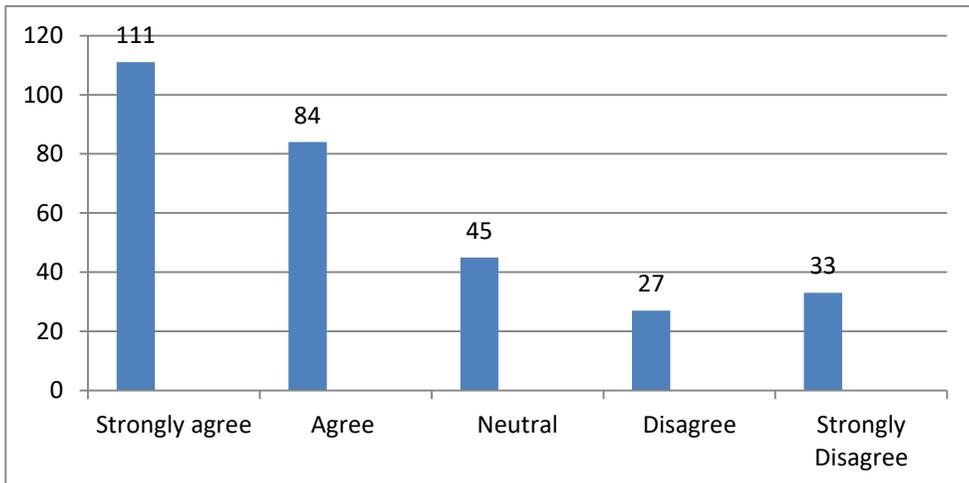
**4.2 Analysis of statements:**

**Table 3: Heads' interest in every matter**

Statement	Levels	Frequency	percentage	Mean score
Your Head Master / Head Mistress looks in each and every matter of the school.	SA	111	37%	3.71
	S	84	28%	
	N	45	15%	
	DA	27	9%	
	SDA	33	11%	

The same results are also shown in Figure 3 on next page.

**Figure 5: Taking interest in every matter by Heads**

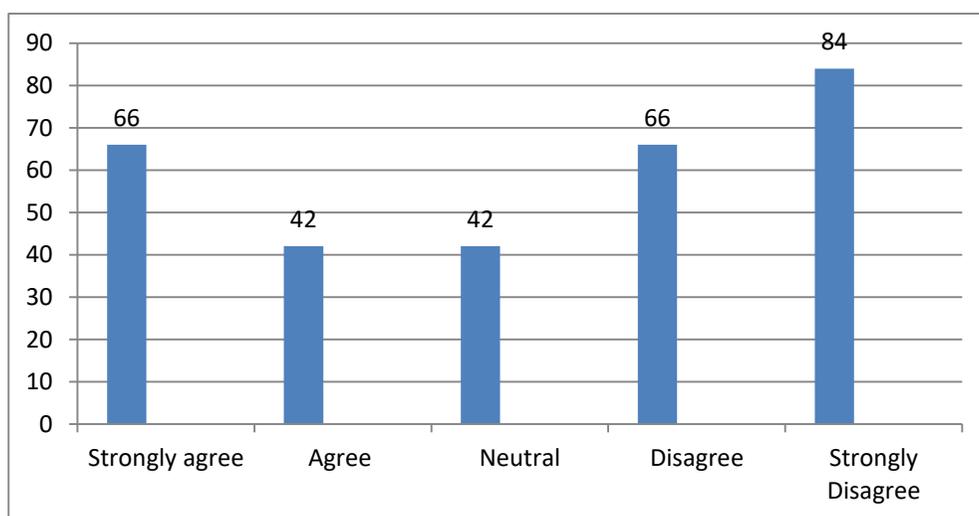


The data in table 3 shows that 65% of the respondents are Strongly Agree (SA) & Agree (A) with the statement, while 15% of the teachers are not sure about the statement and they selected the option Neutral (N). On the other hand, 20% of teachers were the Disagree (DA) & Strongly Disagree (SDA). The Mean Score of above mentioned statement- “Your Head Master / Head Mistress looks in each and every matter of the school” was 3.71.

**Table 4: Participation of all teachers in decision making.**

Statement	Levels	Frequency	Percentage	Mean score
Your Head Master / Head Mistress involves all teachers in the decision making process of the school matters .	SA	66	22%	<b>2.88</b>
	S	42	14%	
	N	42	14%	
	DA	66	22%	
	SDA	84	28%	

**Figure 6: Participation of teachers in decision making process**

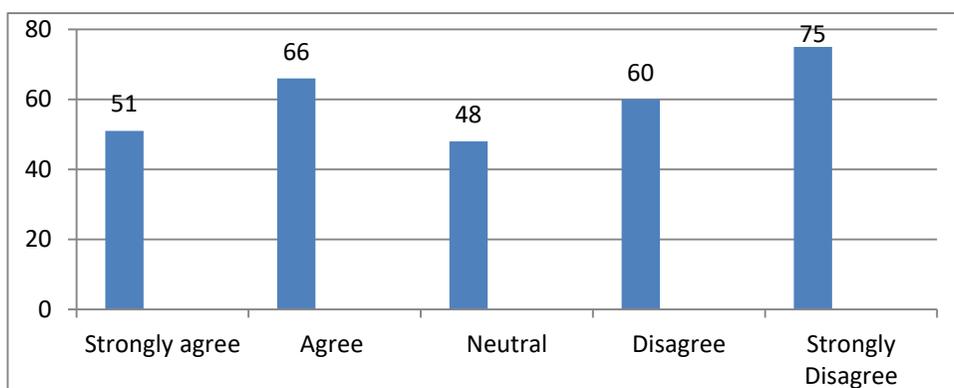


The results in table and figure 4. shows that 36% of the respondents were Strongly Agree (SA) & Agree (A) with the statement, while 14% of the teachers were neutral whereas 50% were Disagree (DA) & Strongly Disagree. The Mean Score of above mentioned statement- “Your Head Master / Head Mistress involves all the teachers in the decision making process of the school matters” was 2.88.

**Table 5: Sharing views on school issues**

Statement	Levels	Frequency	Percentage	Mean score
You are allowed to share your views on different issues of the school.	SA	51	17%	2.86
	S	66	22%	
	N	48	16%	
	DA	60	20%	
	SDA	75	25%	

**Figure 7: Sharing views on school issues**

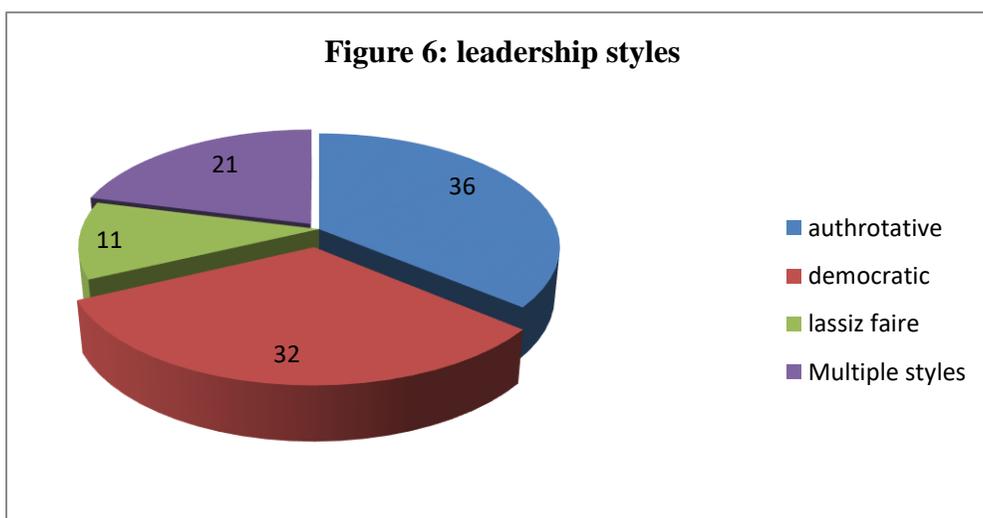


The data in table and figure 5 show that 39% of the respondents were Strongly Agree (SA) & Agree (A) with the statement, while 16% of the teachers were neutral while 45% of respondents were Disagree (DA) & Strongly Disagree (SDA). The Mean Score of above mentioned statement. “You are allowed to share your views on different issues of the school” was 2.86.

**Table 6: Summary of leadership styles**

Leadership style	Details			
	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Authoritative	26	52%	10	20%
Democratic	12	24%	20	40%
Laissez-faire	6	12%	5	10%
More than one	6	12%	15	30%
Total	50	100%	50	100%

**Figure 6: leadership styles**



## **5. FINDINGS OF STUDY**

The findings of this study are given in the form of average score calculated on the basis of 5-points Likert Scale.

Your Head Master / Head Mistress looks in each and every matter of the school (3.71). Your Head Master / Head Mistress involves all the teachers in the decision making process of the school matters (2.88). You are allowed to share your views on different issues of the school (2.86). Your Head Master / Head Mistress uses his / her power to settle the school issues (3.93). Your Head Master / Head Mistress solves the problems faced by the teachers in a positive attitude (3.28). Your Head Master / Head Mistress follows the rules and regulations assigned by the higher authorities (3.86). Your Head Master / Head Mistress writes the order book in a punctual way (4.04). Your Head Master / Head Mistress monitors the academic activities strictly during the session (3.66). The schedule of the official task is followed strictly by your Head Master / Head Mistress (3.77). Your Head Master / Head Mistress does not compromise on the school discipline and takes strictly actions against it (3.81). Your Head Master / Head Mistress lays great stress on results, curricular and extracurricular activities equally in the school (2.8). The performance of the staff is strictly observed to make sure that no mistakes are being done by them (3.85). Your Head Master / Head Mistress supports the teachers if they have any problem (2.36). You are degraded by Your Head Master / Head Mistress sometimes in office or in front of class (2.51). Your Head Master / Head Mistress visits the classes and helps the teachers in the teaching learning process (2.36). You are appreciated by your Head Master / Head Mistress (2.24). Your Head Master / Head Mistress adopts only single

leadership style (4.7). Only single leadership styles are sufficient for the school and staff management (2.37). Your Head Master / Head Mistress allows you to perform exam duties happily (2.62). Your Head Master / Head Mistress allows you happily to join the training sessions during the school hours (3.74). Your Head Master / Head Mistress favors the teachers unnecessary sometimes (3.94). Your Head Master / Head Mistress threatens the teachers to surrender them on their minor mistakes (2.35). There is grouping of teachers in your school (3.78). Your Head Master / Head Mistress conducts PTMs to share the students' performance with their parents (2.11). Your Head Master / Head Mistress gives the prizes to the teachers for their good performance in the school (2.39). Your Head Master / Head Mistress motivates you to be punctual (2.19). Your Head Master / Head Mistress marks the teachers absent / late comers on the staff attendance register (3.42). Your Head Master / Head Mistress arranges the alternative timetable for the teachers those are on leave (2.32). You are assigned classes and subjects according to your interest and qualification (2.37). Your Head Master / Head Mistress is capable to run the institution smoothly (2.37).

## **6. CONCLUSIONS**

The core objective this study was to analyze leadership styles used by head teachers at secondary level in District Muzaffargarh. We can draw conclusion that head teachers mostly practice democratic leadership style and share responsibility with teachers and involve staff members in the process of decision making. They mostly solve the school matters through discussion and mutual consultation. Our results are consistent with the results of the studies of Iqbal (2005) and Kunwar (2002) who also found that democratic leadership style gives best results but in some situation authoritative style may be

effective. Geoffery (2012) conducted study on principals' leadership styles in Kenya. It is interesting to note that results of our study are also in line with his findings and also support his results. Casimir (2001) also conclude that majority of the head teachers exercise democratic leadership style.

## **7. RECOMMENDATIONS**

We would like to make recommendations on the basis of our findings and conclusions in the following: -

- ✓ Head teachers should share authority and delegate some necessary powers to staff members. They can delegate powers related to instructional supervision, students' discipline, financial aspects, leaves of the staff, academic work plan, conduct of exams and co - curricular activities and community affairs etc.
- ✓ Head teachers should involve staff members in the process of decision making. They can involve them in decision making related to targets setting and achievement, academic work plan, conduct of curricular and co - curricular activities, and celebration of special days and other matters of schools.
- ✓ Different committees should be constituted to perform different functions of schools. In these committees senior and experienced teachers and community representatives may be included.
- ✓ School Management Committees (SMC) or Schools Councils should be functional properly. The work of these committees should be seen on ground, not only on paper work.
- ✓ The HMs should be provided training opportunities in administration for the effective administration. It will increase their management skill.

- ✓ Head masters and head mistress should visit the classes, appreciate the staff.
- ✓ Democratic leadership style should be adopted by Heads of schools.
- ✓ More than one leadership styles can also be adopted according to the situation.

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## CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

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This research work was carried between collaboration of two authors.

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Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.

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