

**COMPARATIVE STUDY OF HEADS; LEADERSHIP STYLE
AT SECONDARY SCHOOL LEVEL**



By
Sabiha Sajid
Master of Philosophy in Education
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**COMPARATIVE STUDY OF HEADS; LEADERSHIP STYLE
AT SECONDARY SCHOOL LEVEL**



By

Sabiha Sajid

Registration number: MEDU241002

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SUPERVISOR

Dr.Rubina Rahat

MY University, Islamabad

Certificate of Approval

**Title of Thesis: COMPARATIVE STUDY OF HEADS; LEADERSHIP STYLE
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Name of Student: **Sabiha Sajid**

Registration No: **MEDU241002**

Accepted by the department of Education, Faculty of Education MY University, Islamabad, in partial fulfillment of the requirement for the Masters of Philosophy degree in Education.

Viva Voce Committee

External examiner-1

External Examiner-2

Internal Examiner

Supervisor

HOD

Dean

Dean Graduate Studies

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Abstract

This study examines the comparative leadership styles of secondary school heads and their influence on teacher performance and organizational climate. Grounded in the Leadership Styles Theory of Kurt Lewin, the research focuses on authoritarian, democratic, and laissez-faire leadership styles. The objectives were to identify prevailing leadership styles at the secondary level, examine variations among schools, and analyze their impact on teacher motivation, professional performance, and institutional climate. A quantitative research design was adopted using stratified random sampling to select secondary school teachers. Data were collected through structured questionnaires measuring perceived leadership style, teacher performance, motivation, and organizational climate. Descriptive statistics, correlation, and regression analyses were used to interpret the data. The findings indicate that democratic leadership has a significant positive impact on teacher motivation, collaboration, and overall school climate, whereas authoritarian leadership maintains discipline but limits professional autonomy. Laissez-faire leadership showed inconsistent outcomes, particularly affecting less experienced teachers. The study recommends the adoption of participative and context-responsive leadership practices, integration of democratic principles in leadership training programs, and policy reforms supporting shared decision-making to enhance institutional effectiveness at the secondary school level.

Keywords: Democratic Leadership, Authoritarian Leadership, Laissez-Faire Leadership, Teacher Performance, Teacher Motivation, Organizational Climate, Secondary Schools, Transformational Leadership Theory

List of Abbreviations

DL – Democratic Leadership

AL – Authoritarian Leadership

LF – Laissez-Faire Leadership

TLS – Transformational Leadership Style

TSL – Transactional Leadership Style

LS – Leadership Styles

TP – Teacher Performance

OC – Organizational Climate

OE – Organizational Effectiveness

SS – Secondary Schools

HOS – Heads of Schools

CPD – Continuous Professional Development

SPSS – Statistical Package for the Social Sciences

SD – Standard Deviation

r – Correlation Coefficient

R² – Coefficient of Determination

α – Cronbach's Alpha

N – Sample Size

SE – Standard Error

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Chapter No 1

1.1 Introduction

There is a general understanding that education is one of the key pillars of social, economic, and cultural development in any country (Bush, 2020; UNESCO, 2021). Secondary education, especially, among all the levels of education, is a very critical time as it is a transition stage between simple and higher education and a precursor to the responsibilities of students in academics, work, and in the social sphere. Most of the success of this level will depend on the leadership quality of school heads such as principals, and headteachers. Not only is it the role of school leaders to oversee administrative management, but also to strategize, build a vision, develop human resources, and create a positive school setting that will boost student achievement (Hallinger, 2018; Leithwood, Harris, and Hopkins, 2020). Evidence has always shown that leadership ranks second after classroom instruction as a factor that can affect student learning outcomes (Leithwood et al., 2020).

In the modern education, schools are forced to keep pace with the fast changing curriculum, new technology, and accountability requirements and the rise in diversity among students (OECD, 2020). Such changes in the dynamic pressures demand that school heads employ leadership styles that support collaboration, innovativeness and constant improvement. The leadership style is the description of the patterns of behaviors, attitudes, and strategies applied by leaders in order to guide and encourage subordinates (Northouse, 2022). Leadership style in secondary schools defines relationships with teachers, students, parents and stakeholders, decision making processes and distribution of authority in the school (Yukl, 2013). The effects of different leadership styles on teacher morale, organizational culture, and institutional effectiveness are different (Bush and Glover, 2019).

School heads in the past were more of administrators who took their time to uphold order and discipline. Contemporary visions have however stressed on instructional leadership, change management, and vision-driven leadership (Hallinger, 2018). The work of the secondary school leaders is characterized by complicated organizational environment that requires balancing

between the instructional supervision, the administrative roles, the disciplining issues, the community participation and the realization of the policy (Hallinger and Heck, 2010). The type of leadership plays a huge role in the manner in which these roles are played. The former leaders can focus on control and compliance, and participative ones encourage shared decision-making and teacher participation (Yukl, 2013).

Leadership styles should also be compared to explain any differences in performance at school and organizational climatic situations. Through systematic comparison and contrast of differences and similarities in leadership styles, scholars can determine good practice as well as situational factors (Bush, 2020). Institutional culture, resources, and the governance structure are different in secondary schools, and each of these factors influences leadership behavior (Northouse, 2022). Comparative research empowers policymakers and learning planners to devise evidence-based leadership development initiatives in line with the institutional realities (OECD, 2020).

The teacher motivation and performance, as well as professional identity is influenced directly by the leadership style. Participatory and supportive leadership positively affect job satisfaction, teamwork, and professional development, and strict or unpredictable leadership can make people dissatisfied and unwilling to change (Day et al., 2016; Bush and Glover, 2019). Leadership orientation is also evident in the way decisions are made; participative methods promote approval and responsibility, whereas autocratic decisions can affect the unity of the institutions (Yukl, 2013). Furthermore, the leadership also affects the organizational culture by establishing values, norms, trust and professional relationships (Schein, 2017).

The growing academic pressure, exam-focused curriculums, and community demands in the secondary schools are putting more stress on leaders and necessitate adaptive and emotionally intelligent leadership (OECD, 2020). Transparent and ethical leadership practices reinforce the credibility of the institutions and enhance sustainable development (Northouse, 2022). Finally, the leadership style is a mechanism that facilitates the process of institutional priorities being translated into action. A comparative research of leadership practices of the secondary level offers systematic understanding of the impact of leadership practices on teacher performance, school climate, and overall school performance, thus making its contribution to evidence-based management improvements in the sphere of secondary education.

1.2 Statement of the Problem

Secondary school leadership is important in determining the effectiveness of the institution, teacher performance and student achievement. There is recurrent research evidence that leadership is one of the most important school-related factors that affect learning outcomes, only surpassed by classroom instruction (Leithwood, Harris, and Hopkins, 2020). Though, the number of studies concerning educational leadership is substantial, there is little comparative research that has been conducted methodically and studied the functioning of various leadership styles in the setting of a secondary school. Secondary schools are operating in very complex settings with curriculum reforms, accountability demands, technological changes, and student demographics (OECD, 2020). Such needs necessitate strategies of leadership that are strategic and professional (Hallinger, 2018). Different organizational climates, teacher motivation, and professional engagement patterns may be realized due to the differences in leadership styles, including authoritarian, democratic, and laissez-faire ones (Bush and Glover, 2019; Northouse, 2022). However, the existing empirical data between these styles has not provided sufficient information on the effectiveness of these styles in comparison with each other in the secondary education setting. In the absence of such comparative analysis, leadership development programs and policy frameworks will run a risk of being led by assumptions as opposed to the evidence-based findings (Bush, 2020). Thus, this research work aims at offering methodical and contextualized information regarding leadership performance in the secondary school.

1.3 Rational of the study

Secondary school leadership is important in determining the effectiveness of the institution, teacher performance and student achievement. There is recurrent research evidence that leadership is one of the most important school-related factors that affect learning outcomes, only surpassed by classroom instruction (Leithwood, Harris, and Hopkins, 2020). Though, the number of studies concerning educational leadership is substantial, there is little comparative research that has been conducted methodically and studied the functioning of various leadership styles in the setting of a secondary school. Secondary schools are operating in very complex settings with curriculum reforms, accountability demands, technological changes, and student demographics (OECD, 2020). Such needs necessitate strategies of leadership that are strategic and professional (Hallinger, 2018). Different organizational climates, teacher motivation, and professional engagement

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1.4 Research Objectives

1. To identify the leadership styles practiced by heads at the secondary school level.
2. To determine the impact of heads' leadership styles on school management practices at the secondary school level.
3. To examine the differences in leadership styles based on school characteristics such as size, location, or performance level.

1.5 HYPOTHESES

H₀₁: There is no significant predominant leadership style practiced by heads at the secondary school level.

H₀₂: There is no significant relationship between heads' leadership styles and school management practices at the secondary school level.

H₀₃: There is no significant difference in leadership styles practiced by heads based on school size.

H₀₄: There is no significant difference in leadership styles practiced by heads based on school location (urban vs. rural).

H₀₅: There is no significant difference in leadership styles practiced by heads based on school performance level.

1.6 Significance of the Study

The research has a great importance to various stakeholders in the secondary education field. To school leaders, it offers some comparative knowledge of the effects of the various leadership styles on institutional effectiveness, decision making, staff engagement and school climate. The study promotes reflective practice and helps professionals grow by finding valid patterns of leadership that would enable heads to become more adaptive and responsive to situations.

To teachers who are focal in the success of instructions, the study reveals the connection between leadership style and teacher motivation, job satisfaction, collaboration, and professional commitment. The knowledge of supportive and participative leadership as a way of developing a good working environment can be used to enhance the quality of instruction and the cohesion of organizations, where students are the ultimate beneficiaries because of the culture and disciplinary policies, as well as, the learning environment set by the school administration. Good school climates which are created through effective and inclusive leadership promote student engagement, academic focus and personal development. To the policymakers and educational authorities, the results provide empirical data to inform the leadership training programs, professional development programs, and also the establishment of criteria of effective school leadership. Lastly, the paper is an addition to academic literature as it offers a comparative view of leadership style in secondary level in a systematic manner, which can be used in future research and evidence-based practices to enhance educational management.

1.7 Theoretical Framework

Leadership is a very important factor that defines the effectiveness and success of learning institutions. School heads at the secondary level level manage the academic programs, supervision of teachers, disciplines and the establishment of positive organizational climate. The type of leadership used by a head could be a major factor in determining the motivation of teachers, student participation, and the school performance. In order to provide a systematic examination and comparison of the leadership styles of secondary school heads, this paper will be based on the Leadership Styles Theory of Lewin (1939). This theory offers an effective framework to define the leadership behavior and its influence on the performance of institutions. Kurt Lewin was a pioneer in the area of social psychology and leadership and identified three major styles of

leadership: authoritarian (autocratic), democratic, and laissez-faire. Such styles explain how leaders come to decisions, the way they relate with the subordinates, and how they impact organizational dynamics. The framework by Lewin is especially effective in the case of secondary schools, in which heads have to reconcile both the role of an administrator and the role of an instructional leader and educator. Through the application of this theory, researchers are able to systematically analyze the impact of leadership styles on the management of schools, teacher involvement, and the climate of the organization, which is marked by authoritarian leadership style which is centralized in decision-making, strict control, and low contribution of subordinates. Leaders who utilize this style make decisions, rules are strictly observed and close monitoring of the performance of tasks is done. Authoritarian heads in the secondary school systems maintain discipline, policies and order in the administration. Although this type of style can be effective in ensuring structure and accountability, it can also inhibit teacher autonomy, restrictive collaboration in solving problems and producing a stiff organizational culture. Through authoritarian practice in the framework of Lewin, this research will be able to evaluate how it has contributed to the management of institutions, staff motivation, and teacher satisfaction.

Democratic leadership focuses on involvement, cooperation and collective decision making. Leaders who follow this style consult teachers and staff in planning, solving problems and policy implementation. In high schools, democratic leadership creates a healthy organizational climate through promoting professional contact, cooperation, and respect. Educators who work under democratic heads tend to have more motivation, institutional commitment, and they are ready to innovate in the instructional practices. In Lewin theory, there is a systematic framework upon which it is possible to assess the role of democratic leadership in school effectiveness, teamwork, and supportive learning environment. Laissez-faire leadership is a hands-off or non-interventionist style. The type of leaders who follow this style offer few guidelines, offer a lot of freedom, and do not engage in decision-making. Although laissez-faire leadership may indeed give authority to skilled and self-managed employees, it can result in such inconsistencies in the execution of policies, lack of coordination and accountability. In the secondary schools, the laissez-faire heads can unwillingly introduce loopholes in the supervision which will lead to inefficiencies in the organization. The applicability of the Lewin theory in this study is that it would allow the researcher to extensively investigate the consequences of the style of laissez-faire and juxtapose it

against the impacts of authoritarian and democratic leadership. All types of leadership offer a clear way of handling academic, administrative and interpersonal duties in schools. Through the categorization of heads in these styles, the research will be able to compare the differences in leadership behavior and its effects on the teacher performance, school climate and the performance of the school. Moreover, the theory helps to endorse a systematic comparative method, which may be carried out in more than several schools of secondary level.

To sum up, the Leadership Styles Theory by Lewin is the most suitable theoretical framework to the research. This categorization of leaders into authoritarian, democratic, and laissez-faire leadership styles gives a rational and feasible foundation on which to discuss and compare leadership styles of secondary school heads. Through the foundation of the study on this theory, the research could examine the impact of leadership behavior on school management, teacher engagement, and organizational climate to present a good body of conceptual base in answering the objectives of the study.

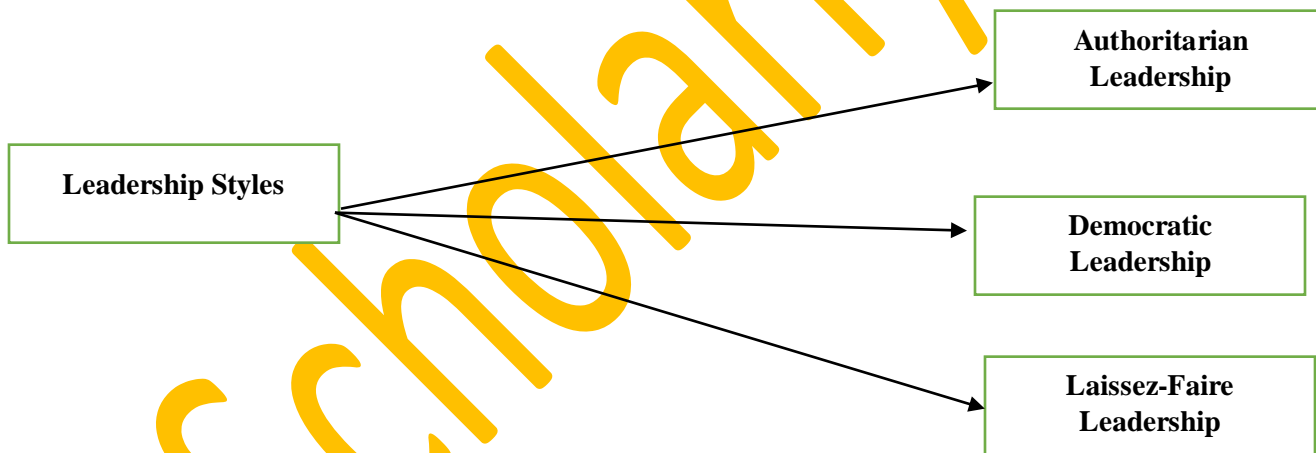


Figure 1.1 Conceptual Framework

1.8 Delimitations of the Study

The scope of this research is only restricted to comparative analysis of leadership styles among secondary school heads and not the primary or higher education institutions. The study uses chosen secondary schools as the population in the geographical confined region, which restricts the generalizations made of the research to other regions or different education systems.

The thesis looks at the chosen styles of leadership, namely authoritarian, democratic, and laissez-faire and fails to look into the practice of all the modern forms of leadership including

transformational, instructional, and distributed leadership. The research is limited to the views of the teachers on the leadership behaviors of the school heads and is not a direct measure of student academic performance using standardized performance records.

The structured questionnaires are used to collect the data which limits the findings to self-reported data instead of observational or experimental data. Also the research is concerned with the correlation between the leadership style, teacher performance, and the organizational climate without any of the other influencing variables like socioeconomic background, school funding levels, or policy variations. Lastly, the study is cross-sectional, i.e., the study of the leadership practices at one point in time instead of analyzing the long-term effects of leadership or the changes in the leadership practices over time.

1.9 Operational Definitions

1.9.1 Leadership Style

Leadership style is the pattern or standard way of behavior, decision making, communication and managerial practices embraced by secondary school heads in the process of leading the teachers as well as running the school. Leadership style in this study is used to refer to the ways through which school heads can change or mold teacher behavior, organize institutional activities and how they can shape or restrict professional performance through a working environment. Operationally, leadership style will be measured using the perceptions of teachers based on a structured questionnaire which will be administered on the Leadership Styles Theory of Lewin. The answers are documented on a five-point Likert scale that has strongly disagree, strongly agree, disagree, not sure, and strongly disagree statements. The greater mean scores show the stronger presence of a specific leadership style of the school.

1.9.2 The Authoritarian Leadership Style

Authoritarian leadership is a style of leadership where the head of a school is a decision maker who is centralized, there is strict control of the teachers and decisions are made by themselves with little consultation. This is a more disciplined type of style where strict compliance to rules, strict supervision and strict adherence to formal processes are stressed to make the administration disciplined and efficient. Authoritarian leadership in the current context of the study is

operationally conceived as the perceptions of teachers about the degree to which school heads dictate instructional activity, are strict in the implementation of policies and restrict teacher autonomy. It is assessed with the help of a series of questionnaire questions rated on a five-point Likert scale. Increased scores mean that there are more authoritarian leadership styles in the school.

1.9.3 Democratic Leadership Style

Democratic leadership style is a participative and collaborative leadership style whereby the school heads engage teachers in the decision making process and other strategies such as open communication and shared responsibility in handling school affairs. This is a type of leadership where professional dialogue is valued, mutual respect is also given and collective problem-solving is accepted in order to attain institutional goals. The operationally defined concept of democratic leadership in this study is the extent, which teachers feel that they have in the planning, policy making, and instructional decision making. The measurement is done by way of questionnaire items that capture the aspects of participative leadership behaviors on a five-point Likert scale. Greater mean scores mean more democratic leadership practices are used by school heads.

1.9.4 Laissez-Faire Leadership Style

Laissez-faire leadership style involves a non-interventionist style where the school heads give little guidance, supervision and involvement in the school-related activities, which gives the teachers little autonomy in their professional practice. This leadership style is defined by a small input of decision-making on the part of the leader and no structured support or monitoring. In this research, the operational definition of laissez-faire leadership is the perception of teachers regarding the degree to which school heads do not engage in active leadership roles and delegate the instructional and administrative issues to the teachers. It is assessed by means of Likert-scale questions. The scores are high, which means that the presence of laissez-faire leadership behavior is more significant.

1.9.4 Teacher Performance

Teacher performance can be defined as the effectiveness of teachers to complete their instructional, professional and organizational roles in the secondary school. This embraces planning of lessons,

classroom management, teaching, testing of students and professional dedication to school objectives. In this research, operational performance of teachers is conceptualized as self-reported perceptions of the effectiveness of their work, as well as, professional practices of the teachers. It is assessed with the help of a structured questionnaire that includes performance-related questions that have a five-point Likert scale. Mean scores are computed using composite data in which the higher the score, the more is the teacher performance in the school.

1.9.5 Teacher Motivation

Teacher motivation is the degree of the interest, dedication, and readiness of teachers to work successfully in their work. It includes both intrinsic and extrinsic factors, like job satisfaction and sense of purpose, and recognition and support by school leadership. In the present research, the operational definition of teacher motivation is the perceived interest, commitment and engagement of teachers in teaching and school related activities. The measurements are performed using a Likert-scale questionnaire that measured motivational factors. An increase in mean scores shows the greater the motivation levels among the teachers in secondary schools.

1.9.6 Organizational Climate

Organizational climate is the common understanding of the working environment among teachers in a secondary school, such as interpersonal relationships, support of the leadership, pattern of communication, and professional in trust. It is a kind of emotional, psychological and social climate that determines the teacher behavior and performance. In this case, operationally, organizational climate is determined by the perceptions of the teachers regarding the extent to which the school environment is conducive, supportive, and collaborative to the growth of the profession. Structured Likert-scale questionnaire is used to collect data, and the larger composite scores will suggest that the organizational climate is positive.

Chapter No 2

Literature Review

2.1 Introduction

In this chapter, a complete literature review concerning the leadership styles and their impact on teacher performance, teacher motivation, and organizational climate in secondary schools will be given. Reviewing related literature is mainly aimed at ensuring a theoretical and empirical background to the current study and positioning the study in a context of the existing research on educational leadership. Systematic review of the existing research helps the researcher to learn about the main concepts, theories, and gaps that require additional research (Creswell, 2014).

The importance of educational leadership has been celebrated as one of the issues that have a significant role in determining the effectiveness of schools and teacher performance. The researchers believe that the leadership approach of school heads can go a long way in determining how teachers behave professionally, feel motivated, and perceive the working environment in the school (Bush, 2011; Northouse, 2021). The leadership styles define the decision making process, the flow of communication, as well as the sharing of authority and responsibility within schools. Consequently, the leadership practices have a focal role in the development or deterrence of favorable organizational climates and teaching effectiveness.

This chapter starts by explaining the theoretical basis that will inform the study with specific reference to Leadership Styles Theory developed by Lewin that classifies leadership into three categories namely authoritarian, democratic, and laissez-faire leadership styles (Lewin, Lippitt, and White, 1939). These leadership styles are analyzed in terms of their key attributes and suitability in learning institutions. The discussion points out the effects of each of the leadership approaches on juxtaposing teacher independence, school involvement, and professional dedication.

In addition, the chapter surveys empirical research which analyzes the connection between leadership styles and teacher performance, motivation and organization climate. National and international studies are compared to analyze the research results with one another and define the consistency and inconsistencies (Hallinger, 2018). Although much has been done to research on leadership, the little research has concurrently explored several leadership styles and their mutual influences on teacher-related effects in secondary schools among other things in the developing nations. This gap identified gives a rationale of the present study and guides the conceptual framework and research hypothesis formulation.

2.2 Concept of Leadership

The concept of leadership is among the best-researched notions in the sphere of management, psychology, and education as it plays a vital role in defining the effectiveness of any organization and human behaviors. Despite the fact that different scholars have different definitions, leadership has been generally viewed as a process in which an individual tries to influence people towards the attainment of common interests. According to Northouse (2021), leadership is a process in which a person influences a group of people to achieve a shared goal. This definition highlights

the concept of leadership as a process of interaction and relationship and not as a role of authority. In the same level, Yukl (2013) explains that leadership is the capacity to influence other people to comprehend and consent on what should be accomplished and how it can be accomplished successfully.

Leadership has been a concept that has changed a lot with the course of time. Initial leadership theories revolved on the basis of innate traits and according to these theories effective leaders were those who have particular innate traits which they have over non-leaders. The trait theory ruled the first generation of leadership studies and focused on such traits as intelligence, confidence, and charisma (Stogdill, 1974). This view was however criticized later because it failed to give a consistent forecast of leadership effectiveness in various settings. Consequently, scholars started paying attention to what leaders do but not who they are and behavioral theories of leadership emerged.

Theories of behavioral leadership focus more on observable behaviors and leadership practices as opposed to the characteristics of individuals. These theories have it that the effectiveness of leadership is based on the leader behavior towards the followers. Robbins and Judge (2017) noted that communication, decision-making, and motivation are leadership behaviors that have a strong impact on the performance and satisfaction of employees. This school of thought gave birth to theories on the styles of leadership that categorize leaders according to the behavioral trends of leaders. These include authoritarian, democratic, and laissez-faire leadership styles developed by Lewin, which are still influential, especially in the educational research (Lewin et al., 1939).

Leadership is also being considered as a situational and contextual phenomenon in the contemporary academic knowledge. The situational leadership theories believe that there is no universal leadership style because the leadership effectiveness relies on the situational variables, which include organizational culture, task complexity, and readiness of followers (Hersey et al., 2013). This view is more applicable in learning institutions where leadership practices are required to be flexible to multiple teacher needs, institutional objectives, and policy requirements. Leadership among school leaders is a complicated and dynamic process as it involves balancing between instructional leadership, administrative leadership, and human relations.

Leadership in the educational environment is not limited to administrative power but also involves instructional leadership, professional leadership and provision of positive learning environment.

According to Bush (2011), educational leadership aims at transforming the teaching and learning procedures in order to meet the education objectives. School heads are very important in influencing the professional behavior, attitudes, and motivation of teachers. Collaboration, trust, and shared vision are three ideas that are promoted by effective leadership in schools and are necessary to improve schools and student achievement.

Leadership is also very important in establishing organizational culture and climate. Organizational climate is the perceptions that employees have about policies, practices and procedures of an institution. Studies have shown that leadership behaviors largely affect the organizational climate through the way they define the communication patterns, the decision-making process, and the relationship between people (Hoy and Miskel, 2013). The participative and supportive leadership style in schools helps in achieving a positive organizational climate that boosts teacher morale and commitment as well as their performance.

Motivation is another relevant aspect of leadership. Leaders can also impact motivation through identification of the needs of the employees, support and creation of professional development opportunities. Intrinsic motivation can be increased by leadership practices that contribute to autonomy, competence, and relatedness, according to motivation theories, including the expectancy theory and the self-determination theory (Deci and Ryan, 2000). Motivated teachers in learning institutions are more prone to be more committed, instructional, and involved in school activities. Therefore, leadership is one of the major processes that develop or weaken teacher motivation.

Ethical and transformational aspects of leadership are also highlighted in modern studies of leadership. Transformational leadership is about prodding the followers with the use of vision, intellectual stimulation and individual considerations (Bass and Riggio, 2006). Ethical leadership, conversely, emphasizes morality, justice and honesty. Ethical leadership plays a crucial role in building trust and credibility in schools among the teachers and other stakeholders. Ethical leaders who exemplify the desired behavior influence the teachers by their attitudes and support standards in the profession.

Although there is a plethora of literature on leadership, researchers admit that the effectiveness of leadership depends on the situation. The perceptions and practices of leadership are influenced by cultural, social and institutional factors. Effective leadership styles in one environment might not

give a similar result in another. It is the significance of the context-specific studies, especially in the developing world, where education systems have distinct issues of resource scarcity, unstable policies, and diverse workforce (Hallinger, 2018).

To conclude, leadership is a complex and dynamic process, which implies the influence of people and groups on the achievement of common objectives. Leadership has been seen to be the key factor in influencing the performance, motivation and climate in schools. According to the literature, there are three factors of leadership effectiveness based on behaviors of leadership, the context and the quality of leader-follower relationship. To explore the effects of various leadership styles on teachers and schools, it is, therefore, necessary to understand the concept of leadership. The research is based on the already existing theories on leadership by exploring the impact of the leadership styles on important teacher aspects outcomes in secondary schools.

2.3 Importance of Leadership

Leadership is the key and indispensable factor in the success and effectiveness of the organization of all spheres, including education. It also gives purpose, coordination and direction through aligning individual efforts to organizational goals. Leadership can make sure that the vision and mission of the organization are clear and converted into action (Northouse, 2021). Leadership in learning institutions is especially crucial since school leaders can not only affect administration procedures but also the quality of instruction, the motivation of teachers and the outcomes of student learning. Designed educational policies and resources may not have the desired outcome without effective leadership.

Achievement of goals is one of the main reasons why leadership is significant. Leaders set high objectives, craft strategies and marshal human and material resources in an attempt to achieve institutional objectives. Yukl (2013) asserts that leadership helps people to perform as a group through coordination and inspiring people to strive towards accomplishing the common goals. Head teachers in schools lead instructional priorities, performance expectations, and monitoring of the progress, and make sure that both teaching and learning processes are in line with the organisational objectives. Effective leadership therefore makes organizations efficient and effective.

Leadership also plays a very important role in motivation and inspiration of employees. High levels of performance need to be maintained by motivation, especially in such professions as teaching

where emotional commitment and intrinsic motivation are crucial. Leaders are known to influence motivation through identification of accomplishment, encouragement and development of professional advancement (Deci and Ryan, 2000). The supportive leadership practices enhance teacher job satisfaction, commitment, and willingness to participate in school activities in educational settings. On the other hand, bad leadership may result in low morale, burnout, and low performance.

The other role of leadership is to establish and sustain a good organizational climate. Organizational climate indicates how employees perceive the working environment together such as relationship, communication, and support of leadership. It has been found out that leadership behavior is among the most influential factors in organizational climate (Hoy and Miskel, 2013). The health of the organizational climate by enabling collaboration, trust, and open communication practices through leadership practices in schools leads to improved teacher performance and retention. Innovation and continuous improvement is also encouraged by a good climate.

Leadership is also critical in making proper decisions. Leaders have the duty of making effective and timely decisions which influence the operations and results of organizations. Decision making entails the process of information analysis, consultation, and balancing between short term needs and long term objectives. School heads in institutions make important decisions in matters pertaining curriculum implementation, allocation of resources and staff development. It has been demonstrated that participative leadership styles enhance the quality of their decisions as they will include a variety of views and teachers will be motivated to own their decisions (Bush, 2011).

The other area that leadership is crucial in is change management. Schools and universities are engaged in dynamic environments in terms of policy changes, technological and evolving societal demands. Leaders are supposed to lead schools in the change process by giving a vision, overcoming resistance and promoting smooth reforms. According to Hallinger (2018), to make the school improvement initiatives sustainable, strong leadership is required. In the absence of effective leadership, change initiatives will most probably run into opposition and will not deliver desired results.

Leadership is also a key factor to professional development and capacity building. Leaders facilitate teacher development through training opportunities, mentoring and constructive criticism. The specialization of instructional leadership is aimed at the improvement of teaching

practices and student learning by means of supervision, coaching, and learning communities (Hoy and Miskel, 2013). When educators consider leadership as helpful in their professional development, they are more inclined to implement new approaches to teaching and use constant improvement.

Ethical leadership also tends to emphasize the role of leadership in upholding integrity and accountability in organizations. Honesty, fairness and respect are ethical qualities modeled by ethical leaders that contribute towards establishing trust with employees as well as the stakeholders. Ethical leadership in schools guarantees accountability and professionalism in decision making and culture of accountability (Bush, 2011). Credible leadership also improves the relationship between school heads and teachers, which allows a working environment to be stable and conducive.

Lastly, management is essential in the sustainability of the organization in the long run. Leaders are instrumental in making future leaders, continuity, and adjusting to the circumstances. Through the development of shared leadership and empowerment of teachers, the school heads build strong institutions that can withstand enhancement in the long run. Effective leadership therefore is not only a sure way of immediate organizational success but also long term growth and stability.

To conclude, leadership is one of the key elements affecting the organizational effectiveness, motivation, decision-making, organizational climate, and change management. Leadership in institutions of learning has a direct impact on the performance of teachers, their motivation and the school atmosphere. In the literature, it has always been stressed that successful leadership is a key to the attainment of the educational aims and sustainable school improvement. Consequently, appreciation of the significance of leadership gives a good base on which the influence of leadership styles in teachers and schools can be looked into.

2.4 Need of Leadership

The effective operation and sustainability of any organization is a basic necessity which requires leadership. Leadership is necessary because it is essential to organize human resources and give guidance and appropriate direction to ensure that organizational objectives are realized effectively. Leadership is even more crucial in complicated organizations like learning institutions since many stakeholders are involved, demands are competing, and the organization is under constant change.

It is a common consensus among scholars that organizations can hardly remain coherent, motivated, and effective without effective leadership (Northouse, 2021).

Leadership is one of the main things that are required to offer vision and direction. Organizations must have a sense of purpose to direct actions and decisions. Leadership assists in setting objectives, being able to state a common image, and in coordinating individual actions with the goals of the institution. According to Yukl (2013), leadership is a must in explaining expectations and making members of the group know what should be done and why it is important. School leaders in education are critical towards determining the academic priorities, creating instructional goals, and directing teachers to better teaching and learning results.

There is also the need of leadership to coordinate and manage the human resource. Organizations are made up of people who have varying skills, attitudes and expectancies. Leadership makes sure such differences are handled in a positive manner so as to attain shared objectives. Robbins and Judge (2017) also state that coordination is achieved through leadership by allocating roles, conflict resolution, and team spirit. Good leadership in schools creates harmony between the school teachers, administrators, and support staff who work together in ensuring smooth running of the school in a productive manner.

Motivation and morale building is the other crucial factor that leadership is necessary. To ensure that employees perform highly, they need support, recognition, and encouragement. Leadership has been known to affect motivation by setting a conducive atmosphere, rewarding performance, and meeting personal needs (Deci and Ryan, 2000). Motivated teachers in learning institutions are more involved, dedicated, and would embrace new teaching methods. The absence of strong leadership can lead to dissatisfaction, stress, and lack of commitment in the teachers, this will have detrimental effects on the performance of the institution.

It is also indicated that the necessity of leadership is based on its role in making decisions. Organizations deal with operational and strategic choices which demand a judgment, responsibility and integrity. The leadership provides information timely and wise decisions that are made based on the organizational objectives and interests of the stakeholders. According to Bush (2011), the educational institutions also require leadership in order to make decisions pertaining to implementation of curriculum, staff development and allocation of resources. Good leadership

enhances the quality of decisions made by encouraging consultation, transparency and joint responsibility.

Change and innovation are also essential to be managed by leadership. Contemporary organizations play in dynamic environments, which are defined by technological changes, reforms in policies, and evolving expectations in the society. Leadership offers the leadership that is required to steer through a change process through articulating a clear vision, resistance management, and aiding adaptation (Hallinger, 2018). Schools require leadership to bring educational changes, incorporate technology, and meet the changing needs of the learners. A lack of effective leaders makes change efforts unsuccessful as they are uncertain and uncommitted.

The other important area that requires leadership is the growth of organizational culture and climate. Organizational culture portrays similar values and norms whereas the organizational climate depicts how employees perceive the working environment. Leadership is a key factor that influences the culture and climate based on behavior, communication, and decision-making practices (Hoy and Miskel, 2013). The leadership in the educational institutions is required to support a healthy environment of trust, cooperation, and professional respect. This kind of environment improves satisfaction and performance of teachers.

There has to be leadership to guarantee accountability and ethics. Stakeholders need to trust the organizations by the organizations being able to operate with integrity, fairness, and transparency. Ethical leadership encourages good conduct, responsibility and professionalism (Bush, 2011). Schools require leadership to support ethical actions, promote fairness in decision-making, and accountability in teaching and administration. Ethical leadership enhances trustworthiness between school heads and teachers which helps in building institutional stability.

Additionally, the leadership requirement is due to the necessity to build human capacity and future leaders. Leadership does not just involve running the present activities but also involves future projections of organizations. A good leader makes investments in the field of professional growth, mentoring, and capacity building to promote continuity and sustainability (Northouse, 2021). The leadership is required in education institutions to empower teachers, build up leadership and encouraging collective leadership practices to facilitate long term improvement.

Altogether, leadership is required to offer guidance, to organize work, to encourage employees, to address the change, to maintain ethical standards and to achieve the efficiency of the organization. Leadership in educational institutions cannot be ignored to enhance teacher performance, good organizational climate and attainment of institutional objectives. It has been well established in the literature that leadership is not a choice, rather it is an essential requirement of organizational success. The necessity in having leadership is a good point of departure to analyzing how various leadership styles affect teachers and schools and this is the subject of the current research.

2.5 Principles of Leadership

There are core principles that dictate leadership as they determine the nature in which leaders can influence people and organisations. These principles are guidelines to good behavior as leaders and they are used as guidelines towards actions, decision and relationship in organization. The researchers believe that leadership concepts are not set rules but guiding principles that make leadership more effective, believable, and sustainable (Northouse, 2021). Strict compliance with the good principles of the leader is especially necessary in the educational institutions, where the leaders have the direct impact on the performance of the teachers, their motivation and the climate of the organization.

Vision and goal orientation is considered to be one of the most basic tenets of leadership. Good leaders have a clear vision that has a direction and purpose of the organization. Vision gives work a sense and makes individual work sensitive to the overall objectives. Yukl (2013) asserts that leaders who convey a powerful vision will foster dedication and lead the members of an organization towards the desired results. The leadership vision in schools determines the academic priorities, teaching and learning objectives, and development plans that are typically measured over a long period thus leading to consistency and focus in the teaching and learning process.

Another value of leadership is integrity and ethical behavior. Integrity is about telling the truth, being fair, transparent and consistent between words and actions. Trust is something that comes with ethical leadership, and without it, the leader cannot have successful relationships with followers (Bush, 2011). School leaders are supposed to be ethical role models in learning institutes, fair in their decision-making, and be professionally fair and honest. Here, teachers would have

more confidence in leadership decisions made by leaders who have integrity and be dedicated to institutional objectives.

Another principle that is of importance is effective communication. Open, two-way, and clear communication is very important in leadership. Leaders ought to communicate expectations, feedback and address concerns so as to inspire understanding and cooperation. As highlighted by Robbins and Judge (2017), communication is important in improving organizational coordination, conflict reduction, and strengthening of organizational relationship. Open communication between school heads and teachers in school fosters openness, mutual understanding, and collaborative problem solving.

Leadership also requires the principles of participation and collaboration. Contemporary theory of leadership is more focused on shared decision and collaboration as opposed to dictatorialism. Democratic and participative leadership styles promote the engagement of participants, innovation, and sense of ownership among members of an organization (Northouse, 2021). Collaborative leadership in learning institutions enables educators to be involved in decision-making processes, which involve curriculum, teaching methods, and enhancement programs in the schools. This type of involvement increases the motivation of teachers and their commitment to their profession.

Respect to individuals is another important principle of leadership. Good leaders understand the potential and diversity of everyone and dignity. Leadership that is respectful encompasses appreciation of opinions, contributions and promotion of professional developments. Hoy and Miskel (2013) mention that the leaders that support professional autonomy and expertise of teachers provide positive organizational climate boosting morale and performance. The respectful leadership is especially required in the field of the educational institutions, where the relationships among the professionals and the trust to one another are the keys to the success.

The other principles of leadership are accountability and responsibility. Leaders have organizational performance and they should be answerable to their choices and actions. Accountability means clarity of expectation, performance observation, and accountability of performance. According to Yukl (2013), strong leaders create a system that encourages responsibility and offers support and direction. Leadership responsibility in schools is one of the

ways to make sure that the quality of teaching and achievement of the institutional objectives are preserved.

Adaptability and flexibility is a principle that is becoming relevant in contemporary organizations. The leadership should react to the evolving conditions, new issues, and the needs of various stakeholders. The theories of situational leadership imply that a good leader should be flexible in his or her way of leadership and should consider both the situations and the willingness of the followers (Hersey et al., 2013). Adaptability allows leaders in educational institutions to react efficiently to policy change, technology and changing educational needs.

Motivation and empowerment are also important principles of leadership. Leaders are able to motivate by acknowledging accomplishments, encouraging as well as enabling individuals to take initiative. The self-determination theory emphasizes the role of autonomy-supportive leadership in boosting intrinsic motivation (Deci and Ryan, 2000). Empowering leadership practices in schools motivate teachers to be innovative, strive in professional development and take charge of improvement in the instruction.

Decision-making competence is another necessary principle of leadership. The decisions made by the leaders are supposed to be informed, timely, and fair and they should be in line with organizational objectives. Positive decision-making encompasses the analysis of information, the consultation of the stakeholders, and the analysis of the consequences. Bush (2011) insists that good decisions in educational institutions made by sound leadership help in proper allocation of resources, curriculum execution and staff development.

Lastly, the determination to constantly perform an improvement is a hallmark of a successful leader. Leaders should encourage learning, reflection and continuous improvement in organizations. Transformational leadership focuses on the aspect of the on-going improvement by the way of innovation, professional learning and collective vision (Bass and Riggio, 2006). The leadership dedication to the improvement helps in instructional quality, teacher development in the learning institutions, and effectiveness of a school in the long run.

Finally, the concepts of leadership offer a basis on an efficient leadership practice in an organizational setting. Leadership is comprised of vision, integrity, communication, collaboration, respect, accountability, adaptability, motivation, decision-making, and continuous improvement.

The principles play a crucial role in educational institutions because they help to improve the performance of teachers, better organizational climate, and institutional goals. Knowledge of leadership principles would thus be important in the analysis on the role played by leadership styles on teachers and the school which is the focus of the current study.

2.6 Characteristics of Good Leader

Leadership has been extensively researched in the field, and researchers seem to agree that a good leader should have a set of traits, namely a vision, integrity, communication skills, emotional intelligence, accountability, adaptability, decisiveness, and a willingness to develop others. The capacity to establish and share an effective vision is one of the most basic qualities of a good leader. Vision gives direction and purpose and makes the followers to know how they as individuals contribute to overall organizational purposes. Transformational leadership, according to James MacGregor Burns (1978), entails the involvement of followers in a common cause that fosters the motivation of both the leader and the followers. Elaborating this point, Bernard M. Bass (1985) pointed out that inspirational motivation, which is an important constituent of transformational leadership, helps leaders to express high standards and encourage devotion. An overview of vision is not only motivating to do something but also helps to create excitement and teamwork in a team or an organization.

Besides having vision, integrity is a key aspect of good leadership. Leaders who are honest and fair and whose character is ethical earn trust among their followers. To be cooperative and effective in the long run, trust is needed. The genuine leadership theory developed by Bruce J. Avolio and William L. Gardner (2005) emphasizes auto-noetic consciousness, the relational transparency, and an internalized moral view point. These attributes make leaders operate according to their values and be credible. Ethical leaders lead by example and provide the best standards to be followed, which is part of a favorable organizational culture. Followers will be more likely to show loyalty, engagement and high performance when they see their leaders as principled and reliable.

Another quality of a good leader is good communication. Communication is the basis of influence, and the influence takes place in leadership. The leaders should be able to communicate clearly with the team members, give constructive feedback, and listen to the team members. Peter G. Northouse (2021) states that communication skills are a part of virtually every leadership theory since they can help to exchange information and meaning. Good leaders would adjust their

communication styles to various people and situations to make sure that it is clear and at the same time that they are empathetic. Active listening helps to strengthen the relations and inspire openness which promotes collaboration and problem solving in teams.

Emotional intelligence is closely associated with the concept of communication and has a considerable part to play in leadership effectiveness. Daniel Goleman (1998) has determined that emotional intelligence is composed of self-awareness, self-regulation, motivation, empathy, and social skills. High emotional intelligence helps leaders to regulate their emotions and those of other people. This skill can ensure that they manage conflict positively, inspire employees, and provide enabling environments. Emotional intelligence also helps to make the best decision, and it helps to create a sense of psychological safety where team members can share ideas and concerns without fear. Emotionally intelligent leadership has become even more significant as more organizations are increasingly stressed on the importance of teamwork and diversity.

Responsibility and accountability are other traits of good leaders. Good leader owns the decisions and results made and either positive or negative. Instead of the blame game, responsible leaders will look back at errors, draw a lesson and improve. This kind of behavior is very strong and it encourages the culture of responsibility. According to Avolio and Gardner (2005), genuine leaders have self-discipline and transparency which strengthens trust and credibility. Leaders ensure impartiality and uniformity by keeping themselves and others responsible within the framework of standards about the organizational practices.

Good leadership is also an attribute that warrants flexibility and strength, especially in the dynamic and uncertain environments. Change, new technologies, and unforeseen situations require leaders to adequately react to them. According to Northouse (2021), modern leadership demands elasticity and receptiveness to studying. Strong leaders have hope and persistence at challenge moments creating hope in their teams. The flexibility of their strategies and ability to carry out their core values guarantees the sustainability of organizations in the long term. Flexibility also promotes innovation because leaders who are flexible are open to new ideas and methods.

The decisiveness is another vital trait. The leaders have to make some tricky decisions when they are pressured. Making decisions is an art that entails the collection of pertinent information, deliberating alternatives and taking action swiftly. As much as participative leadership involves other people giving feedback, the final decision making process often lies with the leader. Leaders

who are decisive minimize uncertainty and effort towards offering direction which strengthens team confidence and productivity. Good judgment and ability to solve problems are hence very important aspects of a good leader.

Lastly, good leaders believe in empowering and developing others. Transformational theory of leadership focuses on individual consideration where leaders focus on the needs and potential of each follower (Bass, 1985). Empowering leaders delegate power, mentor and offer professional development opportunities. They promote job satisfaction and motivate them by providing them with autonomy and competence. Leadership is not just a goal-oriented approach in the short term, but it is a capacity-based approach in future. The resilience and continuity of an organization is enhanced by leaders who invest in the growth of others.

To sum up, an exemplary leader is someone who is visionary, full of integrity, good communicator, emotionally intelligent, responsible, flexible, decisive, and fully dedicated to empowerment. These traits are upheld by the concepts and study of leadership theories. Although certain people can be born with some of the leadership qualities, most of them could be learned through reflection, learning, and experience. At the end of the day, it is not only the position or power that defines good leadership, but the good and ethical impact a leader is able to have on others and the overall success that they can cause.

2.7 The Nature of Leadership in Secondary Schools

Educational management is in part based on leadership in secondary schools, which gives a crucial influence on the effectiveness of the institutions, their educational quality, and student performance (Bush and Glover, 2014). In education, leadership goes beyond the administrative supervision to include vision building, instructions leadership, policy execution, and development of a positive and achievement-oriented school culture (Sergiovanni, 2009). The role of secondary school heads is to ensure that the national education policies are met with institutional goals as well as ensuring that teaching and learning processes are in place thus running smoothly. This explains why leadership is not only a positioning power authority but a dynamic process that involves influence oriented at reaching collective educational goals (Bolden et al., 2011).

The role of leadership at the secondary level is even more significant as students are experiencing the most significant cognitive, emotional, and social development (Harris, 2014). The learning environment is directly affected by the decisions made by school heads concerning the delivery of curriculum, discipline policies, supervision of the teachers and the allocation of resources. The school leaders then have to find a balance between the managerial efficacy and the pedagogical acuteness. They, as managers, have the responsibility of planning, organising, directing and controlling the institutional resources to achieve smoothness in operations (Daft, 2018). Nevertheless, competence in management is not enough. Good school administrators should also be able to motivate employees, encourage teamwork, be able to solve disputes, and develop a culture of support and cooperation (Fullan, 2014).

The nature of leadership in secondary schools is complicated by the nature of stakeholders involved in the institutions and these include; teachers, students, parents, the governing bodies and the education authorities. A head of a secondary school has to strike a balance between the call of academic accountability, welfare of the students, staff development, and community interactions. It involves not just professional knowledge but e.g. emotional intelligence and situational awareness (Dimmock, 2016). However, the most useful definition of leadership is that it is a dynamic process between individual qualities and professional skills as well as responsiveness to the context.

Besides, the modern reforms and accountability systems in education have increased the roles of a leader. The leaders of secondary schools are currently supposed to perform the role of instructional leaders, who observe the teaching practice, facilitate professional learning communities, and make the decision-making process based on the data to enhance the academic performance. They should have a clear vision of the institution and make everyone within the institution strive towards the shared vision. In this connection, leadership is a culture-making process, where the values, norms, and professional standards are developed and enforced.

The leadership in the secondary schools is therefore multi-dimensional. It is a combination of administrative management, instructional direction, relational influence and strategic planning. The benefits of effective leadership include organizational coherence, improved teacher performance, and the positive climate in order to achieve student learning. This theoretical

background is critical before analyzing certain leadership styles and their relative influences on the work of an institution.

2.8 The Styles of Leadership and the impact on the Effectiveness of the School.

Leadership styles offer an outline of how the school heads operate their power, decision-making and relating to the teachers and other stakeholders. Among the first typologies of leadership styles, the typology of Lewin that defines authoritarian, democratic, and laissez-faire leadership approaches has its roots (Lewin, 1951). These styles vary in terms of decision-making patterns, allocation of authority and staff participation level.

The authoritarian leadership style is the one where decisions are highly centralized, very strict in supervision, and the focus on rules and compliance is greatly emphasized (Owens and Valesky, 2015). In high schools, this type of style can guarantee discipline, clarification of expectations and swift execution of policies. But over dependence on the authoritarianism may inhibit teacher autonomy, decrease teacher dialogue, and deter collaborative problem solving (Blase and Blase, 2000). The teachers with strict leadership systems are likely to lose motivation and job satisfaction, which in turn are very likely to impact the quality of the instructions. Democratic leadership on the other hand focuses on participation, consultation and joint decision making (Spillane, 2006). School heads working in this style engage teachers in forces of policy making, promote professional discussion and promote teamwork. Studies have shown that participative leadership contributes to higher levels of teacher commitment, professional development and teaching practices innovation (Cordingley et al., 2015; Sebastian et al., 2019). Democratic leadership helps in fostering a strong team culture that enables teachers to feel appreciated and empowered in an institution, which enhances institutional performance.

Laissez-faire is the less directive style of leadership, where teachers are granted a great deal of freedom in their decision-making (Mullins, 2016). Whereas autonomy may lead to creativity and independence, lack of guidance can lead to incoherence in enforcement of policies and accountability. Where institutional coherence is essential in secondary schools, such as through coordination and academic standards, excessive laissez-faire practices can undermine these functions of the institution.

The style of leadership has a great impact on the organizational climate and teacher motivation (Hoy and Tarter, 2011). Nurturing leadership leads to a trusting and participative leadership style and responsibility. On the other hand, inconsistency or excessive directive leadership can cause tension and demoralization (Skaalvik and Skaalvik, 2017). Leadership also influences resource distribution, goal establishment, and accountability systems and, as a result, influences the overall performance of a school (Grissom et al., 2021).

2.9 Contextual and Organizational Dimensions of Secondary School Leadership

Leadership in secondary schools is not a vacuum, it is closely guided by the contextual and organizational factors. Leadership practices and decision-making processes are determined by the size of the school, geographical location, availability of resources, and the expectations of the community and policy frameworks (Hallinger and Heck, 2010). Leaders should consequently be flexible and adaptive to react positively to particular institutional situations (Gurr et al., 2017). School heads act as the linkage between the schools and the communities. They interfere with policy instructions, deal with the expectations of stakeholders and guarantee institutional conformity to the nationwide standards (OECD, 2020). Open and participatory leadership behaviors can be used to develop trust between the teachers, parents and students, which reinforces community involvement (Bryk et al., 2010). In their turn, the authoritarian or rigid leadership can bring about tension and decrease collaboration which adversely impact school reputation and stakeholder support (Bush, 2018).

Leadership behavior has much to do with organizational climate. The leaders with facilitated communication systems, equity, and appreciation of the teacher efforts, help to create a healthy working environment (Leithwood and Sun, 2012; Thapa et al., 2013). A positive environment makes the work of teachers more motivating, decreases turnover, and makes the institution perform better (Wang and Degol, 2016). On the other hand, the absence of a consistent leadership could lead to inadequate job satisfaction and reduced instructional effectiveness (Skaalvik and Skaalvik, 2017).

Leadership style is also likely to be affected by contextual variables like resource constraints. Leaders in a resource constrained environment can be more directive to guarantee efficiency and accountability. On the contrary, prosperous schools can foster participative administration that

facilitates novelty and experimentation (Hargreaves and Fullan, 2012). Big schools might need an organized communication framework, but small organizations might use unstructured consultative approaches (Clarke and O'Donoghue, 2016).

2.10 Leadership Styles and Their Impact on Teacher Performance

The leadership style of the school head has a very strong influence on the quality of education because the performance of the teachers is one of the most substantial predictors of the quality of education (Darling-Hammond, 2017). The leadership role is especially important in affecting teaching quality and teacher involvement at the secondary school level, where students face subject-related problems and facing transitional academic requirements (Hopkins, 2018). The style of leadership embraced by a head will influence the way that teachers get inspired, controlled, and assisted to compete institutional goals (Leithwood and Jantzi, 2006).

Autocratic leadership, also referred to as authoritarian leadership, is typified by centrality of power, high level of supervision and top-down decision making (Bass and Bass, 2008). Such heads make decisions on their own, require high compliance, and strongly oversee the performance of teachers (Mullins and Christy, 2016). When it comes to secondary schools, authoritarian leadership guarantees discipline and compliance with policies and academic schedules (Owens and Valesky, 2015). Such schools have high expectations and specified roles where teachers can help to achieve short-term compliance and efficiency in operations (Hoy and Miskel, 2013). Nonetheless, the authoritarian style can potentially limit teacher autonomy, decrease the ability to act professionally and autonomy, as well as decrease participation in collaborative problem-solving (Ingersoll et al., 2018). This may subsequently decrease intrinsic motivation, job satisfaction, and limit the creative implementation of the instructional approach, which is essential in enhancing high-quality education at the secondary level (Ryan and Deci, 2020). Although authoritarian leadership is known to instill order and discipline, it tends to suppress creativity in teaching and professional ownership, which may negatively impact the teacher and the school in the long run (Bush, 2019).

Democratic leadership on the other hand is participative, consultative, and participatory in decision-making (Gastil, 1994). Leaders in schools that embrace the democratic leadership style will engage teachers in curriculum development, policy making and problem solving activities (Printy and Marks, 2006). This leadership approach fosters group work, professional

communication and shared accountability, which has a positive organizational climate as teachers feel valued and respected (Somech, 2010). Democratic leadership has also been embraced in relation to increased teacher motivation, engagement, and accountability (Bogler, 2001). Through such leadership, teachers become more willing to engage in new teaching methods, engage in professional development and also help in the attainment of school goals (Timperley, 2011). The feeling of ownership and belongingness that democratic leadership creates promote professional devotion among teachers and stimulates reflective practice, which leads to increased instructional efficacy (Hargreaves and O'Connor, 2018). Also, the climate of mentoring, feedback, and peer support established by democratic leadership enhances teacher capacity and facilitates the continuous improvement (Kraft & Papay, 2014). Through engaging teachers in the decision-making activities, heads do not only empower their employees but also make sure that the institutional objectives are in line with professional knowledge and classroom realities (Frost, 2014).

Another leadership approach in secondary schools is laissez-faire leadership where the leader provides minimum guidance, minimal supervision, and maximum teacher autonomy (Skogstad et al., 2007). Although such a style can enable very experienced and self-motivated teachers to work independently, it frequently leads to discrepancies in the quality of instruction and lack of accountability (Eagly et al., 2003). Educators working in a laissez-faire school setting can end up feeling confused about what is expected, less supported, and aligned to the school purpose (Tepper et al., 2017). In spite of the fact that this leadership style provides creative freedom to competent teachers, it tends not to be effective in situations where guidance, coordination, and enforcement of policies are needed (Northouse, 2021). As a result, laissez-faire leadership is harmful to the performance of teachers in the situations when they are not accompanied with experience or institutional readiness (Judge and Piccolo, 2004). It is very context-specific, and it has to be evaluated carefully in terms of the teacher readiness, school resources, and organizational needs (Goleman et al., 2013).

The leadership approach of the head has a great impact on teacher motivation and engagement (Kunter et al., 2013). The leadership practices which acknowledge the input of teachers, support them, and foster participation boost intrinsic motivation, which leads to increased engagement and professional commitment (Schleicher, 2018). When teachers feel liked and appreciated in

decision-making, chances of them putting effort in instructional excellence, sharing with colleagues, and adopting innovative practices are high (Tschannen-Moran, 2014). On the other side, inflexible, detached, or dictatorial leadership can decrease the rate of engagement, motivation, and professional development (Breevaart et al., 2014).

The leadership behaviors are also closely related to the instructional effectiveness of teachers (Shatzer et al., 2014). Guiding leaders can offer resources, support, and positive feedback to improve the planning and implementation of high-quality teaching by teachers (Hattie, 2012). Conversely, authoritarian leadership can lead to effects on compliance-oriented teaching whereas laissez-faire leadership equates to uneven classroom practice (Hallinger and Murphy, 2013). Instructional guidance, professional support, and accountability measures would guarantee that the performance of the teacher is in line with the institutional goals and student learning outcomes (Robinson, 2011).

The leadership styles also have an impact on the collaborative culture in the secondary schools (Vescio et al., 2008). Leaders who promote involvement, professional conversation, collaboration, and professional learning communities are those who promote knowledge sharing, support mentoring, and assist in overcoming the challenges jointly among teachers (Stoll et al., 2006). Teamwork improves the work of the teachers because it encourages them to reflect, solve problems, and align their teaching policies (DuFour and Eaker, 1998). The collaborative culture guarantees the consistency in teaching quality and learning by students in subject-specific secondary school settings where coordination between various academic disciplines is paramount (Little, 2012). The democratic and participative leadership styles are the most effective in developing such environments because they are both focused on shared responsibility and collective decision-making (Lambert, 2003). Professional development, cohesion and effectiveness of the teaching in schools are all a direct result of the capacity of school heads to encourage cooperation (Hord, 2009).

Leadership has additional effects on teacher performance due to contextual factors like the size of the school, availability of resources, teacher experience, and policy environment (Hallinger, 2018). Good school heads are flexible in their leadership behavior based on the needs of a situation to ensure teacher performance is at its best (Hersey et al., 2013). As examples, in a school with limited

resources or inexperienced employees, a more directive style of leadership can be required to create discipline and compliance with policies (Leithwood et al., 2017). On the other hand, participative leadership can improve teacher engagement, motivation, and innovation in schools with resourceful teachers and overall experience (OECD, 2021). Flexibility in leadership allows school heads to act promptly in response to the challenges, facilitate professional growth, and keep instruction standards on track (Day and Sammons, 2016).

2.11 Leadership Styles and Their Impact on Organizational Climate

Organizational climate in secondary schools is a set of perceptions, attitudes, and behavior of the staff of the educational institution (Hoy and Miskel, 2013). It is comprised of interpersonal relationships, patterns of communication, collaboration, teacher morale, institutional culture and general learning environment (Thapa et al., 2013). The leadership approach of school heads is a critical issue in determining this climate as it not only affects the satisfaction and motivation of the staff but also the quality of the educational success (Leithwood et al., 2020). Positive organizational climate is also necessary at the secondary school level where students experience critical cognitive, social and emotional development; teacher efficiency and student achievement (Eccles and Roeser, 2011). Leadership defines the context that teachers work and how difficulties are resolved, as well as the extent to which professional collaboration is promoted (Hallinger, 2018).

Leadership strategies will have different impacts on organizational climate. Authoritarian leadership is the style where a decision is made centrally and there is strict control and thus produces a very structured environment where rules and procedures are in the frontline (Bass and Riggio, 2006). This method in the secondary schools guarantees that the policies have always been implemented, disciplinary action taken, and administrative work is done in good time (Owens and Valesky, 2015). This can be useful in schools where high levels of coordination are necessary or which have resource constraints as such structure can lessen ambiguity, and offer a clear expectation (Mintzberg, 2009). Nevertheless, authoritarian leadership may also lead to the conditions that are perceived as restrictive and hierarchical (Bush, 2019). Teachers can also lack a sense of autonomy, involvement in decision making and professional input (Somech & Bogler,

2002). In the long term, it may create frustration, decrease the level of trust between employees and managers and prevent cooperation (Tschannen-Moran and Gareis, 2015). The authoritarian culture might prioritize conformity to innovativeness, and restrict the creation of innovative teaching practices, as well as the overall school flexibility (Ryan and Deci, 2020).

On the other hand, the participative and inclusive organizational climate is developed by democratic leadership (Gastil, 1994). Heads who practice this style embrace teachers to participate in the decision making process, share ideas, and cooperate in developing policies within the institutions (Printy, 2010). This kind of engagement creates a sense of ownership and commitment to the staff as well as increasing the morale and motivation (Bogler and Somech, 2004). Democratic leadership in secondary schools brings transparency, mutual respect, and professional dialogue, which make teachers feel appreciated and empowered (Hargreaves and O'Connor, 2018). This type of leadership has not only increased the level of satisfaction among teachers but also enabled the creation of a culture of collaborative working together knowledge sharing, joint problem solving and peer mentoring flourish (Stoll et al., 2006). The participative climate also helps teachers to explore new teaching methods, coordinate their work with the school objectives and be actively involved in the school improvement efforts (Timperley, 2011).

Laissez-faire is the leadership style that implies minimum intervention and maximum autonomy of school heads who offer them little supervision (Skogstad et al., 2007). Laissez-faire leadership may be effective in some situations, like where there is a well-experienced and self-directed staff in a school, whereby teachers are empowered to make decisions, exercise professional judgment and make independent projects (Eagly et al., 2003). Such independence can encourage the use of creativity and innovation in the organization (Amabile and Pratt, 2016). However, laissez-faire leadership may lead to a coherent, non-guided, and non-accountable organizational climate as well (Northouse, 2021). Educators might face discrepancies in the policy execution, lack of coordination within the departments, and lack of professional development assistance (Tepper et al., 2017). Laissez-faire leadership in secondary schools, where structured programs and standard practices of teaching are essential, can create confusion, disengagement and reduction in the institutional effectiveness (Hallinger and Murphy, 2013).

Leadership affects organizational climate by impacting on the communication, collaboration and interpersonal relationships (Louis et al., 2010). The presence of mutual understanding and trust are some of the atmospheres that school heads foster by focusing on open and transparent communication (Bryk and Schneider, 2002). When communication is promoted and appreciated in schools, teachers will find it easier to communicate their concerns, exchange ideas and seek guidance (Robinson, 2011). Leadership approaches which encourage consultation and participative decision making have the ability to intensify such interactions thus ensuring effective teamwork and jostling of problems (Spillane, 2006). On the other hand, leadership styles that limit the flow of information or limit feedback systems may create tension, decrease cooperation, and harm morale (Skaalvik and Skaalvik, 2017).

Teacher motivation and satisfaction are another aspect of organizational climate that is determined by leadership (Kunter et al., 2013). Principals who reward teacher performance, give constructive feedback, and support teachers to become more professional help build a good environment where teachers feel appreciated and valued (Day and Sammons, 2016). In this case, motivation is closely connected with professional commitment and readiness to innovate (Schleicher, 2018). However, authoritarian or detached leadership can also lead to a frustrating climate, decreasing the morale and raising stress levels (Maslach and Leiter, 2016).

The style of leadership also influences the creation of the shared vision and goals in the secondary schools (Leithwood and Sun, 2012). Democratic and participative leaders engage teachers in setting organizational goals, which make sure that the personal and organizational goal are aligned (Mascall et al., 2008). The authoritarian leadership can set clear objectives, yet unless the teachers engage in it, the objectives can be brought in as external (Bush and Glover, 2014). Laissez-faire leadership can lead to the lack of unified goal achievement because there is little direction (Mintzberg, 2009).

2.12 Comparative Analysis of Leadership Styles in Secondary Schools

The comparison of the leadership styles used in secondary schools is important to comprehend the impact of various methods on the organization, the work of teachers, and the results of students (Bush, 2020; Leithwood, Harris, and Hopkins, 2020). Secondary schools have complex educational settings, where students have different needs, curriculum directives, teacher

competencies and the expectations of the society. School heads are forced to wade through these complexities as they seek to have good management within the school, professional development among teachers, and a good learning atmosphere (Hallinger, 2018). The choice and application of leadership styles have far-reaching consequences on the organizational dynamics and the general performance of these institutions (Northouse, 2022).

The most widespread leadership styles are authoritarian, democratic, and laissez-faire with their own specifications, benefits, and drawbacks (Lewin, Lippitt, and White, 1939). Authoritarian leadership focuses on dominance, directions and centralized decisions. Leaders who use this kind of style make strict policies, instill rules, and have high standards of supervision. Authoritarian leadership in secondary schools can be effective in maintaining discipline, uniformity of processes, and administrative goals can be achieved on time (Bush and Glover, 2014). Such teachers are given directives and expectations, thereby minimizing ambiguity and creating order. Nevertheless, creativity, cooperation and professional autonomy may be constrained by the strictness of authoritarian leadership. Teachers can also experience the limitation in their methods of teaching, lack of motivation to develop the innovative practice and less participation in school decision-making (Bogler, 2001). The culture of authoritarian leadership can focus more on obedience than initiative, which can have an impact on long-term teacher engagement and organizational responsiveness (Fullan, 2016).

Democratic leadership on the other hand emphasizes on participation, collaboration and joint decision making. Heads of schools who apply this style engage teachers in policy-making processes, curriculum development, and implementation (Leithwood and Sun, 2018). This style improves the participation of the teachers as a sense of ownership and responsibility is created. The culture of open communication, professional dialogue, and mutual problem-solving is encouraged in secondary schools through democratic leadership (Harris, 2014). When teachers work in such settings, they become more motivated, committed, and ready to participate in a continuous professional development. They are invited to use new instructional practices and align their activities to the objectives of the institutions (Day, Gu, & Sammons, 2016). Democratic leadership also leads to organizational cohesion through the establishment of trust, respect and mutual understanding between the head and teaching staffs (Tschannen-Moran, 2014). Democratic leadership is also collaborative, which supports professional learning communities, peer

mentoring, and shared accountability but all of which support improved quality of instruction and institutional effectiveness (DuFour and Fullan, 2013).

The dynamic is different in the Laissez-faire leadership where a leader interferes little with teachers and gives them high levels of autonomy. Laissez-faire leadership can enhance both creativity and innovation, as well as independent decision-making, in the schools where the staff is experienced, self-directed, and highly competent (Northouse, 2022). The teachers have the freedom to develop teaching plans, run the classes independently and also adopt new practices. But in most of the secondary school setting, laissez-faire leadership can create a lack of consistency, absence of responsibility and poor coordination (Bass and Riggio, 2006). The policies might be applied unevenly, the cooperation might be undermined, and the performance of teachers can be deteriorated without a clear guidance (Bush, 2020). Although this type of leadership may be beneficial in building autonomy and innovation, it involves high professional competence and self-motivation of staff to deliver positive outcomes (Yukl, 2013).

These leadership styles can be compared to demonstrate that they are highly contextual in terms of their effectiveness. The nature of the subjects taught in a secondary school, the experience of teachers, availability of resources, and the school objectives are some of the most important factors that influence the choice of the style which will provide the best results (Hallinger and Heck, 2010). Indicatively, democratic leadership could be used in a situation where a large school with diverse needs among students and multiple departments has to collaborate and maintain cohesion by making sure that teachers represent themselves in the decision-making process (Harris and Jones, 2015). Authoritarian leadership could be the structure, discipline, and efficiency that are required in a resource-constrained school or institution where behavioral challenges are apparent (Bush and Glover, 2014). Laissez-faire leadership can be appropriate with schools which have highly motivated and skilled teachers who can exercise professional autonomy and take up innovative initiatives (Yukl, 2013). Such contextual nuances mean that school heads need to easily adjust their leadership style and deliver the results in the desired educational outcomes (Leithwood et al., 2020).

2.13 Challenges in Implementing Leadership Styles

Adoption of leadership styles in the secondary school level is very tricky because of the intricacy of the education settings, variety of the stakeholders and institutional expectations. Secondary schools are multidimensional systems, the points of which educational achievement, classroom discipline, curricular changes, teacher quality, and social needs overlap (Hallinger, 2018; Bush, 2020). Consequently, the implementation of the authoritarian, democratic, or laissez-faire leadership style is hardly unambiguous, and both methods present situational challenges that the school heads have to maneuver around.

The obstacle to a solution is one of the inflexible application of authoritarian leadership. Although this type of leadership can possibly encourage discipline and efficiency in administration, the centralized nature of its decision-making can almost always restrict the involvement of teachers and the independence of their professional choices (Bush and Glover, 2014). Highly controlled settings that limit instructional creativity may be met with resistance by teachers in secondary schools especially those ones having advanced qualifications and knowledge in their subject areas. In the long term, top-down control might cause teacher demoralization, loss of intrinsic motivation, and engagement (Fullan, 2016). In addition to this, in an institution where knowledge is central, like in secondary schools, pedagogy and curriculum delivery is essential. In cases whereby teachers are not included in the process of decisions, they become less willing to test new methods of instruction (Bogler, 2001). This puts pressure on the administrative efficiency and the long-term instructional enhancement.

The other challenge linked to authoritarian leadership is the fact that it can have a harmful effect on the climate of the company. The schools operate effectively in the environment where the trust, collaboration, and professional respect are the key characteristics (Tschannen-Moran, 2014). But on the other hand, in a leadership that is highly directive, compliance is promoted as opposed to commitment. Operational goals can be met in the short-term, but long-term organizational development requires a teacher buy-in and shared responsibility (Leithwood, Harris, and Hopkins, 2020). In schools that are undergoing a reform program or a change of curriculum, authoritarian

styles might lead to passive resistance, little cooperation, or token implementation of policies (Hallinger and Heck, 2010).

Democratic leadership, conversely, despite its common perceived effectiveness, has its implementation issues. The participative decision making process consumes time, time well organized and interpersonal skills. The process of consenting in big secondary schools where there are several departments can be time consuming and slow down decisions which are urgent (Harris and Jones, 2015). Where school heads are trying to engage all the stakeholders in making policies or in planning the curriculum or in reformatting the institutions, the task can turn out to be complicated and may not be handled effectively.

Also, democratic leadership presupposes a specific degree of professionalism of teachers and their readiness to take part in the collaborative process (Leithwood and Sun, 2018). Where teachers are not experienced, confident, and some have no opportunity to develop their profession, their participation can be weak or ineffective. In certain cases, some teachers might also want explicit instructions instead of shared accountability, particularly in situations where the accountability stress is high (Bush, 2020). Therefore, the participatory model can unwillingly provoke the decision-making burnout or lack of responsibility in the case of the unclear definition of roles and duties.

The other issue is on how to handle the conflict in democratic environment. Open communication and collective governance can reveal disparity in pedagogical ideologies, departmental agendas or individual interests. School leaders might not be able to balance the various viewpoints and at the same time keep the institutions intact without good facilitation skills (Day, Gu, and Sammons, 2016). When this happens, democratic processes might be used as the platform of a long-standing conflict that may undermine the cohesion of organization.

Laissez-faire leadership brings in other complications. In as much as this style allows the promotion of autonomy and creativity, it usually leads to inconsistency of policy and low coordination (Bass and Riggio, 2006). The secondary schools need systems that are structured to achieve curriculum alignment, standardized assessment practices and discipline procedures on students. In cases where there is a low level of leadership participation, departments can work

independently and lack enough integration so that they cannot be integrated in their practices (Northouse, 2022).

Furthermore, laissez faire leadership is very reliant on competence, sort of motivation, and self-regulation of teachers (Yukl, 2013). Overautonomy can increase performance gaps in schools whose employees have large differences in experience and expertise. More specifically, novice teachers might need an organized mentoring, supervision and feedback to establish effective teaching practices (DuFour and Fullan, 2013). In the absence of direction, there is a lack of balance in professional development and institutional goals do not go in a similar direction (Harris, 2014).

Another difficulty with all styles of leadership is situational difference. The secondary schools vary with regard to size, access to resources, socio-economic background, and diversity of the students (Hallinger and Heck, 2010). What may be an effective leadership style in one situation could be ineffective in a different situation. As an illustration, behavior problems or schools on the strict accountability framework might first need a structured and directive leadership style to implement order (Bush and Glover, 2014). Nevertheless, the long-term use of these methods can interfere with the growth process of teamwork. The problem of balancing between short-term operation requirements and long-term institutional development is a long-standing issue in leadership.

Leadership implementation is also complicated with policy pressures and external accountability frameworks. School leaders have to face curriculum changes, performance assessment, and inspection demands and keep the staff morale at the same time (Fullan, 2016). These external requirements can restrict flexibility in the type of leadership style adaptation. The leaders who strive to implement democratic styles might be tempted to become directive at times when the accountability is under pressure.

Also, changes in leadership pose institutional issues. When changing the leadership style that is followed by schools, i.e., authoritarian to democratic, the change can be opposed by organizational

culture. Educators with the experience of directive leadership might have a hard time with the demands of participatory leadership, whereas those with autonomy experience might experience resistance to the higher levels of supervision (Leithwood et al., 2020). The development of organizational culture is a slow process, and the incompatibility between the leadership practices and set norms may interfere with the stability of the school (Tschannen-Moran, 2014).

The constraints of professional development also make good leadership implementation more difficult. The school heads need training in adaptive leadership training, conflict management, strategic planning, and instructional supervision (Bush, 2020). In the absence of proper preparation, leaders can revert to preferred styles as opposed to the required style in the situation. Equally, the teachers require organized assistance to be able to work in the participative or autonomous systems (DuFour and Fullan, 2013). The lack of training undermines the possible helpfulness of every leadership style.

Lastly, to endorse long-term institutional performance, it is necessary to balance the leadership style, organizational culture, and educational goals (Hallinger, 2018). In case of the discrepancy between the leadership style and the school culture or teacher expectations, the results of performance might fall. Successful implementation hence requires flexibility, awareness of situations, and constant assessment of institutional needs (Northouse, 2022). There is not just a matter of choosing a leadership style, but a matter of changing it in a way that would be strategic to keep up with changing educational realities.

In short, structural, cultural and professional challenges come with authoritarian, democratic, and laissez-faire aspects of leadership in secondary schools. Authoritarian leadership can be associated with restricting autonomy and innovation; democratic leadership can be faced by inefficiency and conflict; and laissez-faire leadership can lead to inconsistency and poor accountability. Effective application is also complicated by contextual variability, the pressures of policy, changing leadership, and the gaps in professional development (Leithwood et al., 2020; Bush, 2020). These issues speak of the need to have adaptive and evidenced based leadership practices that have the ability to work out a balance between structure, participation and autonomy in the dynamic secondary school environment.

2.14 Opportunities in Implementing Leadership Styles

The application of leadership styles in secondary schools has significant potentials of enhancing the performance of teachers, organizational climate, and student outcomes. Despite the shortcomings of each leadership style authoritarian, democratic, and laissez-faire, when it is implemented in a strategic and situational manner, it provides the means of institutional development and long-term school betterment (Hallinger, 2018; Bush, 2020). Secondary schools are systems with multifaceted environments that have a variety of students, curriculum changes, accountability, and professional expectations. In such an environment, leadership is an effective change agent, especially when it is used in tandem with institutional objectives and teacher capacity (Leithwood, Harris, and Hopkins, 2020).

The possibility of demonstrating democratic leadership is one of the opportunities and this has always been related to positive outcomes in education. Democratic leadership promotes participative decision-making and shared governance, as well as joint problem-solving (Leithwood and Sun, 2018). This presents the teachers in the secondary schools with the opportunity to play an active role in the development of curriculum, instructional planning and policy formulation. The teachers feel more like they are the owners and hold themselves accountable to the goals of the institution when they are incorporated into the decision-making processes (Harris and Jones, 2015). This collaborative accountability helps to develop professional commitment and motivation, which are more important predictors of instructional quality and student achievement (Day, Gu, and Sammons, 2016).

Democratic leadership is another way that offers prospects to reinforce professional learning communities (PLCs). With an organized teamwork, peer mentoring, and introspective dialogue, teachers can share best practices and evaluate student performance data, as well as, optimize their instructional strategies (DuFour and Fullan, 2013). The secondary schools which are usually subdivided into subject departments are a beneficiary of collaborative cultures thus eliminating the isolation and encouraging interdisciplinary coordination. Democratic leadership builds trust among the school members by promoting open communication and respect to one another (Tschannen-Moran, 2014). Trust, by extension, increases the teacher readiness to innovate and take part in life-long learning.

The other opportunity linked with democratic leadership is the process of building collective efficacy. The studies show that the higher the confidence of teachers in the ability to collectively impact the student outcomes, the greater the school performance (Leithwood et al., 2020). Participatory leadership fosters this ideology through appreciation of teacher knowledge and ensuring collective responsibility. Collective problem-solving is necessary in different secondary schools where learners may have different academic and socio-economic backgrounds. Democratic leadership thus provides a friendly atmosphere in which issues in teaching can be tackled in a collaborative and well-organized manner (Hallinger and Heck, 2010).

However, authoritarian leadership despite being looked down upon has some valuable opportunities that can be brought on board so long as such leadership is carried out strategically. Directive leadership can be applied in educational institutions where there is a lack of discipline, deteriorating performance, or lack of organizational stability in secondary schools (Bush and Glover, 2014). Specific expectations, set standards and strict oversight minimize ambiguity and bring uniformity in policy enforcement. It is especially useful at the time of reform or crisis when one needs to act immediately and work together (Fullan, 2016).

Accountability systems can also be upheld by authoritarian leadership. The performance monitoring structures used in secondary schools require quantifiable results. With centralized decisions and a systematic oversight, school heads can guarantee the observance of standards of curriculum, assessment policies, and professional accountability (Bush, 2020). Directive leadership can support a culture of responsibility and high expectations when it is executed with fairness and transparency. This systematic method might be particularly effective in helping aspiring educators that need to be provided with clear guidelines and instructions throughout the initial phase of the professional growth (Yukl, 2013).

In addition, authoritarian leadership can offer the possibility of a quick institutional change. Effective and bold leadership in the underperforming schools can be an indication of the willingness to change and creating strict strategic priorities (Hallinger, 2018). School heads can create momentum of improvement programs by setting performance standards and tracking their achievements. Although the measures needed to ensure long-term sustainability might be more

participative, the preliminary directive interventions can stabilize the operation of the institution and establish the basis of collective development (Leithwood et al., 2020).

Also where practiced in the right environment, laissez-faire leadership does present significant opportunities. Autonomy can also trigger innovation and creativity in the case of highly motivated teachers who work at secondary schools full of experienced and competent teachers (Northouse, 2022). When teachers are given professional freedom, they tend to explore new pedagogical strategies, use technology in teaching and also develop differentiated learning strategies relevant to the needs of the students (Bass and Riggio, 2006). This autonomy, especially, is beneficial in subject-specialized departments, which have teachers with substantial disciplinary knowledge.

The distributed leadership structures in schools may be as well fostered by laissez faire leadership. Decentralized authority means that teachers can be leaders in coordinating curricula, mentoring or leading projects (Harris, 2014). This kind of distributed leadership enhances the institutional capacity by appreciating and leveraging internal expertise. In the given case, autonomy does not mean lack of leadership but trust in professional judgement. This empowerment has the potential to boost job satisfaction and professional identity and it is part of teacher retention and institutional stability (Bogler and Somech, 2004).

The other opportunity brought about by laissez-faire leadership is that it encourages innovations in fast changing learning environments. Secondary education is being pushed in the direction of digitalization, competency-based instruction, and inclusive learning. Giving flexibility to teachers so that they can react creatively to these changes can hasten the process of institutional adjustment (Yukl, 2013). In cases of balanced autonomy and accountability, schools will be able to enjoy the benefits of different teaching methods without losing their orientation towards the overall direction (Bush, 2020).

Notably, the highest opportunity is not in the strict compliance with one of the leadership styles but in the adaptive and situational leadership styles. Studies highlight that the skills of good school leaders change their leadership practice based on the needs of the context, the capabilities of the teachers, and the priorities of the institutions (Leithwood et al., 2020). The secondary schools are dynamic systems which demand flexibility and responsiveness. Such leaders who combine

directive, participative and autonomy-supportive approaches are in a better position to maximize the effectiveness of the institution (Hallinger and Heck, 2010).

Adaptive leadership would also help school heads to offer structure where needed, foster involvement where it matters and give autonomy where needed. As an example, a school that is in the state of curriculum reform may need to have a clear direction first, then collaborative planning and innovating by the teacher (Fullan, 2016). This fair play will guarantee efficiency and interest. Leaders can establish aligned systems that enable continuous improvement by aligning the leadership practices with organizational culture and teacher competence (Tschannen-Moran, 2014).

Also, the implementation of leadership provides opportunities at the policy level. School heads can receive professional development that focuses on transformational and participative leadership qualities and recognizes the situational applicability of directive approaches (Bush and Glover, 2014). By enhancing leadership preparation, it is also possible to make sure that school heads can be able to analyze contextual factors and make changes (Leithwood and Sun, 2018). This kind of policy initiative is one of the means to long-term educational reform and institutional stability.

Lastly, successful use of leadership styles increases the student outcomes indirectly by increasing the performance of teachers, and the organizational climate. With the support, respect, and empowerment, teachers have an increased chance of showing instructional commitment and responsiveness to the needs of the students (Day et al., 2016). An ideal environment in learning is a healthy school climate that is typified by trust, collaboration, and clear expectations (Hallinger, 2018). Thus, leadership is integrated to be a cornerstone of scholastic achievement and comprehensive student growth.

To conclude, the application of leadership styles in the secondary school level has various opportunities of enhancing the progress of the institution. Democracy leadership enhances teamwork, trust, and professional development, authoritarian leadership offers order, responsibility, and goals, and laissez-faire leadership offers independence, innovativeness and distributed knowledge. Adaptive leadership is the biggest prospect because a school head can

strategically combine the aspects of both styles to respond to the contextual realities (Leithwood et al., 2020; Bush, 2020). Evidence-based and context-sensitive leadership practices enable the secondary schools to improve the performance of teachers, build positive organizational climates, and finally record better educational outcomes.

Chapter No: 3

Methodology

3.1 Research Design

The research design is the backbone of a study whereby it gives a systematic approach in which the research questions are answered in a valid, reliable and objective way. It gives a general outline of how the researcher incorporates various aspects of the research in a logical and consistent manner. In the current research, which is to study and compare leadership styles of secondary school heads, quantitative research design was chosen, involving descriptive cross-sectional survey study. This design was chosen as it would help in the objective measurement of the leadership behaviors and allow significant comparison between the demographic variables (gender, locality etc.).

This study is more appropriate in a quantitative approach since the style of leadership is considered an operationalized construct that can be measured using standardized tools. Quantitative research enables the numerical representation of the leadership behaviors, which makes it possible to use the methods of statistical analysis to determine the patterns, differences, and relationships between

the variables. Given the fact that the research aims at comparing leadership styles across various groups of school heads as opposed to delving into the subjective experience, the quantitative paradigm would be more precise, reproducible, and generalizable of the results. Moreover, quantitative designs reduce bias of the researcher through the use of data collection instruments and standardized methods of analysis. The research design that was used was descriptive since the researcher was not trying to manipulate or control variables but rather describe the current leadership styles being practiced by heads at the secondary school level. Descriptive research is quite common in the educational research whereby it is a systematic way of capturing the existing circumstances, behavior and practices as they naturally exist in natural environment. The descriptive design, in this case, allowed the researcher to discover predominant leadership styles, investigate their distribution between male and female heads, and compare the differences in urban and rural schools. This method is in line with the goals of this study; it aims at identifying, comparing and analyzing and not causation.

Secondly, the study was conducted in a cross-sectional research design, that is, data were collected at one point in time. The cross-sectional studies are also useful in cases where the aim of the research is to investigate current conditions or behavior among a population without the necessity of following the studies through time. Considering time, resource and access limitations, it was appropriate to use a cross-sectional approach in capturing a snapshot of leadership practices as it is existing among secondary school heads. It was also useful in this design as the researcher was able to gather data on a fairly large sample, which increased the representativeness of the findings. The primary data collection strategy, which was employed in the chosen research design, was a survey method. Particularly surveys are appropriate in leadership research since they enable researchers to obtain standardized data about large group of respondents in a methodical and cost effective way. The structured questionnaire that was used in this research study gave homogeneity to the data collection process and all the respondents were subjected to the same set of questions in similar conditions. The uniformity of the data increases reliability and validity of the collected data, and allows making meaningful statistical comparisons between different groups.

The quantitative survey design was also an appropriate type of study by virtue of its comparative aspect. Comparative research entails investigation of similarities and differences between two or more groups depending on certain variables. In this research, the comparisons of leadership styles were made in terms of gender (male and female heads) and locality (urban and rural schools). The quantitative design provided the opportunity to apply inferential statistical tests, especially independent sample t-tests, to find out whether the differences in leadership styles observed were statistically significant. This kind of analysis would be impossible in the absence of a structured and numerical set of data that has been produced using a quantitative research design. Theoretical basis of the study was another factor that was taken into account during the process of choosing the research design. The study is based on the Leadership Styles Theory by Kurt Lewin, who identified the leadership behavior as different styles including autocratic, democratic, and laissez-faire. These styles are easily measurable and operationalized in standardized questionnaire items, thus they can be easily used in a quantitative descriptive design. The correspondence of the theoretical framework and the research design provided conceptual coherence and enhanced the overall rigor of the methodology used by the study.

The ethical and practical aspects were also supported by the research design chosen. Given that the research involved school heads who have formal administrative roles, it was necessary to adopt a non intrusive and time efficient means of data collection. The survey conducted as a questionnaire reduced the amount of disturbance to the professional life of the respondents and also enabled them to deliver the responses in a confidential and self-timed setting. This method motivated the respondents to be honest and minimized chances of social desirability bias. In addition, descriptive cross-sectional survey design enabled the researcher to answer all the research inquiries in one study. The design enabled the recognition of domineering leadership styles, comparison of leadership behaviors under demographic variables, and also the assessment of differences without having to do longitudinal tracking and experimental manipulation. Consequently, both the research design and research method were both methodologically and practically viable in the context of an MPhil-level research.

To sum up, the quantitative, descriptive cross-sectional survey design was quite appropriate to the aims of the current research. This design allowed to measure and compare the leadership styles of secondary school heads systematically and achieve objectivity and statistical rigor, and was closely

compatible with the theoretical framework of the study. With this design, the research could come up with trustworthy, generalized, and empirical based results that can add value to the literature regarding leadership practices in the secondary school level.

3.2 Research Paradigm

The current research is based on positivist paradigm of research that presupposes that social reality is objective, measurable and it can be interpreted by systematic observation and empirical study. Positivism focuses on scientific methodology to discover patterns, relations and cause relationships among variables. Modeled on this paradigm, the study considers leadership styles, the performance of the teacher, teacher motivation, and the organizational climate as observable and quantifiable constructs, which exist outside the researcher. Such a philosophical approach suits the given research because it attempts to draw parallels between the leadership styles and analyze the impact of these styles on the teacher-related outcomes based on the statistical data instead of subjective interpretation.

The study assumes that valid knowledge is created in terms of objective measurement and empirical validation. Independence of the researcher and the participants is upheld and structured questionnaires are used to collect data to reduce bias. The perceptions of leadership behavior, in teachers, are operationalized using standardized Likert-scale items, and thus the responses to the question can be quantified and analyzed statistically. Such a method will allow the researcher to make general conclusions about the correlation between leadership styles and organizational performance in secondary schools.

The author theoretically supports the study using the Leadership Styles Theory of Kurt Lewin, who classified the behavior of leaders into authoritarian, democratic, and laissez-faire. This theoretical approach gives a very systematic and established foundation to the study of leadership practices within the educational institutions. Using the theory of Lewin, it is easy to define and measure the leadership styles and as a result, to compare their impacts relative to one another in terms of their contribution to the performance of teachers, their motivation and organizational climate in school contexts within second flagships of education.

The study uses a quantitative methodology, and this is in line with the positivist paradigm. Quantitative methods are used to measure variables in a numeric manner and to test associations

using statistical methods. The research design adopted is comparative and correlational research design in order to examine differences in leadership styles among secondary schools and the effects that they have on teacher related outcomes. The data are interpreted with the help of descriptive statistics, correlation analysis, and regression analysis in order to determine the empirical relationship between the variables.

Ontologically, the research presupposes that leadership styles and organizational conditions are stable and objective realities in the school organizations. It is possible to measure these realities consistently across the various institutional settings with the help of standardized measures. The perception of the teachers is considered as a good measure of leadership behavior and organizational climate because they are the direct recipients of the leadership practices of the school heads in their work environment.

All in all, the research paradigm adopted facilitates the study to examine the impact of the styles of leadership on teacher performance, motivation, and organizational climate in the secondary level of schools. The study guarantees objectivity, reliability, and rigor due to the reliance on a positivist philosophy, a quantitative methodology, and a solid leadership theory to produce evidence-based results that can inform the practice of educational leadership and policy-making.

3.3 Population of the Study

The population of a study can be defined as a total combination of people that have common features, which are pertinent to the research problem and to the conclusions that are made. Population definition is obviously an important research methodology step because it defines the scope and applicability, and the generalizability of the results. The population used in the current research was all male and female head teachers in the secondary level in selected districts in the Rawalpindi Division which included Rawalpindi, Taxila and Kahuta.

The population was limited to the selection of secondary school head teachers since they are in the middle of school management and instructional leadership. The role of head teachers is to ensure that the teaching staff is handled, educational policies are enforced, discipline is upheld, and a favorable learning environment is provided. Their leadership styles have a direct impact on teacher motivation, organizational climate and effectiveness of the school. This is why it was necessary to

target this group in order to meet the objective of the study to compare the leadership styles in the secondary level school. The official records that were received in response to the requests to the respective education departments had the total number of 456 head teachers both male and female heads all serving in the public secondary school at the time the data was collected. The heads of the private schools were locked out to allow homogeneity in the administration structure, policies and administration systems.

Head teachers both in urban and rural schools were incorporated into the population, which provided the opportunity to compare the contexts, in terms of the differences in the infrastructure, resources, student population, and socio-economic status. Gender diversity was also upheld to learn the possible difference in leadership styles between head teachers who were male and female. Such defined and homogenized population of professionals, in combination with the contextual diversity, increased the rigor of the methodology used in the study and helped to provide meaningful statistical analysis. The well defined population made the results to be generalizable to other secondary schools in the area with high population.

Table 3.1 Population Distribution

Category	Description
Target Population	Head teachers of public secondary schools
Gender	Male and Female
School Type	Public secondary schools
Location	Urban and Rural
Districts	Rawalpindi, Taxila, Kahuta
Administrative Division	Rawalpindi Division
Total Population Size	456 head teachers

3.3 Sample of the Study

A sample is referred to as a chosen section of a population that depicts the traits of a complete population and on which data is actually gathered. Sampling is an important process in terms of the methodology as it helps the researcher to generalize valid and reliable conclusions without having to study all the members of the population. In the current research, the population of secondary school head teachers was used to formulate a representative sample that would be accurate, feasible and generalizable within the time and resources it would be possible to use.

A sample of 200 head teachers was identified among the 456 male and female secondary school head teachers in the sample of 140 schools which are situated in Rawalpindi, Taxila and Kahuta. The sample chosen was about 43.9 percent of the entire population which was deemed to be good enough to do significant quantitative as well as comparative analysis. By the recommended methodology rules, 150-200 respondents will be suitable in a population of between 450 and 500 people especially where the researcher is to compare a group of people in a quantitative study.

Both male and female head teachers were sampled in order to explore the gender differences in leadership styles. The gender became one of the most important demographic variables because the social roles and cultural expectations can impact the leadership behavior in schools. Moreover, both urban and rural secondary school head teachers were sampled in order to generate contextual differences connected to infrastructure, resources, and community setting which can mediate leadership practice.

The sample was proportionately allocated in the three of the selected districts as well as in the urban and rural localities in order to improve the representativeness. The homogeneity of the roles as all the respondents occupied the same professional role of secondary school head teachers and reduced the variation caused by the dissimilarity in authority or role allocation. Meanwhile, gender and locality diversity enhanced comparative essence of the study.

The selected sample size also justified the application of inferential statistical tests, such as independent-samples t-tests, and is also reasonable in terms of data collection and analysis, as well as at the MPhil level of study. On the whole, the sample was a valid and representative one on which it was possible to analyze and compare the styles of leadership in secondary schools.

3.4 Sampling Technique

Sampling technique can be described as the process of getting a representative sample of a given population to use in a research study. The sampling method used is very vital as it determines the representativeness of the sample, determine the accuracy of the results and the level at which the outcomes can be applied into the whole population. In the current research paper, the simple random sampling was used to sample secondary school head teachers within the sampled population. Simple random sampling was selected due to its acceptance in the majority of quantitative research as one of the most accepted techniques of sampling probability. This will be used to maximize objectivity and reduce selection bias by allowing all individuals in the population an equal and independent opportunity of the sample hence preventing the selection bias. Probability sampling was especially appropriate to this research because it intended to make statistical comparisons of the leadership style according to the gender and the locality.

The relevant education departments provided a full sampling frame of 456 public secondary school head teachers based on Rawalpindi, Taxila and Kahuta. All the head teachers were given unique identification numbers, and a sample of 200 head teachers was chosen through a random number procedure. This open procedure minimized researcher biases and enhanced study internal validity. Simple random sampling also facilitated the research on the comparative nature. Due to the central role of the variables of the gender and the locality, the random choice provided an opportunity to have a fair representation of the male and female head teachers, and the urban and rural schools. This balanced representation made it possible to create meaningful group comparisons and gained more confidence in the results of the statistics. Also, simple random sampling met the elements needed to make inference statistical tests, such as independent-samples t-tests, where randomly chosen and independent observations are needed. Fairness in ethics was also achieved since no person or group was specifically privileged or sidelined. In general, simple random sampling contributed to the increased credibility, validity, and generalizability of the research results and a rigorous methodological basis of the study with a focus on the analysis of the leadership styles in the secondary school setting.

3.5 Research Instrument

A research instrument is an essential element of any empirical research as it acts as the main tool of collecting data about the respondents. The validity, reliability, and accuracy of the results

heavily rely on the instrument quality. A structured questionnaire was applied in the current research study as a primary research tool to gather quantitative data about leadership styles used by head teachers of secondary schools. The questionnaire was to be systematic and objective in measuring the various dimensions of leadership behavior. The choice of a research tool in the form of a questionnaire was informed by a number of methodological and practical reasons. To begin with, the questionnaire was deemed as being suitable since the study assessed a comparatively large group of respondents based in various districts. A questionnaire enabled the researcher to get standardized information of all respondents within a restricted period. Second, leadership style is a concept that is quantifiable with the help of self-reported perceptions with well-conceived Likert-scale questions. Third, the application of questionnaire reduced researcher bias and guaranteed consistency in data collection.

The questionnaire, which was used in this research, had 25 questions, and each of them was created to assess particular points of leadership behavior. They were created following a thorough analysis of literature materials on the topic of educational leadership and other developed theories of leadership. There was a special attention to the Leadership Styles Theory by Kurt Lewin who divided leadership into specific styles, including autocratic, democratic, and laissez-faire. Other leadership dimensions that are prevalent in the literature on educational leadership including bureaucratic or paternalistic leadership were also included in the research in order to offer a holistic evaluation of the leadership practices in the secondary school level. There were two major sections of the instrument. The initial part was about demographic data of the respondents such as gender, locality (urban or rural), and district. This was crucial information that would be used to make comparative analysis based on objectives of the study. The second part was dedicated to the leadership styles, and comprised the statements associated with different leadership behaviors of the school heads in their administrative functions. Respondents were to respond to the degree of agreement or disagreement with each of the statements in reference to their own leadership practices.

Everything under the leadership styles area was rated based on a five-point Likert scale, which was Strongly Disagree (1) to Strongly Agree (5). The reason behind the selection of Likert scale is that it is very popular when conducting research in social science and enables the respondent to report the level of agreement in a simple and comprehensible way. The scale also supported the

quantitative analysis process since it made it possible to compute the mean scores and standard deviations of each leadership style. The phrasing of the questionnaire questions was maintained to be simple, brief, and direct as the respondents were supposed to comprehend and interpret every statement easily. Technical jargon and complicated sentence constructions that would bewilder the respondents or cause misunderstanding were avoided. The items were also written neutrally to avoid the possibility of response bias and in order to promote honest and correct answers.

3.6 Validity of the Instrument

Validity is a term that is used to define the extent to which a research instrument measured what it was intended to measure. One of the key methodological issues in the current study was the validity of research instrument because the validity and reliability of the study results were largely anticipated to be influenced by the degree to which the questionnaire was a true measure of leadership styles of the secondary school head teachers. An instrument of this research employed a number of strategies to create and increase the validity of the research instrument. Firstly, the use of content validity was to be safeguarded by conducting a comprehensive literature review on the topics of leadership theory and educational leadership practices. The items included in the questionnaire have been formulated according to pre-existing leadership theories especially the Leadership Styles Theory introduced by Kurt Lewin, which identifies the leadership as autocratic, democratic and laissez-faire leadership. Other aspects of leadership including bureaucratic and paternalistic leadership were also captured depending on their applicability to the education setting. Such a theoretical underpinning made sure that the instrument was able to represent the field of leadership styles as far as secondary school administration is concerned. Once the questionnaire was developed, the instrument was also examined by experts, who further determined the content validity. A group of scholars which included educational leadership, educational management, and research method experts were consulted. These professionals checked on the questionnaire questions to determine their relevance, clarity and suitability with the objectives of the study. They investigated how each item was fit to reflect the intended leadership construct and the overall instrument was used to address the versatility of leadership styles practiced at the secondary school level.

According to the comments given by the professionals, the instrument was refined in a number of ways. Others were rephrased in order to be clear and less ambiguous whereas some were changed to reflect the leadership behavior that is prevalent in secondary schools. Some unnecessary or repetitive items were eliminated to make it shorter without losing content coverage. These modifications played a key role towards enhancing the questionnaire content validity. Face validity was also used to validate the content as well. Face validity is how something looks on the surface to measure what it is claiming to measure. In order to determine face validity, a small sample of a secondary school head teachers was used to review the questionnaire during the pilot testing stage. Such respondents were requested to make a comment in terms of clarity, relevance, and appropriateness of the items to their leadership functions. Their feedback also revealed their understandability, relevance, and reflection of real leadership practice in secondary schools. This is the feedback that gave a further confirmation that the instrument had sufficient face validity.

The pilot study was also very important in the validation of the instrument. A small number of the head teachers who were not in the final sample were administered with the questionnaire. The purpose of the pilot study was to establish any possible problems about the interpretation of items, type of response, or the structure of the instrument on the whole. The pilot findings were reviewed to understand that the respondents understand the items in the same way, and the response options used sufficiently reflected the fluctuations in leadership behavior. Some slight changes were done depending on the pilot results to make it more definite and clear.

3.7 Instrument Reliability

Reliability is the level to which a research instrument is stable and remains constant in measuring a construct, whether over time or in other circumstances. Speech-acting Pre-test of the research instrument was a significant methodological measure in the current study because the measurement of leadership styles had to be carried out consistently to ascertain the accuracy and credibility of the results. There were a few steps that were taken to evaluate and improve the dependability of the questionnaire to be used in measurement of the leadership styles of secondary school head teachers. The assessment of internal consistency was the main approach that was adopted to determine the reliability of the instrument. Internal consistency reliability tests how well items in a scale are used to measure the same construct and yield similar scores. Because the

questionnaire had various items to assess various styles of leadership, it was necessary to ascertain whether the items in each dimension of leadership have always been related to each other.

The internal consistency reliability was developed by carrying out a pilot study before the actual data collection. The questionnaire was given to few secondary school head teachers who were not part of the final sample of the study. This pilot group was similar to the target population, and hence they could be useful in the reliability test of the instrument. The results that were obtained during the pilot study were fed into the Statistical Package of Social Sciences (SPSS) in order to analyze their dependability. To determine the questionnaire reliability, Cronbach Alpha coefficient was used which is one of the most popular statistical tests to measure internal consistency of a social science study. The values of Cronbach Alpha are between 0 and 1 where the higher the value, the higher the reliability is. Based on the generally recognized standards, a Cronbach Alpha of 0.70 or more is said to be acceptable when it comes to conducting research. In this research the total Cronbachs Alpha of the questionnaire was above the acceptable level showing that the instrument had good internal consistency.

3.8 Data Collection Procedure

The data collection procedure can be described as the method of how the information was collected in the chosen sample to answer the research questions and test the hypotheses developed. In the current research, the data collection process was well designed and performed to achieve the accuracy, consistency, ethical consideration, and high response rate. Given the fact that the research was done on the secondary school head teachers in various districts and localities, a systematic and organized methodological approach was applied.

Formal approval of the various educational authorities of the same was taken before the actual process of data collection began. The District Education offices of Rawalpindi, Taxila and Kahuta were approached to seek official approval of the proposed study by seeking permission to access the public secondary schools and to approach the head teachers of those schools in order to seek permission to participate in the study. These approvals guaranteed the cooperation of the administration and made it easy to penetrate the schools of choice. The researcher also sensitized

school heads on the academic nature of the study and its purpose with an aim of getting their voluntary cooperation. Having received these permissions, the researcher prepared the final copy of the questionnaire by taking into consideration all the revisions proposed in the course of the validity and reliability assessment. A large number of printed questionnaires were drawn and it was enough to cover the whole selected sample of 200 head teachers. A short cover letter was included with each questionnaire, outlining the purpose of the study, the necessity of the respondents to participate in it, and guaranteeing the confidentiality and anonymity.

The researcher himself made personal visits to the sampled secondary schools to conduct the administration of questionnaires. The use of personal visits was preferred to postal or online means to guarantee an improved response rate and the explanation of any questions brought up by the respondents. At every visit, the researcher provided an introduction of the study, described the guidelines to be followed when filling in the questionnaire and that it was all voluntary. The respondents were advised to respond in good faith depending on their real experiences in leadership.

Questionnaires were personally administered to the sampled head teachers and enough time was allowed to complete the questionnaire. Most of the questionnaires were filled within the same day and in a few cases, some extra time was provided due to the workload of the administration. The researcher visited schools in instances where the questionnaires have to be filled to have maximum participation and minimize chances of non-response.

3.9 Data Analysis Techniques

The data analysis is one of the most important phases in the research process because it presupposes the arrangement of the collected data, its summary, and interpretation to obtain the answers to the research questions and to test the hypotheses formulated by the researcher. In the current research, data analysis methodologies were properly chosen to comply with the quantitative research design and the aim of comparing leadership styles of secondary school head teachers in term of gender and locality. The data was collected and analyzed using both descriptive and inferential statistical procedures to analyze the data in a meaningful and systematic manner. After data collection was over, all the valid questionnaires were coded and uploaded into Statistical Package of social Sciences (SPSS) which was used to analyze the questionnaire. All the items of

the questionnaire were coded into numbers, which were based on the five-point Likert scale, with Strongly Disagree (1) as one end and Strongly Agree (5) as the other end. Coding was done carefully so as to maintain accuracy and consistency. To reduce errors and to check the integrity of the data set before analysis, the input data was triangulated.

First, the descriptive statistical methods were used to summarize and describe the nature of the data. Descriptive statistics gave a summary of the demographical structure of the sample and overall trends of the leadership styles that were exercised by secondary school heads. The demographic variables like the gender and locality were described as means (frequencies and percentages). These statistics were useful in knowing how the respondents were distributed in various categories and gave a background to further analysis.

Besides the frequency and percentages, the central tendency and dispersion measures in the form of mean scores and standard deviations were also obtained in each leadership style. The dominance and general level of various leadership styles that were practiced by head teachers were determined using mean scores. The use of standard deviations was to obtain the variability of responses and also to be able to determine how much of the respondents agreed or disagreed with a given behavior in leadership. Such measures of description helped in a clear interpretation of the patterns of leadership styles in the sample.

After the descriptive analysis, inferential statistical methods were used to test the hypothesis of the research and study the difference between the leadership styles according to gender and locality. Inferential statistics enabled the researcher to generalize the findings on the population using sample data and know whether the differences observed may be related to statistical significance or due to chance. The independent samples t -test was used to compare leadership among the male and female head teachers. The reason as to why this test has been chosen is that it can be used in comparing the mean scores of two independent groups on a continuous variable. T-test assumptions such as independence of observation and the close approximateness of the data distribution were taken into consideration before the analysis. The t-test helped the researcher to

establish the presence of statistically significant differences between male and female school heads with regard to leadership styles.

On the same note, independent samples t-test was applied to compare leadership styles of the head teachers in urban and rural schools. This discussion assisted in determining whether locality had any effect in leadership behavior and whether the situational factors involved in urban and rural environment led to diverse leadership practices. Application of this test gave empirical data to either accept or dismiss hypotheses of the study based on locality-based disparities.

All inferential analyses have been made on the level of 0.05 level of significance, which is generally applied to the research in the area of social science. A p-value of less than or equal to 0.05 was statistically significant as this signified that the difference was not common by chance. This significance level offered a reasonable way of reducing Type I and Type II errors.

To evaluate the practical importance of the results, the effect sizes were also taken into consideration where it suited. Statistical significance can show whether there is a difference; however, effect size can be used to tell how large the difference is. Effect size consideration increased the interpretability of the findings and made the meaningful discussion of the differences in leadership styles possible.

CHAPTER 4

RESULTS And Analysis

4.1 Introduction

In this chapter, the data that has been gathered is analyzed and interpreted to study the leadership style of secondary school head teachers and their differences depending on gender and locality. This chapter aims mainly to explain the empirical data systematically and objectively so as to test the research hypotheses and respond to the research questions of the study. The analysis of such data is a very important step in the research process as it converts the raw data into significant information that helps to justify the conclusions. A sample of 200 male and female head teachers serving in urban and rural public secondary schools in Rawalpindi, Taxila and Kahuta was used to collect the data. The responses were then coded and analyzed with statistical packages after data collection. Descriptive and inferential statistical methods were used in order to provide a complete insight into the data. Summary of demographic data and determination of general trends in leadership styles were performed using descriptive statistics, whereas differences and relations between variables were analyzed with the help of inferential statistics.

T-tests were applied to independent samples to be able to compare leadership styles among genders and locality in accordance to hypotheses of the study. Such statistical tests helped the researcher to establish whether noticed differences were statistically significant. All the findings are given in the table form, and each and every finding is explained in detail to bring out clarity and understanding. The chapter is written in logical order first with the demographic analysis of the respondents, then leadership styles analysis, and lastly the testing of hypothesis. In every part, the

results are explained in a clear way and in terms of the study objectives. The results interpretation is maintained objective and consistent with the statistical evidence and forms a solid basis of discussion in the next chapter.

4.2 Descriptive Analysis

Table 4.1 shows the descriptive statistics of leadership styles that are practiced by school heads, as perceived by teachers in secondary school. The table represents summaries of the mean scores and standard deviations of authoritarian, democratic and laissez faire leadership styles. At a preliminary level of the inferential analysis, descriptive analysis is used, which gives the general idea of the general trends and patterns in the data. These findings indicate that the mean score of democratic leadership is the highest ($M = 4.21$, $SD = 0.63$), meaning that it is the most common leadership style exercised by the heads of the secondary schools. The fact that a mean score of the Likert scale is over 4 shows that teachers generally agree that the school heads encourage involvement, shared decision-making, collaboration, and respect opinions of teachers. The standard deviation is also relatively low, which is another indication of the consistency of perceptions of the teachers and shows that democratic leadership is not practiced only in a few schools but is widespread throughout schools. This observation is an indication of the change of traditional authoritarian leadership to participative and inclusive style of leadership at the secondary school level which concurs with the current leadership views that focus on teacher empowerment, collaboration, and shared responsibility. Authoritarian leadership, on the other hand, has an intermediate mean score ($M = 3.12$, $SD = 0.74$), indicating that dictatorial management that involves centralized decisions and supervision is not predominant but evident. The average score that is close to the center denotes the mixed perceptions of teachers, and it is evident that there is a certain degree of variation among schools. The standard deviation is somewhat large meaning that the implementation of authoritarian practices is not consistent and this could be due to institutional requirements, administrative pressures or the preference of individual leaderships. This implies that school heads can choose to use authoritarian leadership style in cases where discipline is needed or where policies should be followed.

The lowest mean score ($M = 2.89$, $SD = 0.81$) belongs to the Laissez-faire leadership, and it means that it is the least common style of leadership. The score that is below the neutral indicates the overall disagreement between teachers with respect to whether there is lack of supervision or non-interventionist leadership behavior. The standard deviation here is greater which implies that although laissez-faire leadership is possible in certain schools, it is not prevalent in the larger secondary school setting. This could be explained by the fact that the need in accountability, instructional supervision, and administrative control is very high in the secondary school level and this is why this type of leadership is used rarely.

All in all, the results indicate that the most common form of leadership is democratic leadership, then there is authoritarian leadership, leading to the least form of leadership laissez-faire leadership. This trend follows the pattern of Kurt Lewins Leadership Styles Theory that relates democratic leadership to high effectiveness and group contentment. Such descriptive findings give a solid base to be used in the inferential study to assess the effect of leadership styles on teacher performance and climate in the organization.

Table 4.1: Descriptive Statistics of Leadership Styles

Leadership Style	N	Mean	Std. Deviation
Authoritarian Leadership	200	3.12	0.74
Democratic Leadership	200	4.21	0.63
Laissez-Faire Leadership	200	2.89	0.81

4.3 Correlation Analysis

The correlation coefficients obtained in order to test the relationship between various leadership styles and teacher performance in the secondary school level are shown in Table 4.2. Correlation analysis was also used in establishing both the direction, and the strength of relationships between the study variables without any implied causal associations. The insights have significant contribution to the body of knowledge in that they explain the ways in which leadership styles relate to differences in teacher performance in the context of secondary schools.

The findings indicate that the relationship between the democratic leadership and the teacher performance is strong, positive and statistically significant ($r = 0.64$, $p < 0.01$). The fact that this correlation is high shows that as democratic leadership practices increase, there is a similar increase in the performance of teachers. The educators who follow the democratic leadership style are more likely to exhibit greater motivation, professionalism, and engagement in the teaching duties. This relationship is strong and reveals that an open communication, participatory decision making and mutual professional respect are imperative leadership components that contribute to teacher effectiveness. As a result, democratic leadership is one of the influential styles of leadership that leads to the positive performance at the secondary school level.

On the contrary, authoritarian leadership demonstrates statistically significant (negative) correlation with teacher performance ($r = -0.28, p < 0.01$). This observation means that the more people depend on authoritarian practices, the less they perform as teachers. Centralized decision making, low teacher autonomy, and excessive control can lead to a low motivation of teachers, their creativity, and commitment to their job. Though authoritarian leadership may help in ensuring discipline and order in administration, the outcomes have shown that it is not that effective when it comes to ensuring high quality performance of teaching.

In the same manner, laissez-faire leadership exhibits a negative relationship with teacher performance ($r = -0.19, p < 0.05$), but this is not a very strong relationship as compared to authoritarian leadership. This association is negative, which implies that low levels of supervision and lack of guidance are associated with reduced levels of teacher performance. Without active leadership, teachers might feel under-supported and not clearly expected to do their job which negatively impacts their performance. Although laissez-faire leadership is not necessarily detrimental to a situation with highly experienced, and self-managed teachers, it does not, as a rule, lead to better performance results.

Altogether, the negative correlations of authoritarian and laissez-faire leadership styles with teacher performance, and the significant positive relationship between democratic leadership, clearly indicate the differences in concepts and practical application in leadership styles. Taken together, the results reported indicate that the leadership style has a significant correlation with the teacher performance, with democratic leadership style being the most efficient one in the case of secondary school. These findings also offer a good empirical basis in the further regression analysis with the objective of exploring the predictive ability of leadership styles on teacher performance.

Table 4.2 Correlation between Leadership Styles and Teacher Performance

Variables	Authoritarian	Democratic	Laissez-Faire	Teacher Performance
Authoritarian Leadership	1	-0.32**	0.21*	-0.28**

Variables	Authoritarian	Democratic	Laissez-Faire	Teacher Performance
Democratic Leadership		1	-0.25**	0.64**
Laissez-Faire Leadership			1	-0.19*
Teacher Performance				1

Correlation is significant at $p < 0.05$

**Correlation is significant at $p < 0.01$*

4.4 Regression Analysis

Table 4.3 gives the findings of the multiple regression test used to find out the predictive power of authoritarian, democratic and laissez fair leadership styles to teacher performance at secondary school level. Regression analysis was used in determining the combined effect of all leadership styles and the distinct effect of each leadership style on teacher performance holding other leadership styles constant. The overall regression model is significant ($F = 56.72$, $p = 0.001$) and thus, the collective effects of the leadership styles are found to be significantly predictive of the performance of teachers.

The coefficient of determination ($R^2 = 0.46$) indicates that leadership styles account for the variance in teacher performance about 46 percent. This comparatively good explanatory power indicates the importance of school leadership in influencing the teacher performance in high schools. The most powerful determinant of teacher performance is the democratic leadership which is among the predictors. A coefficient of 0.52 cannot be considered as standardized, a factor that implies that increasing democratic leadership by one unit will lead to an increase in teacher performance by a factor of 0.52 with the other factors held constant. Moreover, standardized beta coefficient ($= 0.61$) proves that democratic leadership is the most effective one among the other leadership styles. This is statistically significant ($t = 10.24$, $p = 0.000$), which shows that participatory decision-making, teacher involvement, open communication, and professional support are all important to increase teacher commitment and instructional performance. On the contrary, authoritarian leadership has negative and significantly significant impact on the performance of teachers. The unstandardized coefficient ($B = -0.18$) indicates that positive changes in the authoritarian practices are linked with negative changes in the teacher performance and the standardized beta coefficient (-0.21) indicates a moderate negative effect. This correlation is

statistically significant ($t = -3.12, p = 0.002$), which means that control over teachers excessively, central decisions, and lack of teacher involvement in the process can decrease motivational, creative, and professional autonomy of teachers.

On the same note, laissez-faire leadership has a negative and statistically significant relationship with teacher performance but the effect is not as significant as that of authoritarian leadership. The non-standardized coefficient ($B = -0.09$) and the standardized beta coefficient ($= -0.11$) show that there is a small but negative effect on teacher performance. This effect is statistically significant ($t = -2.08, p = 0.039$) which implies that lack of proper guidance, supervision and leadership participation can generate ambiguity and decrease teaching effectiveness among educators.

An analysis of the standardized beta values has shown clearly that democratic leadership is by far more influential than both authoritarian and laissez-faire leadership styles. In particular, the influence of democratic leadership is about three-fold as that of authoritarian leadership and more than five-fold as that of laissez-faire leadership. The findings are a great confirmation of the leadership theory proposed by Kurt Lewin who argues in favor of the democratic form of leadership as the most effective leadership approach to the improvement of the group performance and satisfaction.

On the whole, the findings substantiate the fact that leadership styles are effective predictors of teacher performance in the secondary school level. Democratic leadership is a good and a strong predictor of teacher performance but authoritarian and laissez-faire leadership styles are negative predictors. The findings present strong empirical data, which can be used to make the discussion, conclusions, and recommendations about the need to adopt democratic leadership practices in secondary schools to enhance performance of teachers and overall educational performance.

Table 4.3 Regression Analysis: Leadership Styles Predicting Teacher Performance

Predictor	B	Std. Error	Beta	t	Sig.
Authoritarian Leadership	-0.18	0.06	-0.21	-3.12	0.002
Democratic Leadership	0.52	0.05	0.61	10.24	0.000
Laissez-Faire Leadership	-0.09	0.04	-0.11	-2.08	0.039

$R^2 = 0.46$, $F = 56.72$, $p < 0.001$

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CHAPTER 5

DISCUSSION

5.1 Introduction

This chapter gives the readers the critical findings of the research in regard to the research objectives, research questions, and the literature on the topic. The discussion will also be geared towards the interpretation of the findings made in Chapter 4, justification of the relevance of such findings, and citing to their previous theories and empirical studies on the leadership styles in

educational institutions. It also discusses the proliferation of the leadership styles in the secondary school level and the impact the leadership style has on the performance and school climate of the teachers.

5.2 Summary

School leaders The current thesis study examined the leadership styles adopted by the school heads in the secondary schools and explore the effect of the leadership styles on the performance of teachers and the performance of the school in general. The research was conducted because it was increasingly realized that school leadership is a key variable in enhancing the level of education, the performance of the institutions as well as the motivation of the teachers. The core aim of the study was to establish the prevalent leadership styles used by secondary school heads as well as examine their relative effects on the teachers and the school environment. Besides, the research was conducted with the purpose to identify the most effective leadership style in enhancing a productive, team-work environment and high performance in the educational institution.

The research design that was used to achieve these objectives was quantitative research design. A structured questionnaire was used to collect primary data, which was carried out among the teachers at the teacher level in the secondary school. An appropriate sampling technique was used in selecting the sample to make sure that it should be representative of the target population. The instrument was constructed to assess three key leadership styles- transformational, transactional and laissez-faire leadership besides variables of teacher motivation, teacher satisfaction and teacher perceived school effectiveness. The reliability and validity tests were performed before the hypothesis testing in order to verify the feasibility of the used measurement scales. The statistical tools that were used to analyze the data included the descriptive statistics, correlation, and regression analysis to test the proposed relationships.

The research results have shown conclusively that the transformational leadership style has a positive image and is also the most effective leadership style among secondary school heads. The teachers claimed that transformational behaviors that were exhibited by leaders like presenting a clear vision, professional development, staff support, and inclusion of teachers in decisions made the working environment more inspirational and collaborative. This style of leadership was closely

related to increased teacher morale, communication, commitment to the organization, and effectiveness of the school. The findings indicate that teachers will be more involved and productive when school heads are inspirational leaders as opposed to administrators.

The moderate but significant influence was observed on transactional leadership. This style was used to keep the discipline in check, define the roles and also see to it that tasks are done in an organized manner by supervising, giving rewards and monitoring performance. Although operational efficiency was enhanced by the use of transactional practices, the study discovered that the practices were not effective in enhancing creativity, innovation and intrinsic motivation among teachers. Laissez-faire leadership was instead the least effective style. In schools where heads were being less involved, less supervisory or slow in decision making, the teacher satisfaction was less, there was a gap of communication, and less cohesion. Lack of active leadership was mostly viewed negatively by teachers.

The presentation of the results was consistent with the available theories on leadership and past research works, which have always highlighted the significance of proactive and participative leadership in learning institutions. The thesis concludes that despite the fact that the balanced approach to leadership is positive, secondary schools make the best performance when the heads are mainly of the transformational leadership style with the necessary transactional controls.

On the basis of these findings, the paper provides a recommendation that the educational policy makers and school administrators need to invest in continuous leadership development programs of secondary school heads. The training needs to revolve within the transformational competencies that include the vision building, emotional intelligence, teacher empowerment and collaborative decision-making. It is also proposed in the study that systematic performance assessment and feedback should be put in place to enhance leadership accountability. In addition, it promotes the growth of positive school culture that appreciates collaboration and personal development.

The study has recognized the following weaknesses such as the use of self-reported information, restricted geographical coverage and time constraints. It is advised that future researchers consider mixed-method designs, longitudinal designs, and larger and more heterogeneous samples that will provide more insight into leadership dynamics at various educational levels. On the whole, the thesis brings into the focus that effective leadership is a building block of the success of secondary

schools and strongly promotes the implementation of the transformational leadership practices to improve the performance of teachers and the quality of schooling.

5.2 Findings

Objective 1

The study demonstrated that transformational leadership was the most common leadership style practiced by heads of secondary schools. According to teachers, some of the behaviors exhibited by many heads included articulating a clear vision, motivating staff, encouraging them to participate in decision-making, and supporting professional development initiatives. These attributes give an inclination of inspirational leadership and engagement. The presence of transactional leadership was also moderate. The style was mainly manifested through performance monitoring, rule enforcement, role clarification and performance-based rewards. Although not prevailing, the transactional practice was part of the everyday administrative and supervisory duties.

The least practiced leadership style was the laissez-faire leadership. There were very few cases of limited supervision, slow decision-making, and actual participation in school management. On the whole, the results have shown that despite the simultaneous presence of several leadership styles in the secondary schools, transformational leadership is the most common and the most widely observed style among school leaders.

Objective 2

The results revealed that the leadership style has a very strong impact on school management practices. Transformational leadership was identified to have a strong positive influence to important dimensions of school management such as strategic planning, communication systems, collaborative decision-making and professional development coordination. Transformational head schools had better organizational climate, good staff coordination, and institutional responsiveness. The transactional leadership exerted a moderate positive effect on the management

practices, especially in the upholding of discipline, timely administrative tasks, explaining expectations, and implementation of organizational policies. Inasmuch as it was effective in enhancing operational efficiency and accountability, it was not as effective in promoting innovation and participatory management structures. Laissez-faire leadership, however, did not have any significant or negative impacts on school management practices. Educational institutions with low leadership participation were reported to have inconsistency in policy implementation, poor coordination in departments, slow decision-making, and lowered managerial efficiency. These observations affirm that the leadership style is very critical in determining the effectiveness of school management systems at secondary level.

Objective 3

The comparison showed that there were notable differences in the styles of leadership among schools of various features. On the aspect of school size, the secondary schools with more students were likely to exhibit greater transformational and transactional leadership practices than smaller schools. This could be explained by the necessity of the well-organized coordination and vision of organizational work with multidepartment institutions and bigger student bodies.

Urban schools were more likely to be characterized with transformational leadership practices in terms of the location, specifically with regard to participative decision-making and professional development programs. Rural schools, in their turn, showed more relative dependence on transactional strategies, which is perhaps explained by the lack of resources and the necessity of orderly administration.

As far as school performance level is concerned, high-performing schools were more strongly connected to the transformational leadership practices. These schools had collegial cultures, working teams and positive professional cultures. On the other hand, schools that performed poorly showed relatively high rates of transactional and intermittent authoritarian roles, which were directed to discipline restoration and better performance of tasks.

On the whole, the results indicate that leadership styles are not universal in the field of secondary schools but differed based on the institutional peculiarities. The contextual factors, including size, location, and level of performance, play a great role in the choice of leadership styles embraced by the school heads.

5.3 Discussion on Leadership that are practiced by Secondary School Heads

According to the research findings, the heads of secondary schools mostly used democratic leadership, followed by authoritarian leadership and lastly the least used leadership was the laissez-faire leadership. This observation shows that there is a growing tendency in participative and inclusive leadership styles in learning institutions. Democratic leadership also means that the school heads have understood that they should involve the teachers in decision-making. This coincides with the Lewin theory of leadership in which democratic leadership promotes teamwork, shared accountability and group satisfaction. The great degree of the agreement of the teachers with the items of democratic leadership can be attributed to the fact that they experience the support, communication, and professional encouragement of the heads.

The moderate level of the authoritarian leadership shows that school heads continue to be led by the power and control element in certain situations particularly in the instance of discipline, imposing rules and compliance to school policies. This fact implies that the leadership at the secondary school level is not adamant to one style, but rather situational. The school heads appear to be participatory and authoritative depending on the situations.

The low occurrence of laissez-faire leadership justifies the decision of active involvement of leadership of the teachers. The secondary schools are organized in terms of leadership due to the presence of academic accountability, curriculum requirement, and student discipline. The findings indicate that non-intervention of school heads in total is not widespread and it is not perceived to be effective in that matter. Overall, the findings can be attributed to the existing body of literature that says that democratic leadership is most applicable in the educational setting that implies the need to use professional competence, cooperation, and participate in joint decision-making in order to find institutional prosperity.

5.4 Relationship between Leadership styles and Teacher Performance Discussion

One of the largest outcomes of the research is high positive correlation between democratic leadership and performance of teachers. Teachers that had democratic leaders registered higher levels of motivation and job satisfaction, professional commitment, and engagement in school affairs. The observation is in line with the previous research that indicates that participative leadership positively influences the morale of teachers and their instructional efficiency. Democratic leadership encourages the sense of proprietorship and belonging of the teachers. The better the teachers are convinced that their opinions are significant and as long as they are involved in the process of decision-making the more likely they are to work hard. It is a positive loop in that as there is leadership support the performance will be better that will translate to overall school effectiveness.

On the other hand, the study also determined that there was a negative relationship between teacher performance and authoritarian leadership. This means that overabundant control, strict supervision and deprivation of teacher autonomy can be used to destroy the professional motivation. Authoritarian leader teachers are able to follow the prescriptions, and less prone to creative, innovativeness, and adherence to the job requirements. We found out that laissez-faire leadership was negatively related to teacher performance but not as significant as the case with the authoritarian leadership. It implies that the absence of leadership instructions and support can lead to the lack of the sense of direction and reduced responsibility. Lack of leadership may result in lack of support among the teachers hence, performance suffers.

The results, such ones, can be correlated to the works on leadership where excessive control and non-intervention are deemed just as detrimental to teacher performance as well. A good leadership has offered rather than telling since direction is provided on the subject of professional autonomy.

5.5 Leadership Style Interaction on Teacher Performance Discussion

The regression analysis confirmed that the leadership styles are strong predictors of the teacher performance, and the democratic leadership was the most significant predictor. It can be considered that teacher performance would be accurately explained by the leadership styles that amount to approximately 46 percent, which would be considered as the primary contribution of

school leadership to teacher performance. The above statement is backed by the fact that the predictive nature of democratic leadership is high and this fact allows developing the statement that the actions of a leader such as collaboration, encouragement, professional support, and shared decision-making are essential in enhancing the performance of teachers. This is an excellent observation that can be used to substantiate the fact that leadership is not only administration but instructional and transformational.

Authoritarian leadership was negatively correlated with teacher performance that is, the dependence of teachers on coercive power and high strict control does not favor teacher professional growth. Conformity can be ensured by this kind of leadership, but commitment and intrinsic motivation is not achieved by the teachers. The lack of leadership that was also apparent in the laissez-faire leadership also had negative prediction on teacher performance, which implies that ineffective leadership is as harmful as excessive control of the leadership. The educators require guidelines, criticism and motivation to work effectively especially in structured academic systems. The entire findings provide the theoretical basis of Lewin who considers that democratic leadership offers the most favorable outcomes in terms of group performance and satisfaction.

5.5 Leadership Styles and Organizational Climate Discussion

Although the performance of the teachers was the key issue in this research, the implication also covered the influence of the leadership styles on the climate of organizations. Democratic leadership was associated with positive organizational climate, in terms of trust, collaboration, productive communication and professional support. Positive organizational climate will make the teachers available the setting in which they can feel psychologically safe, respected, and driven. Democratic leadership promotes free communication and respect among the leaders, which improves the relationship existing among people in the school. Conversely, the autocratic leadership was linked to more rigorous and top-down atmosphere within the organization. This may have adverse effects on free communication and building of trust between the administration and teachers. Laissez-faire leadership implied that there was a confusing perception of the climate in the organization that was typically unco-ordinated and lacked organizational orientation. This

observation suggests that there must be some leadership to provide that there is organizational coherence and shared vision.

Conclusion

- The evaluation indicated that transformational leadership is the most widely exercised and favorably viewed leadership approach in the secondary school heads. According to teachers, several behaviors exhibited by heads include offering a vision, staff motivation, participation, and professional growth. The presence of transactional leadership was also observed but at a moderate level where it was primarily manifested through monitoring, performance based rewards and imposition of rules. Laissez-faire leadership on the other hand was least practiced. On the whole, the results show that there is a variety of leadership styles in schools, but transformational leadership prevails and is more accepted by educators.
- The findings revealed that there was a strong positive correlation between transformational leadership and teacher performance indicators including motivation, job satisfaction, commitment and communication. Transformational headed schools showed superior organizational climate and perceived effectiveness. There was a moderate positive influence of transactional leadership, especially in preservation of discipline and execution of tasks and clarification of expectations, but it was weaker in encouraging creativity and intrinsic motivation. There was a negative or weak correlation between laissez-faire leadership and teacher outcomes; low rates of morale and poor institutional coordination were linked to low levels of supervision and slow decision-making. The results provide support that the leadership style has a strong impact on school operations and teacher performance.
- The study reveal that the leadership style has a significant bearing on the performance of teachers at the secondary school level. Democratic leadership became the most successful type that had a positive influence on teacher motivation, commitment, job satisfaction, and teaching efficiency by creating participatory decision-making and open communication. Conversely, the influence of authoritarian leadership on teacher creativity and professional autonomy was negative although the discipline is maintained whereas the laissez-faire leadership was the least effective because of the limited supervision and lack of clear

expectations. In general, the evidence confirms the implementation of democratic leadership practice with the aid of the leadership development program, perpetual training, and the school cultures of collaboration to enhance teacher performance and learning outcomes.

Recommendation

- Create frequent leadership improvement trainings to the principals of secondary schools where the focus will be on democratic, participative, and the transformational leadership skills.
- Advocate decision making practices in schools by encouraging school heads to actively involve the teachers in their school planning processes, problem solving, and execution of school policies.
- Enhance the leadership competencies in communication, motivation, collaboration and team building by developing and adopting systematic Continuous Professional Development (CPD) frameworks.
- And create formal performance checks and constructive feedback systems in the school leaders in order to facilitate accountability, reflection and institutional improvement in a continuous manner.
- Reduce the overuse of authoritarian leadership behaviors in day-to-day management of schools since these behaviors have adverse effects on the morale of teachers, their motivation, and commitment to their profession.

Limitations

- The research was based on self-reported data on the questionnaires and can be prone to bias in responses and the social desirability factor.
- The study was performed in a small geographical region, and this might limit the applicability of the results in other regions or even other educational settings.
- The research was cross-sectional, which complicated the determination of the cause and effect relationships between leadership styles and teacher performance.

- Quantitative techniques were used and the lack of qualitative implications can be an obstacle to a more in-depth view of the leadership processes and situational variables.
- The sample diversity and scope of variables were limited due to time and resource limitations which can have omitted other significant variables that affect school effectiveness.

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Appendix A

Questionnaire for Teachers

Title:

Questionnaire on Leadership Styles of Secondary School Heads and Their Impact on Teacher Performance and Organizational Climate

Purpose of the Questionnaire:

This questionnaire is designed to collect data regarding teachers' perceptions of their school heads' leadership styles and the influence of these styles on teacher performance and organizational climate at the secondary school level. The information provided will be used strictly for academic research purposes.

Instructions:

Please read each statement carefully and tick (✓) the option that best reflects your opinion. There are no right or wrong answers. Your responses will remain confidential.

Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Section A: Demographic Information

1. Gender:
 Male Female
2. Teaching Experience:
 1–5 years 6–10 years 11–15 years Above 15 years
3. Academic Qualification:
 Bachelor Master MPhil PhD

4. Type of School:
 Public Private

Section B: Authoritarian Leadership Style

1. The head of my school makes decisions without consulting teachers.
2. Strict rules and procedures are enforced by the school head.
3. Teachers are expected to follow instructions without questioning.
4. The head closely monitors teachers' work and performance.
5. Punishments are used to ensure discipline and compliance.

Section C: Democratic Leadership Style

1. The school head involves teachers in decision-making processes.
2. Teachers' opinions are valued and respected by the school head.
3. The head encourages teamwork and collaboration among teachers.
4. Professional discussions are encouraged before major decisions.
5. The school head supports teachers' professional development.

Section D: Laissez-Faire Leadership Style

1. The school head provides freedom to teachers to work independently.
2. Teachers receive minimal supervision from the school head.
3. The head avoids direct involvement in daily school activities.
4. Teachers are responsible for solving problems on their own.
5. Guidance from the head is limited.

Section E: Teacher Performance

1. I feel motivated to perform my teaching duties effectively.
2. I am satisfied with my professional role as a teacher.
3. I am committed to achieving school goals.
4. I actively participate in school improvement activities.
5. My teaching performance has improved under current leadership.

Section F: Organizational Climate

1. There is a positive working environment in my school.
2. Teachers cooperate and support each other professionally.
3. Communication between teachers and the school head is effective.
4. Trust exists between teachers and school administration.
5. The school climate supports teaching and learning.

Appendix B

Consent Form for Participants

Title:

Consent Form for Participation in Research Study

I am informed that this research is being conducted for academic purposes to study leadership styles of secondary school heads and their impact on teacher performance and organizational climate.

I understand that:

- My participation is voluntary.
- I may withdraw at any time without penalty.
- My responses will remain confidential and anonymous.
- The data will be used only for research purposes.

I agree to participate in this study.

Participant's Signature: _____

Date: _____

Scholarly Typen