

**RESEARCH PAPER****An Investigation of Education Sector Analyzing Leadership Style and Employees` Performance****¹Abdul Jalil * ² Dr. Zareen Abbasi and ³Dr. Ayaz Ahmed Chachar**

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Schools are vital establishments where the next generation receives knowledge and skills. The leadership is to determine the effectiveness of education systems at all levels, dealing with mutual consensus. The objective of this research study was to analyze the impact of Head Teachers` Democratic leadership style on Teachers` Performance. This study involved descriptive method and quantitative approach. 66 Head Teachers and 2907 Teachers of the Public Secondary schools in Hyderabad District were the group of interest. Used random sampling technique, applying Rule of Thumb. John curry, (2006) describes that 1-100, 100% and 1000-5000, 5% Population is selected as sample keeping in view the 66 HTs and 154 Teachers were selected. The research instrument used was questionnaire Likert scale 5.0. It was revealed that the democratic leadership style proves to be effective for better teachers` performance. The head teacher should use democratic leadership style to carry out institutional matters effectively.

Keywords: Democratic, Head Teacher, Leadership Style, Leadership, Teacher, Performance**Introduction**

Leadership inspires individuals to exert effort and strive for loftier objectives, additionally, it aids employees in attaining their goals and objectives. Effective school leadership cultivates teachers' dedication and inspires them to enhance their performance. Leadership style refers to the specific method and attitude that a person uses to provide guidance, execute plans, and inspire individuals. From the perspective of employees, it encompasses the complete range of explicit and implicit behaviors carried out by their superior authority. The concept of structuring schools as learning organizations, where the methods employed facilitate ongoing learning, is increasingly being recognized as the key to attaining school reform. The school is undergoing a progressive transformation into a learning organization, necessitating the updating of systems to meet both present and future requirements (Muzaffar, 2016; Toriql et al., 2019).

Val and Kamp (2012) found that leadership styles practices have a good impact on teachers' lifelong professional development in schools. These practices have the potential to encourage teachers to be committed to change and improve their work in school organizations. Furthermore, an integral part of managerial strategy involves the provision of personal support by the head teacher and the establishment of a conducive environment for achieving individual and organizational objectives. Leadership, regardless of the model it adopts, aims to guarantee and sustain school progress, which is directly related to the quality of teaching, the most impactful determinant of students' academic success. Recent study indicates that a key aspect of effective leadership is the empowerment of teachers, which is closely tied to the primary objective of the school: facilitating student learning. The leader endeavors to enhance employees' performance by implementing various strategies that consider people' views, values, motivations, and talents (Val & Kemp, 2012).

Day and Sammons (2014) suggest that to enhance teachers' performance, school leaders should cultivate a sense of inspiration and motivation among teachers. However, it is important to note that unfavorable circumstances can result in negative outcomes such as lack of punctuality, reduced creativity, tardiness, decreased interest in meetings, and engagement in unproductive activities during working hours. In some cases, teachers may even choose to leave their positions. Therefore, an effective leadership style manages the culture of the organization, which subsequently impacts the success of its employees (Day & Sammons, 2014).

Suggested categorizing numerous leadership styles demonstrated by leaders in politics, business, and other domains. Research on leadership style is carried out in the military domain, emphasizing a comprehensive perspective on leadership, which include the impact of a leader's physical presence on how they are seen by others. Within this particular framework, the elements that contribute to physical presence encompass attributes such as military demeanor, bodily fitness, self-assurance, and the ability to withstand adversity. The leader's cognitive ability facilitates the formulation of solutions and the acquisition of knowledge necessary to perform the task. A leader's conceptual abilities encompass the application of agility, judgment, invention, relational tact, and expertise in the field. Particular expertise involves a comprehensive understanding of tactical and technical information, as well as cultural and global understanding (Giami & Obiechina, 2019).

The educational field is influenced by various elements, including the leadership of head teachers, the quality of teaching, the quality of content, and the school atmosphere. Effective leadership can provide an optimal environment for enhancing the teaching and learning process. Hence, the investigation of this study is based on the impact of leadership styles on employee's performance.

Literature Review

Leadership: Leadership is defined as an individual's capacity to influence and motivate others in order to achieve specific goals within an organization or a group. Leadership is commonly defined as a power system equipped with a pacemaker that modifies the actions or beliefs of different organizations, individuals, or subordinates. Leadership involves utilizing training effects with a specific intention, such as accomplishing the stated goals of an organization or group (Bodla, 2010). The relationship between leaders and followers is crucial in the institutional setting for optimal performance. The subsequent indicators delineate the attributes of a proficient collaborative organization: Effective collaboration occurs when there is a balanced combination of strong leadership and loyalty throughout the company, leading to the successful achievement of the institution's objectives in which teachers can organize the specifics of instruction in coherence and fluently fulfill their responsibilities to accomplish national progress. (Aktas, 2015).

Leadership and Guidance: Experts suggest that setting defined goals makes it easier for both followers and leaders to attain them. The primary guidance and teacher follow-up have a mutually beneficial relationship. Achieving success in a firm involves both a cadre of exceptional followers and effective leadership. The involvement and participation of stakeholders is a characteristic shared by both (Lynd, 2007). In his eBook, "Morale Management: Addressing the Heart of School Development," another researcher makes a distinction between leaders and followers. Followers are persons who possess clear goals, are able to effectively utilize available resources, and have the ability to predict future outcomes. What is the objective of the university? They have the potential to evolve into convictions regarding the process of instructing and acquiring knowledge, as well as the fundamental standards and benchmarks (Lumpkin & Dess, 1996). Put simply, effective monitoring requires a strong emotional connection to a specific set of concepts. The potential for enhanced educational possibilities for children relies on the successful implementation of organizational

changes in schools, specifically in how leadership influences behavior, interpersonal relationships, and performance. Leadership is the means by which employees' goals are accomplished. One of the most well discussed (Woods & Gronn, 2009)

Leadership is the act of guiding and directing individuals towards the accomplishment of a specific objective, considering their unique skills and capabilities. Effective leadership is crucial for the achievement of an institution's success. He characterized leadership as the proactive behavior of those who exert influence towards a shared objective. This concept does not specify any specific sort of organization. In an institutional environment, leadership can be described as the deliberate social influence exerted by a superior to encourage the active involvement of employees in order to accomplish the objectives of the organization (Bryman, 2007). The predominant underlying premise in this definition, as well as in other definitions, is that management exerts a social impact on technology. It involves an intentional influence by an individual on others, their activities, and their relationships within a group or groups (DeJong & DenHartog, 2017). Nevertheless, there are ongoing debates regarding the precise definition of whether management assumes a distinct position or has a societal influence (Matthew, et al., 2019).

School Leadership: Providing teachers with a clear vision and guidance serves as a powerful incentive for them to enhance their performance is said to be effective school leadership. Specifically, establishing a common goal that clearly defines the responsibilities, goals, and expected outcomes of teachers' performance improves their effectiveness in the classroom. It requires highly skilled educators who can contribute to the development of specialists who can address issues related to lack of knowledge and poverty. Such education should be pragmatic enough to tackle the current issue beyond the mere acquisition of literacy and numeracy skills. The nation requires educators to assist in fostering and enhancing children's ability to think critically and solve problems autonomously (Dolly C & Nonyelum, 2018).

A significant problem is to enhance the quality of education delivery amidst declining teachers' dedication and inadequate human and material resources in the education sector. One of the factors that contributes to the loss in the quality of education, especially in secondary schools, is the decrease in teachers' dedication and job satisfaction. Many school administrators have not considered the impact of their leadership style on teachers' level of commitment inside their school. Therefore, it appears that certain individuals are able to successfully manage their institutions. This implies that an ineffective leadership style has diminished the dedication of instructors and has had a negative impact on their performance (Sharma & Singh, 2013).

Basic Concept of Leadership: The concept of leadership depicts the behavior of a prominent person in their efforts to oversee and direct the actions of others, as perceived by those persons. The researcher refers to the leader's differing attitude as "confidence in style." Examining different leadership models in relation to one's own perspective can be beneficial, as it allows for an evaluation of whether one's self-perception aligns with an authentic leadership style. Individual characteristics typically exhibit a high degree of stability. Longevity is a characteristic of personality that is associated with successful leadership (Laleka, 2019). 1. Confident CEOs of organizations establish ambitious objectives for themselves and their staff, undertake challenging tasks, and persist in the face of obstacles and letdowns. 2. During high-pressure circumstances, CEOs who have a high tolerance for stress are more inclined to make pragmatic assessments, maintain composure, and provide clear and authoritative guidance to their subordinates. Emotionally mature managers possess self-awareness regarding their strengths and limitations and actively strive to enhance their own growth. Integrity encompasses a leader's adherence to established standards and their demonstration of honesty, ethics, accountability, and trustworthiness (Liang, et al., 2017).

Democratic Leadership Style: The Democratic Leadership Style is also known as interactive or participatory leadership. This style considers both the requirements and interests of followers. The followers actively engage in the process of decision making. The leader assumes the role of an organizer. Democratic leadership is founded on the principle of decentralizing authority. The leader solicits the input of the followers prior to reaching a decision. The democratic leadership style is optimal for school heads as it fosters active participation and decision-making among leaders and workers. It is stated that when the head of schools adopts a democratic leadership style, the teachers in those schools tend to be highly motivated (Chukwusa, 2019).

The management subjects that have been explored and written about include leadership. Democratic Leadership is often regarded as the foremost challenge for those engaged in institutional conduct or human interactions, as acknowledged by professionals as well as educators. Recruiters often find that applicants lack interpersonal and democratic leadership capabilities, yet it is possible to teach democratic leadership skills. We need a leader who possesses great leadership qualities. Leadership attributes are necessary for all individuals in educational institutions, not only limited to managers, given the current emphasis on collaborative work. Although not infallible, leadership has the potential to significantly impact performance. Employee failure can be attributed to ineffective leadership, as managers who are not competent can hinder the performance of their team. There is evidence that TLS has a positive effect on performance. Exceptional leaders are recognized for cultivating in others a strong commitment, self-control, and exceptional achievement (Lowe, et al., 1996).

Hypothesis

Ho: There is no significant impact of Head Teachers` Democratic leadership style on Teachers` Performance

Material and Methods

This study intentionally involves descriptive method and quantitative approach to direct the study towards conclusion. 66 Head Teachers and 2907 Teachers of the Public Secondary schools in Hyderabad District were the group of interest. Random sampling technique was used to collect the data from the group of interest, applying Rule of Thumb. John curry, (2006) stated that if the population 1-100, 100% population and if it is 1000-5000, 5% Population is selected as sample keeping in view the 66 HTs and 154 Teachers were selected as representatives of the group. The research instrument was questionnaire which saves on time and ensures privacy (Brown, 2010). Three experts were involved to validate the tool. The suggestions were incorporated as recommended. The head teachers and teachers were assured about their privacy considering all the ethical aspects.

The analysis of this research study`s data was operated with the help of the software statistical package for social sciences latest 26 version

Results and Discussion

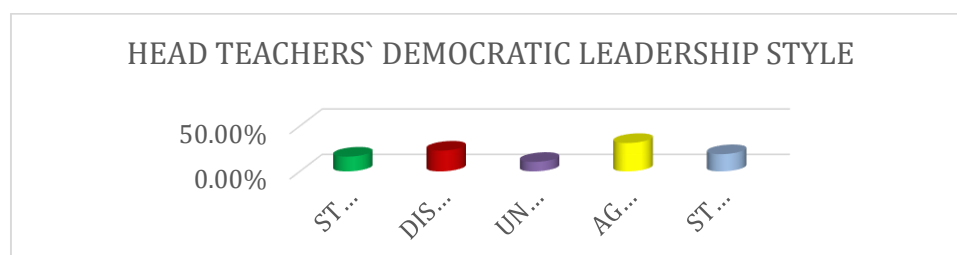


Figure: 01, Head Teachers` Democratic Leadership Style

Result: It was revealed shown in the graph that the majority was in favor of democratic leadership style and advocated to implement the same for better educational achievements.

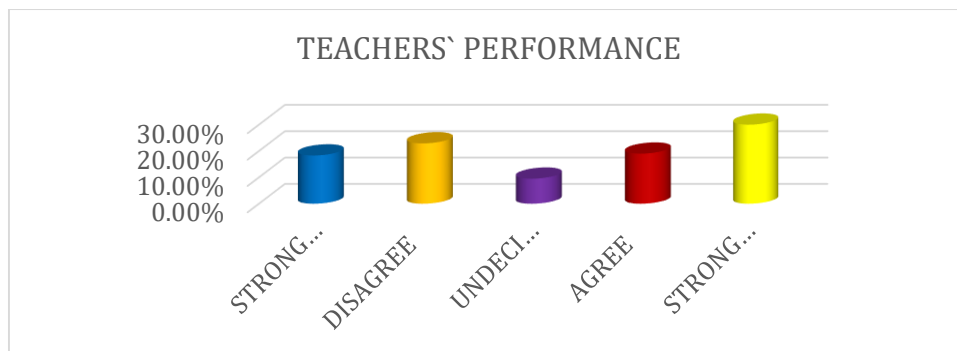


Figure: 02, Teachers' Performance

Result: It was revealed shown in the graph that the majority was of the opinion that teachers' performance is highly dependent upon head teachers' leadership style better the coordination among the staff better will be the institutional outcome.

Hypothetical testing.

Hypothesis: There is no significant impact of Head Teachers' Democratic leadership style on Teachers' Performance.

Table 1
Regression Analysis

Hypothesis	Regression weight	Beta Coefficient	R Square	F	p-value	Null Hypothesis Accepted
Ho	HTDLS---TP	1.354	.128	84.328	.000	Rejected

Result: The Regression analysis p-value .000>0.05 reveals that there is a significant impact of Head Teachers' Democratic Leadership Style on Teachers' Performance.

This research study was undertaken to have an investigation of education sector analyzing leadership style and employees' performance. in which the main representatives of the study were head teachers and teachers who contributed to carry out this research study smoothly under descriptive type through quantities approach. This research study revealed that there is a huge contribution of head teacher in motivating or inspiring teachers to do better for the interests of the institution. A democratic leader may effectively manage the administrative tasks by fostering collaboration among the subordinates inside the institution. A leader who practices cooperation can motivate their subordinates to support decisions made for the improvement of the institution and the creation of an engaging educational environment that maximizes the teaching and learning experience. The results of this research study are consistent with those of Lai (2014). According to this research study, inspiration is a collection of energetic factors that originate from both internal and external sources, and they initiate and influence the nature, direction, intensity, and duration of work-related actions. The core principle, driving forces, play a crucial role in elucidating the selection of behavior and its effectiveness. Employees that possess a strong drive to achieve are more likely to be successful compared to those who have low expectations, modest ambitions, and a low belief in their own abilities. Managers require four crucial motivational attributes. According to Lai's (2014) research, the essential criteria for tasks include interpersonal relationships, power, success-oriented mindset, and high expectations. This study discovered that leaders who make collaborative decisions and

demonstrate respect for others' opinions can significantly improve instructors' effectiveness.

Conclusion

This conclusion of this study's results and findings prevail that head of the institution has a prominent role in shaping the institutional output. The head teacher in education sector can bring about the best students' learning outcomes with the joint venture of the team. Cooperation, coordination and collaboration of the members of an educational institution can change the scenario of the students' achievement up to the highest level. The students learning can better be boosted with developing an interesting and charming environment that attracts the individual studying in the institution. These kind of endeavors by the stakeholders can develop a better society shouldered by literate individuals.

Recommendations

The results of this study enable to suggest for better educational outcomes such as, the head teacher should use democratic leadership style to carry out institutional matters with an effective team. The head teacher not only should direct the teachers to do the task but inspire them. This kind of practice will raise the nature of ownership in the subordinates, which will direct them with inner feelings to do right thing on right time without external directions. The Head teachers should be trained and facilitated to deliver best at the institution level. The teachers training should be made possible, directing them to follow the instructions by the immediate boss under any circumstance favoring institutional outcomes.

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