THE EFFECT OF LEADERSHIP STYLE OF THE PRINCIPAL ON THE PERFORMANCE SECONDARY SCHOOL

Manish kumar

M.Phil., Roll No.: 140649 Session-2014-15
Department of Education, B.R.A. Bihar University, Muzaffarpur, India
E-mail: manishkumarj18@gmail.com

ABSTRACT

Many different firms have been forced to adopt a strategy of constant direction, modification, and flexibility as a result of the chaotic and unpredictable environment change. Leadership that is both effective and dedicated is essential during these times of change in order to successfully steer the company through the difficult transitions that are ahead (Gunawardena, 2015). Leaders construct systems of incentive to elicit the greatest possible performance from their employees and to assist them in finding candidates for employment (Jay, 2014). In recent years, education has also undergone fundamental changes in terms of breadth and variety. This transformation has occurred concurrently with the remarkable development that has occurred as a result of the dynamic change process. Education at elementary and secondary levels becomes a pivotal centre for the growth of a society in terms of acquiring the necessary knowledge and abilities. As a result, the performance of instructors in schools is critical to the education of students, the spread of information, the outcome, and many other elements. Through strong leadership, the principal is responsible for ensuring that the teachers fulfil their professional responsibilities. One way to explain the significant impact that school principals have is to point out that they receive training to be able to utilise the myriad of methods that are

included in the schools' administrative

processes (Alagheband, 1997).

Keyword: professional responsibilities, administrative processes, transformation,

INTRODUCTION

In spite of this, the function that is played by principals in primary and secondary schools is an essential component that improves the overall performance of both students and instructors, which in turn leads to enhanced professional results for teachers (Yenenew, 2012). Principals, in their roles as educational leaders, have a considerable impact, thanks to the support of a wide variety of stakeholders, on the academic performance of their schools (Crum & Sherman, 2008). In previous research, teachers' leadership styles and job performance in a variety of settings were analysed to determine similarities and differences. According to Ibukun (1997), the major job of the principle is to create a climate that is conducive for instructors to accomplish the targeted changes in the performance of pupils. The success of such endeavours in secondary schools is contingent on the exercise of one of three unique leadership styles: autocratic, democratic, or change-oriented (Lunenberg & Ornstein, 1991). In the meanwhile, (Albugami, 2020) provided evidence that contingent pay is the leadership style that is utilised the most frequently, despite the fact that individual consideration has a substantial impact on the performance of educators. In a different piece of research, Sukmaswati, Lian, and Wardiah (2020) found that the leadership style of a principle has an effect on student accomplishment. In addition, both the leadership style of a principal and the performance of teachers have a combined effect on student achievement. Gronn, (2000), on the other hand, suggested that some school principals have difficulty effectively controlling their instructors to complete assignments. This disagreement may be seen as a leadership weakness, which is a significant worry regarding the accountability of the leadership style. In the same line, it has been suggested that various styles of leadership may have varying effects on the levels of job satisfaction and performance exhibited by employees, while other styles may have the opposite effect on employees' levels of job performance (Dumdum et al., 2013; Wang et al., 2011). For instance, persons who are able to motivate others have a tendency to have greater overall performance (Gil et al., 2005). Every

2/16 | **Manish Kumar*,** *University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail: manishkumarj18@gmail.com*

responsibility and activity that a leader takes on to ensure the smooth running of the business and the improvement of performance (Ezeuwa, 2005). It is having an impact on others to the point that they willingly and enthusiastically work toward achieving their objectives.

1.2 EDUCATIONAL LEADERSHIP AND MANAGEMENT IN SCHOOLS

When the concept of educational leadership evolved, the research about its impact on school performance has been developed to a great extent. Outstanding educational leadership has often appeared as a cornerstone characteristic of outstanding schools (Beare, Caldwell & Milliken, 1989). Both leadership and management are indispensable for a successful school development. Leadership is a larger concept than management. Leadership focuses on vision, motivation and teams in a school. More specifically, leadership helps schools set academic standards, goals and modes of behavior in the entire school community, whereas management provides systems and processes to plan, budget, evaluate and implement daily activities (Coyle, 2012). Management and leadership may overlap at times, but management is a special kind of leadership that helps schools maintain an order, direction and eventually achieve anticipated goals.1.3 INSTRUCTIONAL LEADERSHIP AND LEADERSHIP

In recent years, instructional leadership has emerged as the most effective strategy for improving school performance or the outcomes for students (Bush, 2020). Instructional leaders have a significant impact on the academic success of pupils, particularly in schools with low achievement levels (Andrews & Soder, 1987). However, due to the fact that principals are the major suppliers of educational knowledge and school objectives, the essence of instructional leadership is a communication process that flows from the top down (Hallinger, 1992). In addition to this, the principal is accountable for the overall management of the school as well as the enhancement of the instructional methods used in the classroom (Leithwood, 1994). Principals have a variety of approaches to leadership, despite the fact that their primary responsibility is to educate students. A school leader is someone who is engaged to oversee personnel, analyse conditions, and use various types of leadership in order to control and alter those situations. This is the process known as school leadership (Boonla & Treputtharat, 2014). In the context of leadership, the term "style" refers to a leader's behaviour or practise that is intended to exert influence over subordinates (Lunenburg & Ornstein, 1996), whereas a leadership style refers to the structure and qualifications that are necessary for a leader to successfully lead an organisation.

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REVIEW OF LITERATURE

(Zakeer Ahmed et al., 2016). It is essential to make a distinction between leadership theory and leadership style, with the academic developing the former and the practitioner putting the latter into action within a specific setting (Zakeer Ahmed et al., 2016). Numerous leadership theories make a distinction between leaders who place an emphasis on employee connections and leaders who put an emphasis on production and work responsibilities (Borgmann et al., 2016). The Flexible Leadership Theory contributes to our knowledge of how important it is for businesses to embrace change and provide their employees with assistance (Yukl, 2009, 2013; Yukl et al., 2002). While this was going on, Charry (2012) chose eight significant leadership theories after noticing that the academic community's interest in leadership had substantially increased over the early twentieth century. The Great-Man Theory, Trait Theory, Situational Contingency Theories, Style and Behavior Theory, Process Leadership Theory, Transactional Theory, and Transformational Theory are the names of these several theories. On the other hand, numerous authors have researched numerous leadership styles in a variety of settings, and these styles include the transactional leadership style, the transformational leadership style, the autocratic leadership style, the democratic leadership style, and the change-oriented leadership style. Leadership is simply as varied as people's perceptions of direction, and that's because leaders are as singular as the qualities that set them apart from those who aren't in leadership roles.

Traditional theories of leadership, such as those based on personality or attributes, have been largely superseded by scenario theories, which propose that the type of leadership that an individual exercises is a significant factor in determining that person's talents and characteristics as a leader (Selosho & Atang, 2014). Nevertheless, the Path-goal theory that was developed by House and Terrence (1974) is being utilised in this investigation. This theory suggests that employers should strive to increase employee satisfaction.

According to Goldman (2002), leadership may be defined as an individual's ability to influence the behaviour of others under him or her in order to achieve organisational goals. The best method to guarantee that staff are working in an enthusiastic and creative manner is to cultivate an environment in which they are free to carry out their responsibilities with enthusiasm. The concept of leadership may be understood in a variety of ways; according to the definition provided by Oxford, leadership is "the act of managing a cluster of persons or

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an organisation or the competence to perform route direction, authority, regulate, management, and other related activities." Leadership, on the other hand, is described by Yukl (2013) as "the process of persuading others to comprehend and agree on what needs to be done and how it should be done, as well as the process of aiding individual and community efforts to reach common objectives." This study focuses on investigating the Democratic leadership style, Autocratic leadership style, and Change-oriented leadership style because those are the styles that have been found to be most effective in bringing about change, even though there are several different leadership styles that are being studied and practised in various contexts. In light of this, the subsequent sections will provide an explanation of each leadership style in addition to the empirical evidence of how it affects the performance of employees.

RESEARCH METHODOLOGY

This chapter has outlined the motive of research design in both graphic and illustrative research. It motives is to grow and evaluate casual theories the probalistic nature of causation in social sciences, as oppose to unavoidable causation is discussed. Research design refers to the structure of an enquiry. It is a logical mater. The central inferences from data.. Research needs to be structured in such way so that the evidence also carries on alternative rival explanation and enables us to identify which of the competing explanation is most compelling empirically. It also means that we should look for evidence that has the potential to disapprove our preferred explanation. Before data collection or analysis can commence Social research needs a design or a structure. A research design is not just a work plan, details what has t o be done to complete the project but the work plan will flow from the project's research design. . In other words, when designing research we need to ask: given this research question (or theory), what type of evidence is needed to answer the question in convincing way. In other words, obtained enables us answer the initial question as Unum bigamously as possible obtaining relevant evidence entails specifying the type of evidence needed to answer the research question, to test a theory, to evaluate a programmed or to accurately describe some phenomenon.

DATA ANALYSIS

This chapter describes in chronological sequence the analysis of data for the verifier set of

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objectives outlined in the current study, and it then follows up with proper interpretations of those data. The method outlined in the prior chapter was followed while administering and scoring the instruments. The data were acquired without the use of any instruments, despite the fact that they are very trustworthy, valid, and adequate. They may be referred to as raw scores and cannot be considered meaningful; nevertheless, as long as a certain statistical treatment is applied to them, they can continue to be used. The term "analysis of data" refers to the process of preparing raw data for a specific purpose or deriving results from data that has been treated. Once this process is complete, the null hypothesis is listed with the assistance of analysis of data in order to gain some significant findings.

Validity

Item validity was found out by item test Correlation method using Pearson's I taking 27% highest scores and 27% lowest scores and finally calculating't' value for the items of Hindi and English version of the scale separately. The items which were insignificant had to be dropped in the final form. Initially there were 58 items of which 6 items had to be deleted as they were not found to be discriminatory in item analysis. Distribution of the items in the final form was as follows:-

distribution of items in final form of job satisfaction scale

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	Job factors	Items No.	No.
A	Intrinsic Aspects of the Job	1,11,25,30,35,46 & 52	7
B	Salary, Promotional avenues & services conditions	3,12,19,20,31,34,45,90	8
C	Physical facilities	2,10,24,29,36,43,48,49,51	9
D	Institutional Plans & Policies	4,13,26,38,,40,47	6
E	Satisfaction with authorities	5,14,21,27,32,41	6
F	Satisfaction with social status & Family welfare	8,9,17,18,23	5
G	Rapport with students	7,15,22,28,33,39	6
H	Relationship with Co-workers	6,16,37,42,44	5
		Total	52

Reliability

The split-half approach was utilised in order to ascertain the reliability of the scale. After first dividing the test into two equal halves, the correlation was then determined for these two separate parts of the test. The dependability of the first half of the exam was utilised in the calculation of the self correlation of the entire test using the Spearman Brown Prophecy formula. The test-retest procedure also demonstrated a high degree of dependability, as can be seen in the tables that follow.

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Table 4. 1 reliability of the scale

Reliability of the Test by Split-Half Method

Version of the Form	N	R	Index of reliability
English Version	100	.85	.92
Hindi Version	100	.87	.93

Reliability of the test by Test-retest method

Version of the Form	N	R	Index of reliability
English Version	100	.75	.86
Hindi Version	100	.76	.87

4.3.5 Administration of Test

It is a scale that may be self-administered and can be used for groups of any size that is suitable. Additionally, it may be utilised on its own. On the form for the scale, the instructions are printed out. This questionnaire should not have a time constraint associated with it. However, the average amount of time that it would take the majority of the groups to complete it is one hour. It is recommended that before to the administration of the questionnaire, an oral reminder be given that responses should be examined as fast as possible and that honesty and true collaboration are necessary. This should be done. It need to be made clear to the group that any responses they make will be held in the strictest secrecy.

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It should be highlighted that each and every item should have a response, and that there is no correct or incorrect answer to any of the questions. Therefore, the group ought to provide an honest view.

The scoring is one a five point alternatives ,viz, strongly, agree ,disagree, and strongly disagree and stongly disagree which is as per table 4.3

Table 4. 2 Administration of Test

Alternatives	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Scores	5	4	3	2	1

the range of score is 52 to 260 statistical results have been given in table 4.4.

Table 4. 3 statistical results

Sample	Mean	SD	N
Sec. teachers	169	16.90	200

4.3.6 Norms

For the purpose of interpretation of Raw score. Z-Score Norms have been developed separately

for secondary teachers and also general Norms for teachers of any grade and have been given in Table 4.5 respectively. Norms for interpretation of the level of Job satisfaction have been given in Table 4.5 .

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Table 4. 4 Z-Score norms for Secondary S. teachers

Mean: 169   **SD : 16.90**   **N=200**

Raw Score	Z- Score	Raw Score	Z- Score	Raw Score	Z- Score	Raw Score	Z- Score
136	-2.21	161	-0.81	186	+0.58	211	+1.98
137	-2.15	162	-0.75	187	+0.64	212	+2.04
138	-2.09	163	-0.69	188	+1.69	213	+2.09
139	-2.04	164	-0.64	189	+1.75	214	+2.15
140	-1.98	165	-0.58	190	+0.81	215	+2.21
141	-1.93	166	-0.53	191	+0.87		

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142	-1.87	167	-0.47	192	+0.92		
143	-1.81	168	-0.41	193	+0.97		
144	-1.76	169	-0.36	194	+1.03		

145	-1.70	170	-0.30	195	+1.09		
146	-1.65	171	-0.25	196	+1.14		
147	-1.59	172	-0.19	197	+1.20		
148	-1.53	173	-0.13	198	+1.25		
149	-1.48	174	-0.08	199	+1.31		
150	-1.42	175	-0.02	200	+1.37		
151	-1.37	176	+0.02	201	+1.42		
152	-1.31	177	+0.08	202	+1.48		
153	-1.25	178	+0.13	203	+1.53		
154	-1.20	179	+0.19	204	+1.59		
155	-1.14	180	+0.25	205	+1.65		
156	-1.09	181	+0.30	206	+1.70		
157	-1.03	182	+0.36	207	+1.76		
158	-0.97	183	+0.41	208	+1.81		
159	-0.92	184	+0.47	209	+1.87		

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160	-0.87	185	+0.53	210	+1.93		

- Score Norms for General Teachers

Mean: 172.25   **SD: 17.38**   **N=400**

Raw Score	Z- Score	Raw Score	Z- Score	Raw Score	Z- Score	Raw Score	Z- Score
131	-2.37	156	-0.93	181	+0.50	206	+1.94
132	-2.31	157	-0.88	182	+0.56	207	+1.99
133	-2.25	158	-0.82	183	+0.61	208	+2.05
134	-2.20	159	-0.76	184	+0.67	209	+2.11
135	-2.14	160	-0.70	185	+0.73	210	+2.17
136	-2.08	161	-0.65	186	+0.79	211	+2.22
137	-2.02	162	-0.59	187	+0.84	212	+2.28
138	-1.97	163	-0.53	188	+0.90	213	+2.34
139	-1.91	164	-0.47	189	+0.96	214	+2.40
140	-1.85	165	-0.42	190	+1.02	215	+2.45
141	-1.80	166	-0.36	191	+1.07	216	+2.51
142	-1.74	167	-0.30	192	+1.13	217	+2.57
143	-1.68	168	-0.24	193	+1.19	218	+2.63

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144	-1.62	169	-0.19	194	+1.25		
145	-1.57	170	-0.13	195	+1.30		
146	-1.51	171	-0.07	196	+1.36		
147	-1.45	172	-0.01	197			
148	-1.39	173	+0.04	198			
149	-1.34	174	+0.10	199			
150	-1.28	175	+0.15	200			
151	-1.22	176	+0.21	201			
152	-1.16	177	+0.27	202			
153	-1.11	178	+0.33	203			
154	-1.05	179	+0.38	204			
155	-0.99	180	+0.44	205			

norms for interpretatiob of level of job satisfaction

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S. No.	Range of Z Scores	Grade	Levels of Job satisfaction
1.	+2.01 and above	A	Extremely High Satisfaction
2.	+1.26 to +2.00	B	High Satisfaction
3.	+0.51 to +1.25	C	Above average satisfaction
4.	-0.50 to +0.50	D	Average / Moderate Satisfaction
5.	-0.51 to -1.25	E	Below Average Satisfaction
6.	-1.26 to -2.00	F	Dissatisfaction
7.	-2.01 and below	G	Extreme Dissatisfaction

CONCLUSION

The purpose of this study is to demonstrate that there is a considerable influence that can be attributed to one of three leadership styles on the work performance of public secondary school teachers in the city of Faisalabad, Pakistan. To begin, the key finding exposes the empirical evidence that the investigated principal leadership styles substantially and significantly effect teacher job performance, both positively and negatively. This finding is the most important finding.

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