Effect of Leadership Style on Teacher's performance of Private School in Nawalparasi

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Abstract

Exercising appropriate leadership, administrators might potentially alleviate the confusion resulting from the overlap of tasks in the work place, administration, and giving the directions within the top level of the management team work unit. The primary theory employed to assist this investigation was the Path-Goal Theory. The purpose of this study was to look into how school administrators' leadership philosophies impact the efficacy of their teachers. This study used a questionnaire as an instrument in a quantitative method survey design. In this investigation, a straightforward random sampling technique was applied. 212 administrators and teachers of private school from Nawalparasi are taken into consideration. Frequency, percentage, mean value, standard deviation, correlation Pearson were used to analyze the results. Furthermore, at the significance level of 0.95 both models of leadership have been showed the teachers effectiveness. In conclusion, administrators should consistently encourage, practice, and enhance these two leadership styles supportive leadership and participative leadership in order to boost the effectiveness of teachers at work.

Key words: *Participative, Supportive, authoritative, Appraisal, effectiveness*

Background

Nepal is home to 28.1 million people, speaking 123 different languages and126 different social classes. It is a diverse landlocked nation with a diverse geography, climate, and culture. Almost sixty seven percent of people in Nepal work as farmers. Education is the main tool used to introduce children to cultural values. As a result, it is the most powerful

factor in a child's development and maturation, helping to shape him into a strong, capable, and healthy adult citizen. Nepal is still devastated by illiteracy. There is just 76.2% literacy rate. Nepal is nations with the lowest global rate of female literacy (69.4%). Nawalparasi is also contributing in national literacy campaign by 2027. There are 67 private schools and 1699 teachers providing education to 29480 students. They covers the larger part of results than community based schools. That shows their efficiency in providing qualitative education in this district.

Absolutely, leadership style is a critical factor in determining the success of an organization, especially in today's dynamic and fast-paced business environment. Leadership is distinct from management, although both are essential components of organizational success. While managers focus on tasks, processes, and achieving objectives, leaders are primarily concerned with influencing, inspiring, and guiding people to achieve those objectives. It is importance of employing an appropriate leadership style for achieving effective performance in learning institutions for better success. However, the challenges faced by leadership styles in numerous organizations are acknowledged, as they impact overall organizational performance, departmental functioning, team dynamics, and the overall work environment. The recommendation is made that leaders striving for optimal results should refrain from depending solely on a single leadership style.

Clark and Clark (2002) explained that individuals exhibit diverse needs when it comes to leadership styles. For instance, a newly hired individual may necessitate more guidance and supervision compared to an experienced employee. Similarly, a person lacking motivation may benefit from distinct leadership approaches and supervision compared to someone with high motivation. It is emphasized that a leader must possess a sincere understanding of their subordinates, encompassing awareness of their abilities, knowledge, and skills. The current change in technology and information has caused the flow of communication have been led the world boundless that affect traditional pattern

to face the challenges of different types of problems (Paitoon, 2002).

According to Ali's (2013) study conducted in Dubai, a principal's leadership style significantly affects the performance of their teachers. Additionally, in Kenya, Koech and Namusonge's (2012) study on the primary effects of leadership styles on staff efficiency found that these styles had an impact on performance. As a result, it was suggested that managers abandon their laissez-faire leadership style and take a more hands-on role in mentoring their subordinates. Additionally, public managers should develop and implement efficient systems for rewarding and recognizing their employees.

In Uganda, Nampa (2007), the study conducted on teacher performance in Catholic-founded schools in Luwero District emphasized the crucial role of guidance and direction for achieving optimal performance among teachers. The findings indicated that effective guidance and directing are essential to ensure that the educational institution operates smoothly and that any issues are promptly addressed. To facilitate good performance among teachers, the study recommended ongoing monitoring and intervention by leaders. This can be achieved through direct observation of how tasks are being carried out and by reviewing reports from various departments within the institution. The constant and proactive involvement of leaders in the day-to-day progress of work is highlighted as a key strategy to identify and rectify any challenges that may arise, ultimately contributing to the enhancement of overall teacher performance in the Catholic-founded schools in Luwero District.

The study titled "Influence of leadership style on teachers' job satisfaction in Tanzania, the case of public secondary schools in Musoma municipal council" discovered a positive correlation between supportive leadership dimensions and teachers' performance (Okumbe, 1998). Notably, the research found that the impact of transactional leadership dimensions on the outcome variable was present, but it was comparatively lower than the influence of supportive leadership factors. Despite the valuable contributions of previous researchers in exploring the relationship between leadership styles and teacher

performance, none of them addressed this correlation in the specific context of Arusha District. Consequently, the current study aims to fill this gap by investigating the effects of leadership styles on teachers' performance, particularly in primary schools in Arusha District.

Robbins and Judge (2007) assert that an effective leadership style may carry out the crucial

Function of efficiently managing financial, material, and human resource operations into Production. As a result, the primary elements enhancing the caliber of instruction and learning as well as the general functioning of the school community are the leadership styles of principals.

Sapkota (2008) conducted research on leadership in a public school in Nepal, it is noted that there is a no studies on the leadership styles used by principals at Nepal's private secondary schools. The predominant style of leadership practice in Nepal's currently operating private higher secondary schools has not been identified by scholars. Do the principals' leadership philosophies stem from their demographics? Which leadership philosophies are thought to mesh the best with Nepal's private higher education institutions?

The main goals of this research are to identify the predominant leadership style among principals and determine whether or not their demographic characteristics have an impact on these leadership styles. Additionally, it's thought that in Nawalparasi's private secondary schools, the dominant leadership philosophies have been supportive, authoritative, and participative. Examining the frequency of distinct leadership philosophies among principals and directors of private secondary schools in Nawalparasi.

Literature Review

Leadership is the process of a leader leading an organization into institutional goals. A principal is recognized as the school's leader. A principal's leadership and performance have an impact on academic progress. So, leadership is a persistent pattern of behavior

that a leader exhibits during time. (Mathema, 2006). According to the findings of Akerele's 2007 study indicated that leadership style can be defined as the process of directing an organization's operations toward the creation and accomplishment of goals. Therefore, it is important to emphasize that any meaningful and helpful definition of leadership must include certain components, like a group to be led was having predetermined goals, deliberate attempts to affect others' behavior within the group, and the willingness of employees to implement the action.

Furthermore, transformational leaders are strong and flexible in a variety of contexts, it is imperative to understand the attributes that they can provide to an organization. When they are in charge of a team of workers, they can also exercise self-management, share a common consciousness, and serve as role models for their subordinates (Pawar, 2019).

Thus, previous studies have asserted that transformational leadership occurs when a leader's actions impact their followers and motivate them to go above and beyond what is thought to be possible.

Therefore, such leaders can inspire and direct their followers to reach unexpected achievements because this type assigns employee autonomy for certain tasks. Employee empowerment usually happens in this instance, since they are given the power for decision-making after proper and successful training. (Hasmin, 2019).

Additionally, transformational leaders frequently use inspiration and motivation to motivate their followers both internally and externally and to clearly communicate any expectations they may have for the future (Amirullah, 2018).

Furthermore, the supportive leader's ideal influence is vital; they serve as a dependable role model for their followers and the organization, setting an example that motivates subordinates to follow organizational policies (Onsardi & Arkat, 2020). These leaders are also regarded as perceptive authorities who can prioritize the demands of their subordinates and make an effort to meet those needs in order to increase productivity. As a result, followers tend to view supportive leaders as more charismatic and moral (Pinck & Sonnentag, 2017).

Theoretical Framework

Figure 1 clarifies the factors included in this investigation. Teacher effectiveness and school administration leadership styles are among the variables. School administrators' leadership philosophies are the independent variable. There are three different sorts of leadership styles: authoritative, participative and supportive leadership. The dependent variable is teacher performance, which is measured across leadership styles dimensions. The degree of teacher effectiveness is influenced by the principals' and teachers' perceptions of the leadership styles of school administrators.

Independent Variables   Dependent Variables

- Supportive Leadership
- participative Leadership
- Authoritative Leadership

Teacher Performance

Figure 1

Supportive Leadership and Teachers Performance

A supportive leadership strategy helps subordinates emotionally. Encouraging leaders care about the personal preferences and well-being of their staff. According to Northhouse (2016), supportive leaders typically exhibit amiable and approachable behavior while also attending to the personal needs and comfort of their followers. Accordingly, this kind of leadership works well when there is a lack of formal authority and a subordinate who is dissatisfied with their work (Lussier & Achua, 2010). Friendly attitudes are promoted by supportive leaders who attend to the needs of their subordinates. Research by Rafferty and Griffin (2006) provided empirical support for a supportive leadership style that prioritizes the needs of followers in decision-making. Additionally, they mentioned that exhibiting supportive leadership behaviors improves subordinates' job happiness at work.

Additionally, this type of leadership style only requires minimal supervision and

performs very well when the leader supplies all necessary equipment and important information for the start of the project. Since they are the only ones who are more aware of their abilities, self-motivated group members under supportive leadership will naturally complete work within their areas of expertise without needing supervision or guidance. As a result, team members that possess professional abilities, are self-motivated, and can operate independently will be able to complete their jobs with the least amount of supervision (Iqbal et al., 2019). On the other hand, a drawback of laissez-faire leadership is the disregard for one's role. For instance, when some problems are addressed in this way, the group members' roles become unclear. In addition, the leaders will be providing very little assistance for this activity, which makes the members of the group question their place in the group and their ability to finish the assignment on their own. Additionally, Supportive leaders are frequently perceived as detached and uninterested by their peers, which may contribute to a lack of cohesiveness within the group and poor member involvement.

Furthermore, because their leaders have already acted in a similar manner, followers who perceive their leaders as being less worried about whatever is going on in the firm may also exhibit less care and concern as well as perceived instructors' autocratic leadership style was negatively related to students' prosaically fair play behaviors, while it was positively related to students' antisocial fair play behaviors and Machiavellian tactics. Moreover, leadership style could significantly predict the variables of students' fair play behaviors and Machiavellianism. (Iqbal et al., 2015).

Authoritative leadership and Teachers Performance

Authoritarian leadership, sometimes referred to as autocratic leadership, is a style of leadership that most people consider to be domineering. This might be attributed to the leader making all decisions and implementing all strategies alone, or to the group members contributing very little. Even though this type of leadership can kill any originality among the team members, there are some situations where it can be advantageous. One such situation is when decisions need to be made swiftly without

consulting a big number of people. Meetings will be necessary for a debate in these situations since they must be scheduled around the schedules of all participants, which will be considered too time-consuming for a hasty decision (Pawar, 2019). Furthermore, to complete a project effectively and in a shorter amount of time, good leadership may be required. When a restaurant chain experiences an incident, such a customer complaint, the branch manager must take an authoritarian approach to solving the issue quickly rather than conferring with the upper management of the establishment. Customers' degree of dissatisfaction would increase if it is not addressed right away (Islam, Rahman, &ii Siddiqui, 2018).

The autocratic leadership style can be useful in some instances, but there are numerous examples that show it can be complicated, since people who abuse or frequently employ this style are often identified as rigid. Employee discontent may also result from a leadership style that is authoritarian and dominating. After all, a genuine leader will value the opinions of their team member's more than compelling subordinates to execute their orders without question. Furthermore, because authoritarian leaders frequently make crucial decisions without discussing their team, such domineering behavior can cause animosity and disagreements among the group members. In the same way, team members could not enjoy not having the opportunity to share their ideas, which could result in a lack of communication on the strategies' implementation within the team, making it less successful and efficient (Xu et al., 2016).

Participative Leadership and Teachers Performance

Democratic leadership is also known as participative leadership, in which those who are usually viewed as inferior by hierarchical standards are given a voice in decision-making (Yang, Zhang, and Tsui, 2010). In addition, equitable chances are provided for each team member to engage in idea-generating procedures, group discussions, and brainstorming sessions. Notably, the democracy model is utilized to vote on the ideas that are deemed most effective (Christian, 2018). Because democratic leaders place a strong focus on group equality and free-flowing ideas, they will typically urge their team members to

speak any opinions. However, in order to avoid conflicts and debates, the leader must continue to provide direction and keep an eye on things throughout the discourse process, particularly when there are multiple parties involved who have divergent opinions or perspectives from one another (Rifaldi, Ramadhini & Usman, 2019). Moreover, the leader retains the power to choose who belongs in the group and how they can participate in decisions. Typically, when disagreements or debates occur, it becomes difficult for the team to come to a resolution. As a result, they must create a final summary and persuade every team member to support every individual viewpoint (Galston, 2018).

Research Methodology

The research design used in the study was descriptive. The principal's leadership styles are the independent variable in this study, and student achievement or school performance is the dependent variable. Leadership styles were taken into consideration conceptually in the study, but the most frequently mentioned styles in educational contexts authoritative, participative, and supportive were chosen; five point numeric scale was employed for each of them three leadership styles. Total 212 respondents (teachers) are taken for this study and Nawalparasi district is taken into consideration for the study out of 1699 population. Sample size is more than 10% which gives reliable result. A sample size table with a reliability of 95% was used. Meanwhile, basic purposive sampling is used. A collection of questionnaires was employed as research tool. The study included a survey questionnaire, an interview of administrators and teachers made from school visits. The quantitative data were statistically evaluated through mean, standard deviation correlation using SPSS 20, and the qualitative data were analyzed.

Result and discussion

Table 2

Total Number of Respondents

Gender	No. of respondent	Percentage (%)
Male	81	38.21
Female	131	61.79
Educational qualification		**Percentage (%)**
+2 or intermediate	119	56.13
Graduation	77	36.32
Post-graduation	16	7.55
Years worked		**Percentage (%)**
One to five years	130	61.32
Five to ten years	43	20.28
Ten years above	39	18.40

Gender wise data, educational qualification like +2 or intermediate, graduation and post-graduation data and years' experience data like 1 to 5 years, 5 to 10 years and more than ten years they are male 38.21%, female 61.79%, +2 pass 56.13%, Graduation pass 36.32%, Post-graduation 7.55% again One to five years' experience 61.32%, Five to ten years 20.28%, Ten years above 18.40%.

Validity and reliability

Table 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724[a]	.525	.521	.21822

The predictive power of the overall model was assessed through R-square. The value of R-square shows how much independent variables predict the dependent variable i.e performance. The results show that all variables (authoritative, supportive, and participative leadership style) jointly predict 52.5% to the performance. The score of R-square is interpreted along following

Criteria:

When R-square = 0.19, the value will be considered as weak

When R-square = 0.33, the value will be considered as moderate

When R-square = 0.67, the value will be considered as strong (Henseler et al., 2009; Hair et al., 2016).

Table No 4

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
AL	212	1.60	3.00	2.0689	.29526	.087
SL	212	3.20	4.20	3.6198	.37275	.139
PL	212	3.20	4.20	3.5170	.27242	.074

In the table 4, the mean of participative leadership 3.5170, authoritative leadership mean value is 2.0689 and supportive leadership mean value is 3.6198 where as the standard deviation that shows the variability in the data they are .29526, .37275, and 27242 respectively.

Correlation Analysis

Correlation shows the positive or negative relation between the dependent variables and independent variables. When value is positive that indicates performance is also positive while value is negative that shows performance is weak.

Table 5

Correlation of Performance with Participative Leadership

Correlations

		Participative	performance
Participative	Pearson Correlation	1	.604
	Sig. (2-tailed)		.000
	N	212	212
performance	Pearson Correlation	.604	1
	Sig. (2-tailed)	.000	
	N	212	212

In the table 4, correlation is positive that shows when teachers experience the Participative leadership they give the better performances in the school. The correlation value is .604.

Table 5

Correlation of Performances with Authoritative Leadership

Correlations

		performance	Authoritative
Performance	Pearson Correlation	1	-.759
	Sig. (2-tailed)		.000
	N	212	212
Authoritative	Pearson Correlation	.759	1
	Sig. (2-tailed)	.000	
	N	212	212

Table 5 shows negative correlation that signifies when Authoritative leadership is experienced the performances spontaneously decline. The correlation value between performance and Authoritative leadership is -0.759.

Table 6

Correlation of performances with Supportive Leadership

Correlations

		performance	Supportive
erformance	Pearson Correlation	1	.522
	Sig. (2-tailed)		.000
	N	212	212
Supportive	Pearson Correlation	.522	1
	Sig. (2-tailed)	.000	
	N	212	212

The correlation value .522 is positive in the table 6, which signifies that the Supportive style is experienced in the school, teachers shows the best performances. Teachers become motivated and they participate in the work actively.

Conclusion and Recommendations

Both the literature review and the research findings have indicated that the different styles of leadership have a significant impact on the performance of school teachers. Education leadership, as highlighted, plays a vital role in enhancing school performance. However, the study has established that certain leadership styles have a negative effect of the authoritative leadership style on teacher performance. On the other hand, the participative and supportive styles have a positive influence on school performance.

Democratic leadership leaders grant an opportunity to their staffs involving in major decision making process. This lack of inclusion may contribute to low morale among teachers and a sense of disconnection. Teachers experience improved classroom instruction, increased confidence, and a greater sense of ownership. Additionally, the study found that although parents have an interest in participating, their involvement remains minimal. This

suggests that principals exhibit an autocratic approach and avoid involving others in decision-making. In contrast, teachers appear more willing to promote parent participation compared to principals.

Educational leadership plays a crucial role in the functioning and success of schools. Its impact on school performance is significant. Therefore, principals must adapt and embrace an effective leadership style. Leaders have the power to influence the behavior and thoughts of individuals and wisely utilize resources. Without someone to guide and mobilize others, situations can spiral out of control. Leadership is essential for both human and material resources to be utilized and for talents to be realized. Without effective school leadership, plans can easily go astray. While there are other factors that influence school performance, none have the same impact as leadership. Leadership extends far beyond instructional facilities, funding, and community participation. Hence, employing different leadership styles based on the situation has a pivotal effect on the overall school culture.

- The leadership style in private schools mostly found authoritative.
- Teacher showed the best performance in supportive and participative leadership styles.
- The retention rate of teachers also found in supportive leadership style.
- More instability, fear were seen in authoritative leadership style.

Following are the recommendations suggested by this study

- No single leadership approach is suitable at all times. This is because no leadership style is universally right, as it can be effective and progressive in certain instances, while inadequate or lacking in others. Therefore, principals should adopt situational leadership styles based on the circumstances. By doing so, they can effectively address challenges, adapt to changes, and ensure efficient functioning of the school.
- Any educational institution possesses vast human and material resources. The

manpower component is particularly significant as it holds the potential to grow and be utilized. It is imperative, therefore, for principals to be visionary leaders who can inspire and effectively allocate resources. This approach enables a school to have the right materials in the appropriate places and ensures that individuals are in the suitable positions.

- Principals possess teaching experience rather than training in leadership. While they are capable of teaching, they lack the necessary knowledge and skills to effectively lead.

- The concept of leadership is characterized by its dynamic nature, which greatly influences a school's vision, mission, and goals. In order for principals to grasp this dynamism, it is crucial for district central offices to provide continuous professional development opportunities such as workshops, seminars, conferences, and journals to enhance school leadership.

- School performance is not solely reliant on leadership; other independent variables, such as parental and community involvement and engagement, also hold significant importance. Therefore, principals should extend invitations to parents and communities to actively participate in matters of significance to the school. This inclusive approach will foster a sense of ownership and encourage contributions towards enhancing school performance.

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