Impact of Leadership Style on School Performance: A Case of Quetta City

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Abstract

Leadership plays a vital role in enhancing the performance of any organization; the main objective of this study was to investigate the effect of leadership style on school the performance of Quetta City public schools, and for the said purpose Quantitative descriptive survey research design was used, data was collected by adopted Questionnaire of 254 male and female teachers of public school of Quetta city by simple random sampling where everybody has equal and likely chance for selection , the questionnaire had been divided into three parts the first part was demographic profile of the participants ,the second part was the Principal leadership style last part was on school performance . The data was analyses by SPSS version 25 and statistics correlation a regression analysis was performed, validity of the tool was checked by the experts and the reliability of the tool was .988. main finding of the study shows that democratic and autocratic leadership style has a moderate correlation with school performance and the lazier-faire shows negative weak correlation while transformational leadership has a strong correlation and It's the best leadership style in order to improve school performance

Introduction

"To be a great leader, one must never give up, try to bring people together and be selfless".
Everyone. Nelson Mandela

Leadership may be described as an advanced approach of collaborating with individuals inside an organization in order to accomplish certain objectives. Individuals in positions of management leadership must possess a comprehensive understanding of the organizational context and effectively integrate the actions and conduct of others within it. In order to effectively assume a leadership role, it is necessary for the supervisor to possess a well-defined theoretical framework. The concept of leadership is a fundamental aspect of organizational dynamics and management.

Leadership entails authority and responsibility in terms of selecting how to proceed and being held accountable for the success or failure to achieve the agreed-upon objectives. In today's rapidly evolving social, economic, and technological landscape, leadership plays a more vital role in management than in the past. Previously, the way in which the leader fulfils these tasks and oversees the activities of the organization was referred to as leadership to as his/her leadership style. (Ibrahim Aden Jama, Vol. 4, No. 1, January 2023, pp. 36~39).

According to (Okilwa, 2017), changing the educational system's mission, goals, and vision for the 21st century requires strong school leadership (Naidoo, 2015). The development and prosperity of organisations rely heavily on leadership styles. Education movements need to be revitalized in order to adapt to the changing times (Ucar, 2021).

Educational leadership encompasses a range of talents and competencies that may encounter certain challenges and obstacles. Similarly, the ability to facilitate behavioural changes is crucial for leaders as it allows them to cultivate and expand their range of leadership skills or capabilities in order to effectively implement strategies within the organisation, ultimately fostering the moral development of their staff members and facilitating the achievement of educational goals for the overall advancement of the education system. Suppose school leaders are able to effectively create working settings that provide learning opportunities and spaces for learning, where learning skills serve as indicators for professional and moral growth. In that case, this has resulted in high levels of success for the education system (Clemen, 2010).

The primary purpose of educational leadership is to facilitate intellectual achievement through interaction, guidance, motivation, coaching, and direction, focusing on ethical growth and measurable improvements. This accomplishment is contingent upon the assistance and collaboration of all parties involved, including but not limited to teachers, subordinates, understudies, guardians, educators, policymakers, and the broader populace of the institute. Without these stakeholders' collective effort and cooperation, realizing this achievement may not be feasible. The objective of leadership is to cultivate the growth of individuals in their roles as educators or learners, thereby enhancing the value of the societal capital network. This entails fostering trust, building relationships, providing sincere care, and establishing credibility, all of which are fundamental components of leadership, particularly concerning the moral responsibilities of teachers within our school community.

This effort aims to enhance the learning experience by developing a system that focuses on educational leadership. This practice is designed for front line managers/teachers and educational administrators, such as co-heads, who are expected to adhere to the prescribed instructions to promote self-learning and academic success. The following are the authentic methods employed in educational supervision:

• Envision a vision of academic achievement that transcends socioeconomic boundaries, ensuring equal opportunities for all students.

• It is important to preserve a learning environment that is both responsive and secure. Additionally, the distribution of responsibilities should be extended to all parties involved.

• Moreover, it is essential to expand the content and instructional methodologies of the educational plan.

• The enhancement of institution structures and the regulation of current administrative tools and approaches.

In a contemporary period characterized by dynamic political, social, and economic transformations, educational institutions are compelled to fulfill their core objectives. The rising demands and complex nature of the position of the school principal are evident. Educational administrators are increasingly tasked with addressing the expanding range of student attributes, encompassing factors such as cultural heritage, socioeconomic status, and disparities in wealth. School principals, in conjunction with the teaching staff, are tasked with implementing significant and transformational changes as they collaborate to establish shared objectives that contribute to the formation of a collective mission. The primary duties of school leadership encompass the provision of direction and influence, with a particular emphasis on school guidance, human development, and organizational growth (Trichas & Avdimiotis, 2020).

Managing and guiding an institution towards its established objectives within this situation is undoubtedly a challenging task. The primary responsibility for accomplishing this objective lies with the school principal. The school principal is responsible for grappling with intricate challenges that frequently emerge, providing guidance to their educational institution, and serving as an exemplar for their staff members. The significance of the leadership style exhibited by the school head has considerable relevance. The impact of the school principal's leadership attitudes and behaviors extends to several aspects of the educational institution, including its purpose, vision, general objectives, teacher performance, student accomplishment, educational standards, and educational procedures (KILIÇ, 2019). In light of the prevailing success-driven educational paradigm, it is crucial to acknowledge the significance of the school principal's leadership style in relation to educational institutions' competitive and rivalrous structures. This leadership style plays a pivotal role in facilitating the attainment and fulfillment of schools' objectives. Hence, management in educational institutions necessitates distinct qualifications and resources. Education is a dynamic phenomenon that undergoes continuous transformations influenced by several factors, including education policy, personnel, students, the surrounding environment, and parties involved (KILIÇ, 2019).

From the perspective of the individual, the family, the organization (such as a school), or the nation, there is no question that academic accomplishment is critical for children. Strong leadership is essential for a school to thrive in extracurricular and academics. As a leader at an educational institution, you're responsible for the day-to-day operations of the group as well as fostering an environment where everyone works together towards a similar objective. The leadership style of school principals is believed to have a significant impact on student achievement. In order to accomplish the school's objectives, it is the head teacher's responsibility offer guidance and use their influence (Obama, 2016).

This emphasizes the importance of the principal's involvement in improving students' performance and accomplishment. Democratic, authoritarian, and laissez-faire leadership styles are the three most common approaches. In a democratic leadership style, staff and teachers are actively involved in making choices, whereas in an authoritarian style, the head teacher makes all the calls. The head teacher takes a back seat under a laissez-faire leadership style, allowing individual instructors more autonomy and responsibility.

Statement of the Problem

Efficient and innovative leaders who employ adaptive leadership styles should be present in public schools. Leaders should make it a priority to create a positive and supportive environment that promotes both teaching and learning. This would contribute to enhancing student performance, fostering comprehensive development, and ultimately leading to the overall success of the school. (Ng, 2016). he researches aim is to identify the most effective leadership style for school head teachers/principals. This will be achieved by analyzing principals who are currently leading highly esteemed public and private schools in Baluchistan, Pakistan. The school head plays a crucial role in the development of both the school and its learners, as they are responsible for ensuring that the educational goals are successfully achieved. The interlink process is the foundation of educational system development, with the school head playing a crucial role. In order to enhance the school learning environment and promote moral development, it is important to strive towards achieving the desired educational goals. The Government of Baluchistan is committed to addressing and improving educational challenges. A recent study is being conducted to assess the impact of leadership style on the overall performance of secondary schools in Quetta city. The study aims to determine which leadership style is more effective in increasing school performance. Although school performance is influenced by various factors, there is limited literature available on the impact of leadership style on school performance in Quetta city. A study was conducted by Syeda Hassan Waqar in Punjab, focusing on principal leadership styles and their impact on educational organizations. Another study, conducted by Tehzeeb, explored the effectiveness of leadership styles. Additionally, a study was conducted in Kech to investigate the leadership styles in government schools within the district. This study aims to fill a literature gap and is unique in its own context.

Objectives of the Study

The purpose of this study was to identify principal leadership styles follows by public and private sector schools and to what extend it improves overall school performance
1.   To assess the leadership style follows by secondary schools principals
2.   To correlate the effect of leadership style and school performance

Limitations of the Study

The scope of this research is limited to Quetta City in order to focus on the issue being studied from a local perspective. This approach recognizes the specific context and challenges that exist within this particular geographic area. The purpose of the findings is to provide valuable insights that are specifically relevant to leadership in education and school performance in the setting of Quetta City.

Literature Review
Definition of Leadership

Defining leadership is the first step in surveying educational leadership theories. Since no universally accepted definition of leadership exists in the literature, providing a clear definition of the term is challenging. Many academics have studied leadership, and their definitions of leadership vary. In order to shape activities and relationships in a group or

organization, leadership is sometimes defined as "a process of influencing in which an individual exerts intentional influence over others" (Yukl, 2002). The authors Bush and Glover (2003) stress the need to take a broader view of Yukl's utilization of an individual. Both individuals and groups can take the lead in the classroom (Bush & Glover, 2003). A common thread across the many accounts of educational leadership is an emphasis on the importance of the classroom experience and the development of students' abilities as learners and problem solvers (e.g., Bush & Glover, 2003; Devos & Bouckenooghe, 2009; Grissom & Loeb, 2011).

Education Leadership
Educational leadership as a profession has come a long way. Thanks to educational leadership, teachers now know exactly how and why their students have been able to succeed academically. Educational leaders, according to a growing body of evidence from both theory and experience, should prioritize student success by creating learning environments that are stimulating, nurturing, and supportive. Outside the classroom, they engage in different types of in-depth and important work, such as developing and supporting teachers, creating constructive working circumstances, efficiently allocating resources, and formulating suitable organizational rules and methods. The important job that school administrators do outside of class and school hours focuses on the projects and initiatives that are carried out on school grounds. Educational leaders want fresh guidance to implement their practices effectively and complete tasks (Kapur, 2018). Since the 1960s, researchers have made substantial contributions to the body of knowledge in educational leadership and management. The increasing quantity of research systematic reviews published in the subsequent decades provides evidence for this claim (Hallinger, 2011; Witziers et al., 2003).

Types of Leadership
The systematic literature review offers various types of leadership, but the following four types are most commonly practiced.

Democratic/Participative Leadership
In the last several decades, participatory leadership has grown in popularity. Time capsule from the 1930s and 1940s. At that point, renowned behavioral scientist Kurt Lewin spearheaded research highlighting the benefits of democratic and participatory leadership styles in the workplace. In a broad sense, participatory leadership is when superiors and subordinates collaborate to make decisions. According to Zlate (2004) and other academics, this connection is the bedrock of participatory leadership. School participatory leadership has been thoroughly debated concerning school development and its ability to favorably affect students' learning outcomes. The idea's focus on family involvement in school leadership suggests it may be gaining traction in education. Although it shares certain similarities in meaning, definition, and usage with phrases like dispersed leadership and shared leadership, it is often used interchangeably. Depending on the setting and circumstances, variations may manifest (Heck & Halinger, 2009).

Autocratic Leadership
A leader using an autocratic or authoritarian leadership style has unchecked authority and makes all the important choices independently of subordinates (Pearce and Sims, 2002). In most organizations, the leader has a complete say over all decisions and expects subordinates to follow their direction. According to Sosik and Dinger (2007) and Pearce and Sims (2002), autocratic leaders are characterized by the following: Decisions are made centrally by autocratic leaders without consulting or receiving feedback from their followers. A direct supervisor keeps a tight eye on their subordinates as they work, giving them specific instructions and checking in frequently to ensure everything is going according to plan. Autocratic bosses demand blind obedience to protocols, leaving little space for employees to think for themselves or make decisions independently. The leader exercises total authoritarianism when he or she expects team members to obey his or her orders blindly.

Laissez-Faire Leadership
A leader using a laissez-faire, or delegation, leadership style takes a back seat to subordinates and lets them make most, if not all, of the choices (Vecchio et al., 2010). Leaders that practice laissez-faire management give their subordinates great independence in making choices and carrying out their duties (Northouse, 2018).

Transformational leadership
Due to its relative newness to the study of management, a precise description of this leadership style is still elusive. J. MacGregor Burns initially employed it in 1978; since then, it has been the subject of theoretical investigation (Burns, 1978). This new leadership style looks past the leader's ability to negotiate with subordinates over organisational issues. Instead, it focuses on the leader's capacity to motivate subordinates to perform. According to Johns, transformational leadership entails providing staff with a fresh perspective to foster genuine engagement (Johns, 1998). If you believe M. Zlate, transformational leadership is all about making your employees feel more connected to the company, finding more ways to motivate them, helping them see themselves reflected in their leaders, and working together to achieve a common goal (Zlate, 2004, p.199-200).

Leadership Theories
The following are the main theories in leadership.

Task Oriented Leadership Theory
Task-oriented leadership theory suggests that successful leaders prioritize tasks over other aspects, such as defining tasks, setting targets, coordinating work, monitoring progress, and preparing financial reports. This approach is effective in schools, law enforcement, and manufacturing settings, but may demoralize team members by not encouraging originality and innovation. Task-oriented leaders prioritize checking written work and completing work before submission dates**.**

Task Oriented Leadership Theory
Basu (2013) defines relationship-oriented leadership as leaders who build strong

relationships with their team, fostering creativity, innovation, and productivity. This philosophy excels in unstructured settings, allowing subordinates to make decisions related to work performance. Covey and Maxwell advocate for this approach over task-oriented leadership.

Path Goal Leadership Theory
The path-goal theory of leadership suggests that leaders should complement subordinates' activities to improve job satisfaction and performance. This theory, established by Robert House in 1971, emphasizes the impact of a leader's actions on job satisfaction, motivation, and efficacy. Leaders should set challenging but achievable goals and reward those who achieve them. Like school management, achievement-oriented leaders use this philosophy to motivate employees by rewarding them with pay, status, or promotions. This approach encourages leaders to adapt to their subordinates' and workplace demands.

Role of Leadership in Education Institutions
The United States Department of Education (2004) study states that successful school leaders foster mutual trust and respect among teachers, students, parents, and community members to attain academic excellence. Concerted efforts are undertaken to acquire a comprehensive comprehension of their school communities and establish alliances that foster learning within and beyond the school premises. In her paper "Excellent Teachers Deserve Excellent Leaders" presented at the conference mentioned in 2007, Darling-Hammond outlined five objectives for school principals.
1.   Establish direction through establishing agreement on a vision, goals, and course of action
2.   Assist individual instructors by providing support, guidance, and oversight, and enhance the overall teaching abilities of the group by promoting collaborative planning and professional development that establishes common standards of practice.
3.   Revamp the organization's structure to enhance staff education and cooperation while promoting individualized student support. Additionally, it aims to involve families and the community in the organization's activities. 4. Strategically oversee the distribution of resources and assistance within the organization.
4.   Furthermore, implementing transformational leadership, which brings about significant changes in school organisations, requires establishing participatory decision-making structures that operate internally and externally in the school (P.21).

Methodology of the Study
Research Design
The choice of research design is a crucial and critical aspect of the data gathering procedures for this study. The researcher intends to investigate the cause and effect of the study, as well as the relationship between the variables. In this case, the correlation research design will be the most effective instrument to use when gathering primary study data. Given that the study is quantitative in nature, the questioner will be the instrument used to collect data.

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Population of the Study
The population of this research study was comprises of teachers of Secondary public Schools. An estimation of 1000 active school teachers of institutions. Every one of these populations is in the vicinity of in this investigation.

Sample Size
The study has been purely on primary quantitative data to formula the results and finding about the variable of this study. In this quantitative study the researcher at selected N 1000 secondary school teachers while of the school's These entire samples been chosen from public boys and girls school from the district Quetta. As total population of school staff around N 1000. Sample size was 254

Sample Technique
The researcher had been employed basic random sampling techniques in this investigation. This method is the most basic type of probability sample. As each member of the population in a certain location shares the same characteristics as the overall population, the researcher will receive a list of schools to select participants from. Simple random sampling is a probabilistic sampling method that allows researchers to select study participants in a random and unbiased manner. It also delivers data that are objective, representative, and counteract confounding effects of both known and unknown factors for the population of the study; it is however vulnerable to sampling error, burdensome technique, and troublesome with diverse and scattered population.

Validity & Reliability
The validity of the questionnaire was check by the three experts of the field and after that 10% of the total sample size will be used for pilot testing and after that reliability of the questionnaire was checked by Cronbach's alpha blecceptavthe reliability of the tool was .988 which is highly acceptable

Data Analyzed Tools/Instruments
In this proposed study the arithmetic statistics means and correlation, regression of the quantitative data examined. Through means of the descriptive statistical packages for social science (SPSS) achieve the exploration of the congregated data which is suitable software for comparable research studies ((Muijs, 2011). In this descriptive study the researcher had been used a statistical tool i.e. IBM Statistical Packages for Social Science 25 version. The aims of the study to explore the cause and effect and the relationship among the study variable of the study for this instance the researcher had been apply correlation and regression analyzed tools to determine the relationship has and impact on one and other. These descriptive tools of SPSS have been an In-safe hand measurement to analyze for the primary data in this current study. The best concerning to apply regression and correlation statistics on in hand numerical data of the study for the formulation the results of the opinion of the study participant's responses.

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Results
Table 1 *Frequency of Democratic Leadership Style*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	134	52.8	52.8	52.8
	1.14	20	7.9	7.9	60.6
	1.29	2	.8	.8	61.4
	1.43	5	2.0	2.0	63.4
	1.86	8	3.1	3.1	66.5
	2.00	57	22.4	22.4	89.0
	2.14	3	1.2	1.2	90.2
	3.00	5	2.0	2.0	92.1
	3.14	1	.4	.4	92.5
	3.57	4	1.6	1.6	94.1
	3.71	2	.8	.8	94.9
	4.00	13	5.1	5.1	100.0
	Total	254	100.0	100.0	

The above table and graph indicates the distribution of score of democratic leadership style, the majority of despondence value range between 1 .00 to 2.00 and the highest frequency observed was 1.00 its means majority of the despondences agree with all the democratic statements.

Table 2 *Frequency of Autocratic Leadership Style*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	85	33.5	33.5	33.5
	1.25	22	8.7	8.7	42.1
	1.50	52	20.5	20.5	62.6
	1.75	16	6.3	6.3	68.9
	2.00	42	16.5	16.5	85.4
	2.25	3	1.2	1.2	86.6
	2.50	12	4.7	4.7	91.3
	2.75	2	.8	.8	92.1
	3.00	11	4.3	4.3	96.5
	3.50	2	.8	.8	97.2
	3.75	1	.4	.4	97.6
	4.00	6	2.4	2.4	100.0
	Total	254	100.0	100.0	

The above data shows that majority of responded score between 1.00 to 2.00 and the highest frequency score was 1.00, smaller frequency observed at as high score indicating respondent perceive themselves as autocratic leadership style.

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Table 3 *Frequency Lassies-Faire Leadership Style*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	141	55.5	55.5	55.5
	2.00	83	32.7	32.7	88.2
	3.00	12	4.7	4.7	92.9
	4.00	18	7.1	7.1	100.0
	Total	254	100.0	100.0	

The Laissez-Faire Leadership Style scale revealed that 55.5% of respondents scored 1.00, indicating low levels of laissez-faire leadership. Moderate levels were observed in 32.7%, while high levels were observed in 4.7% and 7.1% of respondents.

Table 4 *Frequency of Transformational Leadership Style*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	133	52.4	52.4	52.4
	1.14	6	2.4	2.4	54.7
	1.43	2	.8	.8	55.5
	1.86	4	1.6	1.6	57.1
	2.00	79	31.1	31.1	88.2
	3.00	12	4.7	4.7	92.9
	3.57	2	.8	.8	93.7
	4.00	16	6.3	6.3	100.0
	Total	254	100.0	100.0	

The Transformational Leadership Style scale revealed that 52.4% of respondents scored 1.00, indicating low levels of transformational leadership behaviors. 31.1% scored 2.00, indicating moderate leadership. 4.7% scored 3.00, indicating high leadership, and 6.3% scored 4.00, indicating very high leadership.

Table 5 *Frequency of School Performance*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	133	52.4	52.4	52.4
	1.13	6	2.4	2.4	54.7
	1.38	2	.8	.8	55.5
	1.88	4	1.6	1.6	57.1
	2.00	79	31.1	31.1	88.2
	3.00	12	4.7	4.7	92.9
	3.63	2	.8	.8	93.7
	4.00	16	6.3	6.3	100.0

The School Performance scale showed a distribution of scores among respondents. 52.4% scored 1.00, indicating low school performance. 31.1% scored 2.00, indicating moderate perception. 4.7% scored 3.00, indicating high school performance. 6.3% scored 4.00,

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indicating very high school performance. The data suggests varying perceptions among respondents.

Table 6 *Correlation*

Control Variables			Educational LS	Democratic LS	Autocratic LS	Laisse Faire LS	Transformational
School Performance	Educational Leadership Styles	Correlation	1.000	.996	.930	-.196	.196
		Significance (2-tailed)	.	.000	.000	.002	.002
		Df	0	251	251	251	251
	Democratic Leadership Style	Correlation	.996	1.000	.896	-.197	.197
		Significance (2-tailed)	.000	.	.000	.002	.002
		Df	251	0	251	251	251
	Autocratic Leadership Style	Correlation	.930	.896	1.000	-.339	.339
		Significance (2-tailed)	.000	.000	.	.000	.000
		Df	251	251	0	251	251
	Laisse Faire Leadership	Correlation	-.196	-.197	-.339	1.000	-1.000
		Significance (2-tailed)	.002	.002	.000	.	.000
		Df	251	251	251	0	251
	Transformational Leadership	Correlation	.196	.197	.339	-1.000	1.000
		Significance (2-tailed)	.002	.002	.000	.000	.
		Df	251	251	251	251	0

On average, respondents rated their perception of democratic leadership style at 1.5501. The standard deviation of 0.82981 indicates that there is some variability in respondents' perceptions of democratic leadership style, with slightly less agreement compared to the average perception of educational leadership styles. This suggest that democratic leadership style have a significant impact on school performance

On average, respondents rated their perception of autocratic leadership style at 1.6240. The standard deviation of 0.69539 indicates a moderate level of variability in respondents' perceptions of autocratic leadership style.

On average, respondents rated their perception of laissez-faire leadership style at - 1.6339. The standard deviation of 0.86876 suggest that there is a weak negative correlation between lazier –faire leadership style and school performance, as the variability increases the school performance will decreases.

On average, respondents rated their perception of transformational leadership style at 1.6350. The standard deviation of 0.85567 indicates a weak positive level of variability in respondents' perceptions of transformational leadership style. The hypothesis leadership

style has a significant impact on school performance is accepted as the results suggest that leadership style has a significant impact on school performance. Democratic and autocratic shows strong positive correlation with school performance, lazier-faire shows weak negative correlation with school performance, while transformational leadership style shows weak positive correlation with school performance.

Findings
1.   The findings of study shows that democratic leaderships are mostly practice in school
2.   The findings of the study that autocratic leaderships are less practice in school
3.   The findings of study shows that lazier-fairle leadership style decreases the school performance
4.   Transformational leadership style increases school performance if its use effectively.
5.   The finding of study shows that leadership style heavily influence the school over all performances**.**

Discussions
This study aimed to analysis the impact of leadership styles on school performance in Quetta city. Because, in school environment numerous style of leaderships are adapted. The finding of the study opined that the majority of school principals practice democratic style of leadership, Laissez-faire at a moderate level, and autocratic at a low level in schools. The finding of the study can be linked with the previous conducted study by Sarwar, Tariq and (2022) where it was found that college principals practice democratic style of leadership. Moreover, it was revealed that the leadership style profoundly impacts on the school performance because when teachers are included in the decision-making and communicated well and distributed work evenly by principals, teachers' and school performance improve. The results of this study align with the findings of Nanson (2010), who concluded that the democratic leadership style had a beneficial effect on both teachers' performance and school performance.

Recommendations
The study proposes the following suggestions based on its results:
1.   To improve the performance of teachers and schools, democratic leadership's style may be practiced in schools.
2.   The teacher education programs may focus on the inculcating of democratic and transformational leaderships norms and values.
3.   The study suggested that principals should employ the most suitable leadership style to promote collective responsibility and involve all stakeholders in participatory decision-making processes inside schools.
4.   The results found a significant impact of leadership styles on school performance. Therefore, the degree of Educational Leadership and Management ought to be mandatory for school heads and education department may take initiatives for training of Educational Leadership and Management.

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