

A STUDY OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' PERFORMANCE IN BASIC EDUCATION HIGH SCHOOLS

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Abstract

The main aim of the research is to study the principals' leadership styles on teachers' performance. The specific aims of the research are to study the leadership style which is most commonly used by school principals, to investigate the level of performance among teachers and to identify the relationship between principals' leadership styles and teachers' performance. Quantitative method was used in this study. A total of two hundred and twenty teachers were selected as subjects from four schools in North Okkalapa Township, Yangon Region, using random sampling method. The questionnaires included items for demographic data, leadership styles and teachers' performance. Instrument was reviewed by a panel of experts. The Cronbach's alpha of the principals' leadership styles was 0.89 and the Cronbach's alpha of the teachers' performance was 0.89. Descriptive statistic and Pearson Correlation were used to analyze the data in this study. The democratic leadership style was found to be the most commonly used leadership style among principals. The total mean value of teachers' performance was high (Mean=4.05, SD=.45). There was an association between the principals' leadership styles and the teachers' performance. These findings strongly indicate that the principals' leadership styles are significantly related to teachers' performance.

Key words: Autocratic, Democratic, Laissez-Fair leadership styles, Teachers' performance

Introduction

Schools are one of the few remaining institutions to offer partnerships to families in socialization and investment through learning. School education helps people make sense of the changes as well as fostering sustainability including lifelong learning. Society's most important investment is increasingly seen to be in the education of its people. In this situation of high expectations of each country's educational provision, those leading schools have an enormous responsibility. It is no wonder that "the school improvement movement of the past 20 years has put a great emphasis on the role of the leaders". "Effective school leaders are key to large-scale, sustainable education reform" (Fullan, 2002).

Importance of the Study

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of main-training the goals of institutions (Northouse. 2010. School leadership is a process of encouraging and helping teachers and learners to work enthusiastically toward realization of school objectives. Leadership style and job performance seem to go hand in hand with fulfilling their roles and functions towards teachers' job performance, head teachers adopt various leadership styles or they exhibit various behavior patterns.

Aims of the Study

The aims of the study are as follows

Main Aim

- To study the principals' leadership styles on teachers' performance in Basic Education High Schools of North Okkalapa Township, Yangon Region.

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Specific Aims

- To study the leadership style which is most commonly used by school principals
- To investigate the level of performance among teachers in selected schools
- To identify the relationship between principals' leadership styles and teachers' performance

Research Questions

1. Which leadership style is most commonly used by school principals?
2. What is the level of job performance among teachers in selected schools?
3. Is there any relationship between principals' leadership styles and teachers' performance?

Definitions of the Key Terms

Principals' Leadership Style

A principal leadership style is a leader's style of providing direction, implementing plan and motivating people (Wikipedia, November 2014).

Teachers' Performance

Teachers' performance could be described as the duties performed by a teacher as a particular period in the school system in achieving organizational goals (Oblilade, 1999, cited in Adeyemi, 2010).

Theoretical Framework

A leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are many different leadership styles proposed by various authors. In 1939, Kurt Lewin conducted a classic study of leadership, and this involved three styles of leadership: autocratic, democratic and laissez-faire.

Autocratic leadership

The autocratic style is described a leader who dictated work methods, made unilateral decisions and limited employees participation (Robbins & Coulter, 2009) This leadership style is less creative, determining a permanent state of tension and discontent, resistance and decrease leaders interest of subordinates (Raus & Haita, 2011).

Democratic leadership

The democratic Leadership is a leadership style that involves people in decision-making process while the execution of the decision may be from the leader after facilitating consensus in the group.

Laissez-faire leadership

Laissez-Faire leadership Style is defined as a style of leadership where leaders refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability (Biggerstaff, 2012).

Teachers' Performance

Teachers' performance could be described in various ways. It could be an act of accomplishing of executing a given task (Okunola, 1990). It could be also described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objective (Olaniyan, 1999). (Owoeye, 1999) asserted that variables of job performance such as effective teaching, lesson notes preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers'

performance could be measured through twelve facts such as plan instruction, implements the lesson, motivate students, communicates lesson, demonstrates knowledge of the curriculum, sets high expectations for student achievement in accordance with needs and abilities, maximizes time on task, integrates materials and methodology, plans and uses evaluative activities, manage the classroom, interacts with students and interacts with parents and community.

Review of Related Literature

Authoritarian Leadership Style and Teachers' Performance

Research carried out by Kurt Lewin a renowned social scientist cited in authoritarian leadership style, the authoritarian leader is very personal in his praise and criticism of each member but does not actively participate with the group unless demonstrating the group. The issue of electing which members will work collaboratively almost amounts to discrimination of the members in the work place and this study tried to determine how autocratic leadership style influences job performance of teachers in Basic Education High School.

Democratic Leadership Style and Teachers' Performance

Democratic leadership style entails consulting with subordinates and the evaluation of their opinion and suggestion before decisions are made by the management (Mullins, 2005). By inference then this implies that a democratic leader can listen to complaints and needs of employees and therefore promotes job performance. Due to the consultative nature of the democratic leadership style, it is probable that this process will enhance greatly the level of shared values between the organization and its employees which enhances job performance. In participative (democratic leadership), the teachers still can gain feedback from their principal on expectations of their roles when necessary (Clark. et al. 2009). The communicative nature between principal and teachers paves way for improving job performance.

Laissez-faire Leadership Styles and Teachers' Performance

Lewin in his studies pointed out that Laissez-faire style of leadership offered little or no guidance to group members and leaves decisions making, up to group members. The laissez-faire allows independence but discourages team building and shows no concern for workers needs or welfare (Robbins and Judge, 2009).

Methodology

Research Methodology

Quantitative method was used to collect the required data in this study.

Population and Sample

For this study, 220 teachers were randomly selected from Basic Education High Schools, North Okkalapa Township. Four school were randomly chosen as the sample of this study. According to the R.V.Krejcie and D.W.Morgan (cited in Gay and Airansian, 1992), the required sample size is 217 for population of 500. So, it would be even more confident with a sample of 220.

Instrumentation

Questionnaire survey was used in this study so as to collect the required data for the research. The set of questionnaire for the teacher was developed with two main portions after thorough review of the literature. One is to examine the principals' leadership styles and the other portion was to investigate teachers' performance.

Procedure

The questionnaires were distributed to the schools on 17th January, 2017. Finally, the datas were examined to determine if the quantitative analysis complemented each other.

Data Analysis

In the quantitative analysis, the data obtained from questionnaire survey were analyzed by using the Statistical Package for the Social Sciences (SPSS) version 20 as it is widely used in quantitative research. Descriptive statistics were used to tabulate means and standard deviations for group of items. Furthermore, Pearson Correlation was conducted to analyze the data.

Findings

Quantitative Findings

The quantitative findings of Basic Education High School, North Okkalapa Township were presented in the following tables.

Table (1) Mean Values and Standard Deviations of Leadership Styles of the Principal in School (A), North Okkalapa Township N=82

Leadership Styles	Mean	SD
Autocratic Leadership Styles	3.43	.58
Democratic Leadership Styles	4.25	.65
Laissez-faire Leadership Styles	3.20	.50

1.00 – 1.49 = Never 2.50 – 3.49 = Sometimes 4.50 – 5.00 = Always

1.50 – 2.49 = Rarely 3.50 – 4.49 = Often

In table (1), the mean values and standard deviations of autocratic, democratic and laissez-faire leadership styles were 3.43, 4.25 and 3.20 respectively.

Table (2) Mean Values and Standard Deviations of Leadership Styles of the Principal in school (B), North Okkalapa Township N=41

Leadership Styles	Mean	SD
Autocratic Leadership Styles	3.43	.75
Democratic Leadership Styles	3.96	.88
Laissez-faire Leadership Styles	2.99	.52

1.00 – 1.49 = Never 2.50 – 3.49 = Sometimes 4.50 – 5.00 = Always

1.50 – 2.49 = Rarely 3.50 – 4.49 = Often

In table (2), the mean values and standard deviations of autocratic, democratic and laissez-faire leadership styles were 3.43, 3.96 and 2.99 respectively.

Table (3) Mean Values and Standard Deviations of Leadership Styles of the Principal in School (C), North Okkalapa N=50

Leadership Styles	Mean	SD
Autocratic Leadership Styles	3.50	.47
Democratic Leadership Styles	4.20	.42
Laissez-faire Leadership Styles	3.11	.41

1.00 – 1.49 = Never 2.50 – 3.49 = Sometimes 4.50 – 5.00 = Always

1.50 – 2.49 = Rarely 3.50 – 4.49 = Often

In table (3), the mean values and standard deviations of autocratic, democratic and laissez-faire leadership styles 3.50, 4.20 and 3.11 respectively.

Table (4) Mean Values and Standard Deviations of Leadership Styles of the Principal in School (D), North Okkalapa Township N=47

Leadership Styles	Mean	SD
Autocratic Leadership Styles	3.54	.68
Democratic Leadership Styles	4.24	.76
Laissez-faire Leadership Styles	3.00	.58

1.00 – 1.49 = Never 2.50 – 3.49 = Sometimes 4.50 – 5.00 = Always
 1.50 – 2.49 = Rarely 3.50 – 4.49 = Often

In table (4), the mean values and standard deviations of autocratic, democratic and laissez-faire leadership styles were 3.54, 4.24 and 3.00 respectively.

Table (5) Mean and Standards Deviations of the Degree of Perceived Job Performance of Teachers in Selected Basic Education High Schools

	Schools	N	Mean	SD
Teachers' Performance	A	82	4.17	.37
	B	41	4.04	.64
	C	50	3.95	.38
	D	47	3.97	.44
	Total	220	4.05	.45

1.00 – 1.49 = Never 2.50 – 3.49 = Sometimes 4.50 – 5.00 = Always
 1.50 – 2.49 = Rarely 3.50 – 4.49 = Often

In Table (5), the descriptive results of teachers' performance were shown. According to this table, the mean values for school, A, B, C, D were 4.17, 4.04, 3.95 and 3.97.

Table (6) Correlation between Perceived Principals' Leadership Styles and Teachers' Performance of Basic Education High School (A)

Two Groups	Teachers' Performance	Democratic Leadership Styles
Teachers' Performance	1	.622**
Democratic Leadership Style	.622**	1

** Correlation is significant at the 0.01 level (2-tailed)

Table (6) showed that the correlation between perceived principals' leadership styles and teachers' performance of Basic Education High School (A). Teachers' performance was significantly correlated with democratic leadership style ($r=.622$, $p<.000$).

Table (7) Correlation between Perceived Principals' Leadership Styles and Teachers' Performance of Basic Education High School (B)

Two Groups	Teachers' Performance	Democratic Leadership Styles
Teachers' Performance	1	.554**
Democratic Leadership Style	.554**	1

** Correlation is significant at the 0.01 level (2-tailed)

Table (7) showed that the correlation between perceived principals' leadership styles and teachers' performance of Basic Education High School (B). According to the result, teachers' performance was significantly correlated with democratic leadership style ($r=.544$, $p<.000$).

Table (8) Correlation between Perceived Principals' Leadership Styles and Teachers' Performance of Basic Education High School (C)

Two Groups	Teachers' Performance	Democratic Leadership Styles
Teachers' Performance	1	.415**
Democratic Leadership Style	.415**	1

** Correlation is significant at the 0.01 level (2-tailed)

Table (8) showed that the correlation between perceived principals' leadership styles and teachers' performance of Basic Education High School (C). According to the result, teachers' performance was significantly correlated with democratic leadership style ($r=.473$, $p<.003$).

Table (9) Correlation between Perceived Principals' Leadership Styles and Teachers' Performance of Basic Education High School, (D)

Two Groups	Teachers' Performance	Democratic Leadership Styles
Teachers' Performance	1	.655**
Democratic Leadership Style	.655 **	1

** Correlation is significant at the 0.01 level (2-tailed)

Table (9) showed that the correlation between perceived principals' leadership styles and teachers' performance of Basic Education High School (D). According to the result, teachers' performance was significantly correlated with democratic leadership style ($r=.655$, $p<.000$).

Conclusion

Based on the findings of study, the conclusion can be dawn as follow.

In school (A), teachers' performance correlated with democratic leadership style ($r=.622$). According to this data, it was found that teachers' performance strongly correlated with democratic leadership style. In school (B), teachers' performance correlated with democratic leadership style ($r=.544$). According to this data, it was found that teachers' performance moderately correlated with democratic leadership style. In school (C), teachers' performance correlated with democratic leadership style ($r=.415$). According to this data, it was found that teachers' performance moderately correlated with democratic leadership style. In school (D),

teachers' performance correlated with democratic leadership style ($r=.655$). According to this data, it was found that teachers' performance strongly correlated with democratic leadership style.

Discussion and Recommendation

In this study, it was found that the democratic leadership style was the commonest style of leadership used by principals of Basic Education High Schools, North Okkalapa.

The finding indicating significant difference in teachers job performance in schools having principals using democratic style of leadership and laissez-faire leadership style show that democratic leadership style was a better leadership style in enhancing better job performance among teachers. As such, principals should use the democratic style of leadership in some occasions. They should be autocratic in certain situations in order to increase productivity among teachers.

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