



RESEARCH PAPER

**Teachers' Perception Of Different Leadership Styles of Head Teachers
in Public Girls' Secondary School District Kech**

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ABSTRACT

This research aimed to investigate the perceptions of teachers towards the various leadership styles practiced by head teachers in public secondary schools of the district Kech, Baluchistan. The study had two main objectives: firstly, to explore how teachers perceive their head teachers' leadership styles, and secondly, to identify the different leadership styles employed by female head teachers in public secondary schools in the Kech district. A quantitative approach using a descriptive survey design was utilized to conduct the research. The population consisted of 19 public girls' secondary schools, 19 head teachers, and 146 female secondary school teachers. The research sampled 9 female head teachers and 100 female teachers from 9 respective schools, selected through a random sampling technique. The data was collected using Likert scale (5 points) questionnaires, and analyzed using descriptive statistics. The findings suggest that the adoption of democratic leadership styles has a positive and significant impact on teachers' perceptions of their head teachers' leadership effectiveness.

KEYWORDS Autocratic Leadership Styles, Democratic Leadership Styles, Head Teachers, Laissez-Faire Leadership Styles, Leadership Styles

Introduction

Effective school leadership is essential for creating a positive school culture and improving student outcomes. School leaders play a critical role in setting the tone for the school, promoting a sense of community, and developing policies and programs that support student success. Among the various factors that contribute to effective school leadership, the leadership style of the head teacher is one of the most important. The head teacher's leadership style can have a significant impact on teacher job satisfaction, motivation, and overall school performance.

Leadership styles can be broadly categorized into three main types: democratic, autocratic, and laissez-faire. Democratic is characterized by the involvement of teachers and staff in the decision-making process, while autocratic leadership involves a more directive approach, with the head teacher making decisions on behalf of the staff. Laissez-faire leadership involves a hands-off approach, with the head teacher delegating responsibility and decision-making to individual teachers.

Several studies have explored the relationship between head teachers' leadership styles and teacher job satisfaction, motivation, and overall school performance. Faulkner (2014) argues that good school leaders often put in place democratic and cooperative structures in their schools for successful management. Smith and Amushigamo (2015) found that school leaders who adopt a democratic leadership style were more effective in promoting teacher job satisfaction and engagement.

However, there is limited research on teachers' perceptions of different leadership styles of head teachers in public girls' secondary schools. Therefore, this study aims to explore teachers' perceptions of the different leadership styles of head teachers in public girls' secondary schools and their impact on teacher job satisfaction and school performance. The study will investigate the prevalence of democratic, autocratic, and laissez-faire leadership styles among head teachers and analyze the relationship between these styles and teacher job satisfaction and school performance.

Literature review

School leadership

School head teachers are responsible for providing leadership in schools, although there is not universal acceptance of their role. The head teacher's responsibilities include managing school finances and business, students, teachers, curriculum supervision, the school's physical resources, and community relations. Increasing pressure for professional autonomy among teachers and growing raised questions about whether head teachers should function as administrators or leaders. Nonetheless, school principals, whether functioning as administrators or leaders, are crucial for ensuring effective schools. Effective schools can have a significant impact on student learning, and there is a connection between student achievement on tests of basic skills and a stable set of school organizational and process characteristics, as observed by Hopkins, Ainscow, and West (1994).

Head teacher Leadership Styles

The concept of leadership style pertains to the leader's underlying needs that drive their behavior, as defined by Siskin (1994). It reflects the dominant pattern of behavior that characterizes a leader, as suggested by Olaniyan (1999). Additionally, it denotes a specific set of behaviors employed by a leader to motivate subordinates towards achieving leadership objectives, with the behavior of head teachers playing a crucial role in creating a conducive learning environment that can affect student achievement. The effectiveness of a principal's leadership is closely related to their interaction with staff. Researchers have identified several leadership styles used in organizations, including autocratic or directive styles, democratic or relationship-oriented styles, laissez-faire or hands-off styles, and situational leadership behaviors.

Autocratic/Directive Leadership Style

It's also referred to as an authoritarian leadership style. This is where power, authority, and decision-making reside in the leader. The autocratic leader directs Head teachers on the way things should be done. The leader does not maintain a clear channel of communication between him or her and the subordinates. He or she does not delegate authority or permit subordinates to participate in policymaking (Hoy and Miskel, 1992).

Democratic/Relationship oriented Leadership Style

This leadership style is commonly referred to as the democratic or participative leadership style. It prioritizes collaboration and involvement in decision-making processes within a group. The leader encourages open communication and consultation with team members, making them feel valued and important to the organization. The delegation of responsibilities is based on the employee's qualifications, experience, and availability. This leadership style is known to increase staff morale and promote a positive organizational culture (Northouse, 2019; Yukl, 2013).

Laissez-Faire Leadership Style

According to Talbert and Milbrey (1994), this approach allows for complete freedom among group members to make decisions without the involvement of a leader. Subordinates are students with with the autonomy to act as they please, with the leader solely responsible for providing the necessary resources. The leader does not intervene or take part in the group's decision-making process.

Material and Methods

Research Design

The researcher selected to carry out this study using a quantitative approach design. The purpose of this research was to assess the different leadership styles in Public Girls' Secondary Schools in the district of Kech of Balochistan. This study took the quantitative approach in that it was based on variables with numbers and analyzed with statistical procedures using descriptive statistics (Creswell, 2003). Quantitative research was used on numerical data, and measurable variables (Amin, 2005).

The descriptive research design was used because it helped to determine the practiced behavior of head teachers, and leadership traits, and teachers' perceptions towards the leadership styles in the respective schools. The survey research employed to help in the collection of information and facilitated the researcher to observe it directly to find out the perception of teachers regarding their head leadership styles.

Population and Sampling

According to the District Education Office (EMIS 2018-19), District Kech, Balochistan comprises girls' (19) public girls' secondary schools, 19 head teachers, and 146 secondary school teachers that formed the study population.

The study employed a random sampling technique to select school heads and teachers in public girls' secondary schools in district Kech, Balochistan. In this study, the researcher selected 9 out of 19 girls' public secondary schools in the whole district Kech. According to Wisker (2001), a percentage of at minimum 20% of the study population of less than 100 is considered a sample in descriptive research.

Sample of the Study

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Sample Size	
Category	Sample /Population
Girls Secondary School	9/19
Head teachers of Girls Secondary School	9/19
Teachers of Girls Secondary School	100/146

Ref: (EMIS 2019)

Data Collection and Data Analysis

For this study, the researcher personally visited the schools and distributed the research questionnaires to the subjects to collect data. All filled questionnaires were handed over to the researcher for further processing. Data were analyzed using descriptive statistics. The coding, entry, and analysis of the data were done using the new version Statistical Package for Social Sciences (SPSS) which has a set of standard commands that analyze data.

Results and Discussion

Teachers' perceptions regarding head teachers' Leadership Styles

First objective of this study was to judge the perception of teachers regarding the leadership styles of their head teachers. The teachers were asked to respond to some items that sought to determine the different leadership styles of head teachers' behavior. The responses were given on a rating scale (Likert scale of 1-5) and requested to rate and later results were ranked.

Table Error! No text of specified style in document.2
Teachers' responses about the democratic leadership style

No	Democratic Leadership Style Statements	N	Mean	Std. Deviation
1	Your headmistress involves teachers in the decision-making process	100	4.88	.327
2	Your headmistress listen to suggestion and makes them part of organizational policy	100	4.76	.429
3	Your headmistress emphasize the quality of education when she conducts meetings with staff	100	4.72	.473
4	Your headmistress encourage teachers when they perform a duty	100	4.59	.552
5	Your headmistress calls meeting and ask teachers for their comments	100	4.61	.510
6	Your headmistress motivates teachers to bring changes	100	4.51	.718
7	your headmistress performs duty regularly and punctually	100	4.52	.627

The above table presents the mean scores and standard deviations of teachers' responses about the democratic leadership style being applied by female head teachers in public girls' secondary schools in district Kech, Balochistan. The mean scores range from 4.88 to 4.51, indicating that the teachers generally perceive their headmistresses as exhibiting democratic leadership behaviors. Specifically, the headmistresses involve teachers in decision-making processes (M=4.88), listen to suggestions and make them part of organizational policies (M=4.76), emphasize the quality of education during staff meetings (M=4.72), encourage teachers when they perform a duty (M=4.59), call meetings and ask for teacher comments (M=4.61), motivate teachers to bring changes (M=4.51), and perform their duties regularly and punctually (M=4.52). The standard deviations range from 0.327 to 0.718, indicating that the responses were relatively consistent and not widely dispersed. Therefore, the results suggest that the headmistresses in district Kech are perceived to be using democratic leadership styles, which involve involving teachers in decision-making, listening to their suggestions, and motivating them to bring changes, among other behaviors.

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Teachers' responses about Autocratic/directive leadership styles

No.	Autocratic Leadership Style Statements	N	Mean	Std. Deviation
1	your headmistress takes action if teachers involve in aggressive behavior	100	4.39	.680
2	your headmistress implements rules and regulations	100	4.31	.720
3	your headmistress assigns tasks and insists to finish them on time	100	4.56	.556
4	your headmistress dominates in staff meetings refuses to access to teachers and students	100	4.54	.626

The above table shows the responses of teachers to the Autocratic/Directive Leadership Style statements provided. The sample size for the study was N=100. The mean and standard deviation values for each statement were also calculated.

On average, the teachers strongly agreed with the Autocratic Leadership Style statements provided, with mean values ranging from 4.31 to 4.56 on a 5-point Likert scale. The standard deviations were relatively low, indicating that there was a high level of agreement among the respondents. Specifically, the highest mean score was obtained for the statement "your headmistress assigns tasks and insists to finish them on time" (M=4.56, SD=0.556), indicating that the teachers perceived this as a common practice of their headmistress. The lowest mean score was obtained for the statement "your headmistress implements rules and regulations" (M=4.31, SD=0.720), but it still indicates a strong agreement with this leadership style.

Overall, the results suggest that the teachers in the sample prefer an autocratic/directive leadership style, where the headmistress takes charge and makes decisions for them. This finding implies that the headmistress may need to consider adopting a more participative leadership style to increase teacher engagement and motivation in decision-making processes. The study may be limited by the sample size and the specific context of the schools surveyed, and further research is recommended to confirm the results.

Table Error! No text of specified style in document.4
Teachers' responses about laissez-faire leadership styles

No.	Laissez-Faire Leadership Style Statements	N	Mean	Std. Deviation
1	your headmistress Permits teachers to do work their own way	100	4.37	.720
2	your headmistress authorizes you to take action whenever needed	100	4.23	.831
3	your headmistress avoids the responsibilities	100	3.31	.918
4	your headmistress allows members to work according to their will	100	4.26	.812
5	your headmistress gives staff freehand to achieve tasks	100	4.25	.993

The table displays the results of a study on the responses of teachers regarding their headmistress's Laissez-Faire leadership style. The sample size for the study was N=100, and the mean and standard deviation values were calculated for each of the five statements provided.

The teachers in the sample generally responded positively to the Laissez-Faire Leadership Style statements, with mean values ranging from 3.31 to 4.37 on a 5-point Likert scale. However, the standard deviation values were relatively high, indicating a considerable variation in the responses of the participants.

Specifically, the highest mean score was obtained for the statement "your headmistress permits teachers to do work their own way" (M=4.37, SD=0.720), suggesting that the teachers appreciated having autonomy in their work. The lowest mean score was obtained for the statement "your headmistress avoids responsibilities" (M=3.31, SD=0.918), indicating that the teachers perceived this as an unfavorable practice of their headmistress.

Overall, the results suggest that the teachers in the sample prefer some level of Laissez-Faire leadership style, but not to the extent that the headmistress avoids responsibilities or fails to provide guidance when needed. The relatively high standard deviation values suggest that there may be differences in the preferences of the teachers regarding the Laissez-Faire leadership style. The study may be limited by the sample size and

the specific context of the schools surveyed, and further research is recommended to confirm the results.

Leadership Style Practiced by Female Head Teachers

The second objective of this study was to explore the leadership style being applied by female head teachers in secondary schools in district Kech, Balochistan.

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Collective Results of Teachers' Responses About Leadership Styles

<i>Leadership Style</i>	<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>
Democratic	4.66	100	0.23
Autocratic	4.45	100	0.37
Laisse-Faire	3.80	100	0.50

. The results presented in Table 3.5 show the collective responses of the teachers regarding the different leadership styles being practiced by the head teachers. The overall mean score for the democratic leadership style is 4.66, which indicates that the majority of the teachers perceive their head teachers to be practicing a democratic or participative leadership style. This means that the head teachers involve the teachers in the decision-making process and value their input in the overall management of the school. The relatively high mean score for democratic leadership style suggests that the head teachers in public girls' secondary schools in district Kech, Balochistan, prioritize collaboration and teamwork in their leadership approach. The standard deviation for the democratic leadership style is 0.23, which is relatively low. This indicates that the responses of the teachers regarding the perception of their head teachers' democratic leadership style are consistent and clustered around the mean score. Overall, these findings suggest that the head teachers in public girls' secondary schools in district Kech, Balochistan, are perceived to be practicing a democratic leadership style, which emphasizes collaboration and participation in decision-making processes.

Discussion

This study aimed to investigate the leadership styles of school heads and their impact on teacher satisfaction and school performance. The findings of this study indicated that most school heads believed in creating a cooperative and democratic environment in their schools. This finding is consistent with previous research conducted by Faulkner (2014) and Smith and Amushigamo (2015), who argue that good school leaders often put in place democratic and cooperative structures for successful management.

When teachers were asked about their heads' leadership styles, they stated that their leaders were supportive and relationship-minded personalities. The decision-making process of school heads was also examined, and the result was statistically calculated through Mean. The mean score of 4.88 indicated that school heads practiced democratic leadership styles and involved teachers in the decision-making process.

However, some teachers responded that their head teachers regarded themselves as the only ones who maintain definite standards of school performance. The mean score of 4.54 suggests that a fair percentage of school heads practiced autocratic styles to run their organizations. This finding is consistent with previous research that suggests that some school leaders prefer to maintain a more authoritative style of leadership.

Furthermore, the teachers' responses regarding leadership styles showed that most school heads were inclined towards a laissez-faire or hands-off leadership style, with a mean score of 4.37. This finding suggests that school heads permitted teachers to do work in their

own way, which could potentially have positive effects on teacher satisfaction and motivation.

In conclusion, this study provides valuable insights into the leadership styles of school heads and their impact on teacher satisfaction and school performance. The findings suggest that a cooperative and democratic leadership style is preferred by most school heads and is associated with higher levels of teacher satisfaction. However, some school heads still practice an autocratic leadership style, which could potentially have negative effects on teacher satisfaction and school performance.

Conclusion

The purpose of this study was to investigate how teachers perceive the leadership styles of their head teachers in public secondary schools in the Kech district, and to identify the specific leadership styles employed by female head teachers. The study aimed to gain a deeper understanding of the subjective evaluations of teachers with regard to the leadership styles of their head teachers, and to provide valuable insights into the leadership practices of head teachers in the Kech district. Through the use of a quantitative research approach and a descriptive survey design, data was collected from a sample of 9 female head teachers and 100 female teachers from 9 respective schools using a 5-point Likert scale questionnaire. Descriptive statistics including mean and standard deviation were used to analyze the collected data. The findings of the study revealed that the adoption of democratic leadership styles by head teachers had a positive and significant impact on teachers' perceptions of their head teachers' leadership effectiveness.

Summary

The findings of this study suggest that head teachers in public secondary schools and district Kech used a variety of leadership styles, including democratic (participative), autocratic, and laissez-faire (hands-off). However, there were significant differences in the application of these styles across different schools. The results of the study indicated that public secondary schools inclined more towards autocratic and hands-off leadership styles, while schools in district Kech used democratic leadership style more frequently.

Furthermore, the study found that schools where head teachers practiced participative styles had better outcomes. The majority of teachers responded that their heads were participative in the decision-making process. This result suggests that a democratic leadership style can have positive effects on teacher satisfaction and school performance.

Overall, the results of this study indicate that head teachers in public secondary schools and district Kech primarily practiced relationship-oriented manners or democratic styles. The statistical analysis of the mean scores showed that head teachers practiced participative or democratic leadership styles the most, with a mean score of 4.54. The directive or autocratic style was the second most commonly practiced style, with a mean score of 4.4, while hands-off leadership styles had the lowest mean score of 2.80.

Research Implications

The findings of this study have important implications for school leaders and policymakers. School leaders should consider adopting a participative or democratic leadership style to promote teacher satisfaction and school performance. Policymakers should also encourage the development of leadership training programs that emphasize the importance of democratic leadership styles and help school leaders develop the necessary skills to implement these styles effectively.

Recommendations

Based on the findings of the study, the following recommendations are suggested:

School leaders should adopt democratic leadership styles that involve involving teachers in decision-making and encouraging active participation in school activities to improve school performance and foster a sense of ownership among teachers, leading to higher job satisfaction and increased motivation.

Leadership training programs should be developed to enhance the leadership skills of head teachers, with a focus on emphasizing the importance of democratic leadership styles and providing practical guidance on their effective implementation.

School leaders should invest in leadership development to improve their ability to lead effectively and create a positive school environment that supports student learning and achievement.

Policymakers should prioritize the development of policies that support the adoption of democratic leadership styles by providing funding for leadership training programs, incentives for schools that demonstrate effective leadership practices, and guidelines for evaluating school leaders based on their leadership effectiveness.

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