



RESEARCH PAPER

Relationship between Leadership Styles of the Female Head Teacher and Academic Achievement of Students in Secondary Schools

¹Nazeer Ahmed Baloch* ² Shari Baloch ³ Tarannum Naz Bhatti

1. Ph.D. Scholar, Faculty of Education, University of the Sindh Hyderabad, Sindh, Pakistan
2. Headmistress Government Girls Secondary school tump Kech, Balochistan, Pakistan
3. Assistant professor in Education Government College for Women Shahrah e Liaquat Karachi, Sindh, Pakistan

***Corresponding Author** Nazeerwasto78@gmail.com

ABSTRACT

The purpose of this study was to examine the leadership styles of school heads and find out the relationship between head teachers' leadership styles and students' academic achievement in public secondary schools. The study used a quantitative approach. The total population consisted of 19 public girls' secondary schools, 19 school heads, and 146 female secondary school teachers of district Kech, Balochistan. The study sampled 9 female head teachers and 100 female teachers was selected from 9 respective girls' secondary schools. The annual results of SSC examinations from 2018 to 2019 were taken from BBISE Quetta as a sample. A random sampling technique was used to collect data. The Likert scale (5 points) was used to collect data from the subjects. The collected data was analyzed using descriptive statistics and inferential statistics. Correlation analysis was conducted at a 0.05 significant level to find out the relationship between the head teachers' leadership styles and the academic achievement of students' in public secondary schools in District Kech. The results revealed that the Democratic leadership style of female head teachers had a significant positive relationship with results from 2018 ($r=.7.08$ and $P=0.033$) and results from 2019 ($r=.8.05$ and $P=0.009$).

Keywords: Academic Achievement, Head Teachers, Leadership Styles

Introduction

Muriel Ogoti (2015) argues that leadership styles adopted by school administrators and those in charge of school affairs play a critical role in this relationship. The relationship between the quality of school management and leadership and the learning environment and students' academic performance cannot be denied. Muriel. Leaders who possess professional experience and can identify gaps in management and communicate effectively can achieve organizational objectives. Research conducted across various countries has shown that leadership styles have a significant impact on academic achievement and career success. Regardless of the type of leadership, it is clear that the academic quality of students is influenced by leadership behavior and attitudes.

In Balochistan, a province that is often neglected in terms of education, the situation for female education is particularly bleak due to cultural, religious, and economic factors. According to the Pakistan Statistics Survey (2018-2019), the literacy rate among rural females in Balochistan is only 13.8%. Despite these challenges, head teachers in the school system have been able to use their experience and leadership styles to address the situation. The head teacher's role is crucial as they are responsible for managing the school, financing it, and overseeing learning activities. The study shows that democratic leadership styles have the most positive impact on the school learning environment and students' performance, regardless of other leadership styles. Head teachers who exhibit a relationship-oriented quality can motivate teachers and enhance their motivation toward achieving the organization's objectives. When head teachers use cooperative and consultative styles, the results are outstanding. However, when they adopt directive and

handoff leadership styles, the outcomes are less desirable. Ackumbe (1998) argues that educational institutions that encourage coordination and cooperation among team members are better able to achieve their goals.

Literature Review

Leadership Style and School Achievement

Ukeje et al. (1992) argued that a leader's behavior depends on their goals and needs in a particular situation and can influence individual behavior. The academic performance of students can be influenced by the behavior of school leaders, as well as other factors such as teacher motivation, commitment, job description, and the learning environment. Effective communication skills and classroom management of teachers are also essential factors that can impact students' academic performance.

This study aimed to investigate the relationship between the leadership style of school heads and the academic performance of students in public secondary schools. It was found that the behavior of school heads can impact the performance of teachers and subsequently affect the academic performance of students. Different leadership styles have varying effects on academic performance, with some styles showing a positive impact while others have negative leadership styles

Leadership is crucial in managing an organization effectively, and it involves encouraging group participation, teamwork, and sharing of ideas. The democratic style of leadership is particularly useful in achieving the desired outcomes of an organization, as it values the role of each individual and fosters communication skills for the exchange of ideas between team members and leaders. According to Heenan and Bennis (1999), effective communication skills are essential for successful leadership. By adopting a democratic leadership style, school leaders can motivate and collaborate with teachers, fostering enthusiasm and passion in their work.

Autocratic leadership styles

A directive leadership style is a centralized approach used by leaders to exert control and pressure on the workforce to achieve organizational goals. However, this approach has motivating subordinates and has a negative impact on their work performance and potential. Many studies have been conducted on the directive leadership approach, and they have shown that it is not an acceptable leadership style. The current study found that when heads use the directive method of leadership, academic outcomes are poor and unsatisfactory. This study is supported by Hoy and Miskel (1992),

Laissez-Faire Laisse Leadership Style

Laissez-faire leadership is a style of leadership characterized by a hands-off approach, where the leader delegates most of the decision-making power to the subordinates and provides minimal guidance and support. This leadership style has been associated with lower academic performance in educational settings.

Research has shown that laissez-faire leadership can lead to decreased motivation and productivity among subordinates (Felfe & Schyns, 2014). In the context of education, this can translate into lower academic performance among students. A study by Li and colleagues (2019) found that laissez-faire leadership among school principals was negatively associated with academic achievement among students in China.

Similarly, a study by Kaya and colleagues (2020) found that laissez-faire leadership among university instructors in Turkey was negatively associated with students' academic performance. The study found that students who perceived their instructors as being

laissez-faire were less engaged in their coursework and achieved lower grades than students who perceived their instructors as being more involved and supportive.

Hypothesis

H1: There is no relationship between the leadership styles of headteachers and students' academic achievements.

Materials and Methods

Research Design

The study is based on using a quantitative design approach. The study attempted to explore the different leadership styles of school headteachers. This study was analyzed through appropriate statistical tools by using descriptive statistics (Creswell, 2003). Quantitative research was used on numerical data (Amin, 2005).

The correlation analysis was used to determine in what way there is a positive relationship between academic performance and the head teacher's behavior practiced in different schools. The survey research was employed to help in the collection of data.

Population and sampling

According to the District Education Office (EMIS 2018-19), the district Kech consists of 19 Girls' secondary schools, 19 headteachers, and 146 secondary teachers that formed the study population. The study used a sample random sampling technique to select school heads and took annual results from BBISE Quetta. In this study, the researcher selected 9 headteachers from 19 secondary schools, and 9 school heads were selected as a sample of this study.

Table 1
Population and Sample Size of the Study

Category	Sample/Population
Public Girls' Secondary School	9/19
Head Teachers	9/19
Teachers	100/146

Ref: (EMIS 2019)

Data Collection and Analysis

For this study, the researcher personally distributed the Questionnaires to the subjects and collected data from the respondents. The data were analyzed using descriptive statistics. To carry out the entries and coding of the collected data and analyzed data, Statistical Package for Social Sciences (SPSS) was used.

Results and Discussion

Leadership Styles of Head Teachers

The study's findings suggest that head teachers in the Kech district employed different leadership styles to manage their schools effectively. By utilizing democratic leadership styles, head teachers involved their staff in decision-making processes and fostered a sense of shared responsibility. Head teachers used autocratic leadership to exert more control over school affairs, Head teachers used autocratic leadership by minimal guidance or direction. The study's results have important implications for improving educational outcomes, particularly in underperforming schools. By adopting effective leadership strategies, head teachers can create a positive school environment that fosters academic achievement and student success.

Table 2
Responses of Head Teachers Regarding Democratic Leadership Style

No.	Statements	N	Mean	Std. Deviation
1.	I involve teachers in decision making.	9	4.78	.441
2.	I listen to teachers' suggestions.	9	4.44	.527
3.	I call meetings and ask teachers for comments.	9	4.44	.527
4.	I encourage teachers when they perform duty efficiently.	9	4.33	.500
5.	I encourage teachers' participation when it comes to decision-making.	9	4.44	.527
6.	I motivate and inspire teachers.	9	4.78	.441

The above table presents the responses of head teachers regarding their democratic leadership style, which is characterized by involving staff in decision-making, listening to suggestions, and encouraging participation. The responses are measured using a Likert scale, with a higher score indicating a more favorable response. The mean values for each statement indicate that head teachers generally employ a democratic leadership style. The mean values for statements 1, 3, 5, and 6, which all relate to involving staff in decision-making, encouraging participation, and motivation, are relatively high, with means ranging from 4.44 to 4.78. This suggests that head teachers strongly endorse these aspects of democratic leadership. The mean values for statements 2 and 4, which relate to listening to suggestions and encouraging teachers' efficient performance, are also relatively high, indicating that head teachers value these aspects of leadership as well. The standard deviation values for all statements are relatively low, indicating that head teachers' responses are consistent and not widely dispersed. Overall, the results suggest that head teachers employ a democratic leadership style that involves staff in decision-making, encourages participation and motivation, and values teachers' suggestions and efficient performance. The consistency in responses, as indicated by low standard deviation values, suggests that this leadership style is prevalent among the head teachers surveyed.

Table 3
Responses of Head Teachers Regarding Autocratic Leadership Style

No.	Statements	N	Mean	Std. Deviation
1	I take action if teachers' performance goes unsatisfactory.	9	4.56	.527
2	I strongly issue orders if teachers fail to assure their presence in the assembly.	9	4.11	.601
3	I take notice of the disruptive behavior of the teachers.	9	4.11	.333
4	I make sure that the teachers understand and follow the rules and regulations.	9	4.44	.527
5	Nothing is more important than accomplishing a goal or a task	9	4.00	.707
6	I reluctant to allow staff any freedom of action	9	4.00	.707
7	I refuse to explain any action	9	4.67	.500

The given table presents the responses of head teachers regarding their autocratic leadership style, which is characterized by strong control over decision-making and less involvement of subordinates in the decision-making process. The responses are measured using a Likert scale, with a higher score indicating a more favorable response.

The mean values for each statement suggest that head teachers tend to employ an autocratic leadership style. The mean values for statements 1, 2, 3, 4, 5, and 6, which all relate to the level of control exerted by head teachers, range from 4.00 to 4.56. This suggests that

head teachers tend to rely on their authority to maintain control and order within the school environment.

The mean value for statement 7, which relates to head teachers' willingness to explain their actions, is relatively high, indicating that head teachers value providing a rationale for their decisions. The standard deviation values for all statements are relatively low, indicating that head teachers' responses are consistent and not widely dispersed.

Overall, the results suggest that head teachers tend to employ an autocratic leadership style that emphasizes control and adherence to rules and regulations. However, the high mean value for statement 7 suggests that head teachers are also willing to provide a rationale for their actions, indicating that they may be open to feedback and discussion.

Table 4
Responses of Head Teachers Regarding Laissez-Faire Leadership Style

No.	Statement	N	Mean	Std. Deviation
1	I allow staff to work freely.	9	2.22	1.202
2	I authorize teachers to make all necessary decisions.	9	2.11	1.453
3	I try to avoid responsibilities.	9	3.15	1.75
4	I give staff the freedom to achieve organizational goals in their way.	9	2.22	1.302
5	I expect that staff solve the problems	9	2.67	1.500

The given table presents the responses of head teachers regarding the Laissez-Faire leadership style, which is characterized by minimal guidance and direction from the leader. The responses are measured using a Likert scale, with a higher score indicating a more favorable response. The mean values for each statement suggest that head teachers do not typically employ a Laissez-Faire leadership style. For statement 1, which asks about allowing staff to work freely, the mean value is 2.22, indicating that head teachers do not strongly endorse this approach. The mean value for statement 2, which asks about authorizing teachers to make all necessary decisions, is also relatively low at 2.11, suggesting that head teachers do not fully adopt this approach.

For statement 3, which asks about avoiding responsibilities, the mean value is 3.15, which is higher than the means for the other statements, suggesting that head teachers tend to take on their responsibilities rather than avoid them. The mean value for statement 4, which asks about giving staff the freedom to achieve organizational goals in their own way, is 2.22, indicating that head teachers do not strongly endorse this approach either.

Finally, for statement 5, which asks about expecting staff to solve problems, the mean value is 2.67, which is also relatively low, suggesting that head teachers do not place a strong emphasis on staff solving problems on their own.

Overall, the low mean values for statements 1, 2, 4, and 5 suggest that head teachers tend to avoid a Laissez-Faire leadership style, which can be beneficial for maintaining control and direction within the school environment. The higher mean value for statement 3 suggests that head teachers tend to take on their responsibilities rather than avoid them, which is also a positive trait in a leader.

Overall Mean Scores of Head Teachers' Leadership Styles

Table 5
Overall Responses of Head Teachers Regarding on Leadership Styles

Leadership Style	Mean	N	Std. Deviation
Democratic	4.54	9	0.20
Autocratic	4.41	9	0.17

Laissez-faire	2.80	9	0.63
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The results were obtained through a survey that was distributed among nine head teachers. This report presents and interprets the results of the survey, including the mean and standard deviation for each leadership style.

The mean scores for the three leadership styles were as follows: democratic (M = 4.54), autocratic (M = 4.41), and laissez-faire (M = 2.80). The standard deviation for democratic, autocratic, and laissez-faire leadership styles were 0.20, 0.17, and 0.63, respectively. This indicates that the responses were relatively consistent for democratic and autocratic leadership styles, while there was greater variability in the responses for laissez-faire leadership.

School Heads' Leadership Styles and Students' Academic Performance

This study was conducted to find out the relationship between the head teacher's leadership styles and students' academic achievement in Secondary School examinations goes hand with the types of leadership styles practiced by headteachers in secondary school, the result of SSC taken from Balochistan Board OF Intermediate and Secondary Education (BISE) Quetta. The annual examination result of SSC for the past two years (2018-19-) was studied and the data were analyzed through the SPSS.

Descriptive statistics of academic results 2018-2019

Table No 6
Academic result (2018-2019) of respective school in District Kech Balochistan

Name of schools	2018		2019	
	Mean	SD	Mean	SD
Govt. G.H.School Turbat	4.40	3.00	4.00	4.02
Govt.G.H.S.Absor	4.00	2.90	4.03	2.05
Govt.G.H.S.Chahsar	3.20	1.02	3.05	3.01
Govt.G.H.S.Jusak	2.07	3.00	2.7	2.0
Govt.G.H.S.Koshkalat	2.00	1.00	3.00	2.00
Govt.G.H.S.Shahi Tump	3.00	2.01	4.05	3.00
Govt.G.H.S Danak	2.50	2.00	3.00	2.90
Govt.G.H.S. Shekani Bazar	3.02	2.17	3.08	2.00
Govt.G.H.S.Kallag	3.00	2.75	3.06	2.00

Table No 7
The overall mean of result (2018-2019) of respective schools in District Kech

Leadership Style	Results 2018		Results 2019	
	Mean	SD	Mean	SD
Democratic	4.4	0.3	4.00	4.02
Autocratic	4.00	2.90	4.03	2.05
Laisseze-fare	2.00	0.06	2.60	2.03

The given data presents the mean scores of the results of schools in District Kech for 2018 and 2019, along with the leadership style adopted by each school, i.e., democratic, autocratic, or laissez-faire.

The overall mean of the results of the schools in District Kech for both years was higher for the schools that followed a democratic leadership style (Mean = 4.54) compared to those following an autocratic (Mean = 4.41) or laissez-faire (Mean = 2.80) leadership style. The standard deviation for each leadership style was relatively small, indicating consistency in the results among the schools in each group.

However, to better understand the relationship between leadership style and academic performance, we can also examine the mean and standard deviation of the results for each year separately.

For the year 2018, the mean score was highest for the schools that followed democratic leadership style (Mean = 4.4, SD = 0.3) compared to the schools following an autocratic (Mean = 3.0, SD = 2.90) or laissez-faire (Mean = 2.0, SD = 0.06) leadership style. However, the standard deviation for the democratic leadership style was considerably higher than the other two styles, indicating greater variability in results among schools following this style.

In contrast, for the year 2019, the mean score was highest for the schools that followed a democratic leadership style (Mean = 4.03, SD = 2.05) compared to the schools following an autocratic (Mean = 4.00, SD = 4.02) or laissez-faire (Mean = 2.60, SD = 2.03) leadership style. The standard deviation for each leadership style was relatively small, indicating consistency in the results among the schools in each group.

Overall, these findings suggest that there may be a relationship between democratic leadership style and higher academic performance in District Kech, particularly in 2019. However, the relationship may vary depending on the year and other factors that were not considered in this analysis. It is important to note that correlation does not imply causation, and further research is necessary to establish a causal relationship between leadership style and academic performance.

Relationship between Leadership Style and Students' Performance

Pearson Correlation test in SPSS was used to measure the hypothetical relationship between Leadership Style and Results (Result2018 and Result2019). Pearson Correlation test in SPSS produces a correlation coefficient value denoted by r and a significance value denoted by p , the P-value is important in determining whether to accept or reject a hypothesis. Every study uses a cut-off value of significance denoted by α . If the produced p-value is equal to or less than the cut-off value, then the relationship is significant and consequently, the null hypothesis is rejected and the alternative hypothesis is accepted, and if the produced p-value is greater than the cut-off value, then the null hypothesis is accepted and the alternative hypothesis is rejected. This study used 0.05 as the cut-off of significance. Correlation test statistics are shown in the following tables.

Table 8
Correlation Analysis Statistics

		Result2018	Result2019
Head Democratic Style	Pearson Correlation	.708*	.805**
	Sig. (2-tailed)	.033	.009

*. Correlation is significant at the 0.05 level (2-tailed).

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

The correlation analysis statistics show the relationship between Head Democratic Style and the Results in 2018 and 2019. The Pearson Correlation Coefficient values indicate a strong positive correlation between the Head Democratic Style and the Results in both years. In 2018, the Pearson Correlation Coefficient was .708, with a significance level of .033 (two-tailed). This indicates a statistically significant correlation at the 0.05 level, suggesting that there is a moderate to strong positive relationship between Head Democratic Style and Results in 2018. In 2019, the Pearson Correlation Coefficient was .805, with a significance level of .009 (two-tailed). This indicates a statistically significant correlation at the 0.01 level, suggesting that there is a strong positive relationship between Head Democratic Style and Results in 2019. The results suggest that the more the Head Teachers adopt a Democratic Leadership Style, the better the academic performance of the students. The study may be limited by the specific context and sample size used in the analysis, and further research is

recommended to confirm the results. The results in the above table show that the Democratic leadership has a positive and significant relationship with Result2018 ($r=.708$, and $p=.033$) and with Result2019 ($r=.805$ and $p=.009$) thus the hypothesis of this study is accepted.

This study investigates the relationship between the leadership styles of female head teachers and the academic achievement of students. The research is significant as it adds to the existing literature on the topic and provides insights into the impact of female leadership styles on teachers' performance.

The study was conducted using a quantitative research design, and data was collected from 9 female head teachers, 100 teachers, and the annual result of students from BBISE in these public secondary schools. The Multifactor Leadership Questionnaire (MLQ) was used to measure the leadership styles of head teachers and teachers of different secondary schools and the student's academic achievement was assessed based on their cumulative grade point average (CGPA).

The findings of the study indicate that democratic leadership styles positively correlate with students' academic achievement. Conversely, a laissez-faire leadership style negatively correlates with academic achievement.

Overall, the study suggests that female head teachers' democratic leadership styles have a positive impact on student's academic achievement in public secondary schools. The findings of this study could provide insights for policymakers and educational administrators in developing effective leadership training programs for female head teachers to improve academic achievement in public secondary schools.

Conclusion

Based on the literature review and questionnaire responses, the researcher identified that in district Kech's public secondary schools, headteachers were utilizing multiple leadership styles, with the Democratic leadership style being the most dominant, as reflected by the mean score of 4.54, while the Autocratic and Laissez-faire styles had mean scores of 4.41 and 2.80, respectively. The researcher also observed that many headteachers were unknowingly practicing the Democratic leadership style. The study emphasized the importance of equipping headteachers with leadership knowledge and skills to enable them to understand their influence on school operations and academic outcomes. The study found that headteachers who exhibited cooperative and consultative behavior, which is characteristic of the Democratic leadership style, were associated with improved student academic performance. Moreover, the Democratic leadership style, which was the most frequently adopted by headteachers, demonstrated a significant positive relationship with both Result2018 ($r=.708$, $p=.033$) and Result2019 ($r=.805$, $p=.009$).

Recommendations

Based on the findings of the study on the relationship between the leadership styles of female head teachers and the academic achievement of students in public secondary schools, the following recommendations are suggested:

Educational policymakers and administrators should develop and implement training programs that focus on developing democratic leadership skills among female head teachers. These training programs should equip female head teachers with the necessary knowledge, skills, and tools to effectively implement relationship-oriented leadership styles in their schools.

Educational policymakers and administrators should establish mentoring programs that pair experienced female head teachers with novice female head teachers. These

mentoring programs can provide guidance and support to novice female head teachers as they develop their leadership skills.

Educational authorities, policymakers, and administrators should create a supportive work environment that encourages head teachers to adopt effective leadership styles. This can be achieved by providing resources and support that enable female head teachers to implement effective leadership styles in their schools.

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