

## **Leadership Styles of School Administrators and their Impact on Teachers' Behaviors**

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### **KEY WORDS**

leadership styles, school administrators', teachers' behaviors.

### **ABSTRACT**

The main purpose of the study was to explore the leadership styles exhibited by school administrators and their impact on the behaviors of teachers within the educational context. Leadership within the school setting is a critical factor influencing school culture, student outcomes, and overall educational quality. The study adopted a qualitative research design, employing in-depth interviews, focus group discussions, and document analysis to collect rich data from a diverse sample of school administrators and teachers. Data analysis involves thematic coding analysis, allowing for the emergence of themes and patterns regarding leadership styles and their associated behaviors. Preliminary findings suggest a complex interplay of leadership styles, including transformational, transactional, and laissez-faire, among school administrators. These styles were found to impact various teacher behaviors such as instructional practices, motivation, job satisfaction, and professional development engagement. The study also examined contextual factors that influence leadership behaviors and their subsequent impact on

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teachers. The research contributes to the field of educational leadership by shedding light on the nuanced relationship between leadership styles and teacher behaviors.

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## Introduction

In each business, family, or educational setting, there is a need for an exciting leader. This leader is believed to provide admirable leadership (Sadique, 2018). Leader should be inspiring and supportive and have a guiding rather than a dominating approach. Authentic leadership must inspire others to take the initiative. "Any institution needs a leader to administer the institution; all that happens depends on the principal's personality. Any organization must consider questions of leadership carefully. It can be challenging to define leadership in many circumstances. However, for any educational system or another system to operate well, leadership is essential in inspiring, motivating, and developing commitment to the group's shared goal (Sadique, 2018).

The ability of the school leader to lead and direct school staff determines how well a school accomplishes its objectives. According to Moshal (2015), the more universal leadership skills include inspiring team members, boosting morale, encouraging roles, attending to members' needs, achieving common objectives, standing up for members, building confidence, implementing changes and adjustments, and resolving conflicts. According to a review of studies and theories on well-known leadership styles, conceptualizations of leadership typically support at least distinct categories. The focus of one class is on interpersonal interactions, whereas the focus of the other is on task completion and accomplishment. (Bowers & Seashore, 2017).

Leadership kinds are described as "mission leaders and social leaders" by Luthans, (2011). The goal-oriented leader determines the organizational goals for the school system and plans events. In contrast, the leader of the social strata conveys their perspective on the system through numerous social groups. Confident leaders emphasize jobs or assignments, while others are more concerned with people issues (McCarthy, 2015). School administrators' leadership skills influence the effectiveness of education in schools and institutions. The administrators of the schools are expected to integrate scientific and creative ideas with the mobilization of time, materials, and resources. He or she is also said to serve as the organization's leader (Sadique, 2018). The top administrators put their skills to work to establish an atmosphere at the school that fosters student achievement, a thriving labor market, and creative thinking (Ubben & Hughes, 2016).

According to Hersey and Blanchard (1988), a person's leadership style is the behavioral pattern a person exhibits when seeking to manage other people's actions. The followers of a leader may interpret this pattern. Their leadership style defines how managers or superiors interact with others, particularly subordinates. Regardless of who they are, what directors do is what matters. This is essential since it shows how easily the style can be noticed, described, and recognized. Stoner et al. (1996) noted that leaders demonstrate various behaviors as part of their various leadership styles in directing and regulating workers. The act of leading should be utilized to inspire others to achieve goals. As Supovitz, Sirinides, and May, (2010) defined, leadership shapes an organization's vision, strategy, and policies. They also defined leadership as persuading members of the

organization to follow the rules and accomplish goals. A school administrator's leadership style focuses on the interaction between the administrator and the staff. Additionally, it supports the idea that the leader may learn about various alternative styles or behavioral patterns and, within specific parameters, make decisions about which conduct or behavior best suits the circumstance or state of things under management or control.

The head or principal used to be seen as the de facto Administrator of the school. Since schools have grown more decentralized, however, this once-exclusive role has been filled by various administrators (Sadique, 2018).

### **Leadership Perspectives**

The topic of management is one of the oldest and most important in the world. Undoubtedly, educational institutions know the need for strong leadership in creating what a firm desire. In the past ten years, the government has understood the critical role that many countries have played in changing education systems. Managerial is believed to occur at all phases of a corporation and often entails managerial actions. (Siddique, 2018). The authors also discussed a personal, mental, action, technique, and style perspective on leadership.

#### **Person Perspective**

The leader's responsibility is to establish the rules for the team. The definition of a leader is "one who brings about social order and consistently useful contributions," according to Hosking (1988). Conger (1999) provided similar clarification on leadership. According to Conger, a leader must lead the team members.

#### **Behavior Perspective**

A leader's acts are directed at the roles and activities of the group members to achieve a common goal (Sadique, 2018). To reach a shared goal, leaders must "direct the activities of the group and coordinate them.

#### **Act Perspective**

Gurr (2015) state that leaders "act with dignity, demonstrate maturity, explain the fact, and assist Members in considering the present and anticipating the future."

#### **Process Perspective**

Leadership is a strategy that involves influencing the actions of people around you, whether individuals or groups, to accomplish objectives under certain conditions. (Gardner, 1990). Leadership is a system designed to assist individuals in contributing to and carrying out their efforts while also helping followers to give their efforts greater concentration and devotion to ensure success. According to Clement and Jacques's theory from 1994, management is a process, and the leader is the one who decides what his or her subordinates should strive towards.

#### **Styles Perspective**

In 1990, Bass identified three common leadership philosophies. These are the following:

- (i) Transactional leadership style

- (ii) Laissez-faire leadership style
- (iii) Transformational leadership style

### **Objective of the study**

#### **The objective of the study was following:**

1. To explore the leadership styles of school administrators' and their impact on teachers' behaviors.

## **Research Method and Procedure**

### **Research Design**

This study was adopted a qualitative research design to explore and understand the intricate relationships between leadership styles of school administrators and teachers' behaviors. Qualitative research is suitable for investigating complex social phenomena and gaining insights into participants' perspectives.

### **Data Collection Methods:**

#### **Semi-structured Interviews:**

School administrators was selected for interviewed to gather their perspectives on leadership styles and their effects on teacher behaviors. Purposive sampling was used to select participants who have experience with various leadership styles within the educational context. The sample included school administrators from a diverse range of educational institutions. Fifteen administrators were selected for interviews.

### **Data Analysis**

Qualitative data analysis techniques, such as thematic analysis, were employed to analyze the interview transcripts results. This involved identifying patterns, themes, and relationships within the data.

### **Ethical Considerations**

Ethical considerations were addressed, ensuring informed consent, confidentiality, and anonymity for participants. Ethical approval was obtained from the relevant institutional review board.

**Data Collection Timeline** A detailed timeline for data collection, including participant interviewed, was established.

### **Results**

Following were the main findings of qualitative data of the study.

1. All 15 participants agreed that our administrative have positive personality characteristics. Similarly, they were more confident and helping attitude with their employees.

2. 2. All attendees concurred that the manager conducts strategic planning in accordance with the established goals, with the exception of P-6 and P-7. P- and P-7 did, however, remark that managers do, to some extent, have strategic planning in line with goals.
3. 3. All of the participants agreed that being innovative and entrepreneurial is beneficial for learning environments; however, P-6 disagreed, stating that managers who are able to quickly adjust to changes in the classroom and keep up with technological advancements are beneficial. Moreover, all the participants commented that the head of the school manager supports new ideas, but P-6, P-9 and P-10 responded that to some extent, manager supports new ideas regarding leadership styles.
4. 4. Except P-10, all the participants said that administrators did their Work Effectively and Having Good Culture in the schools. However, P-10 argued that to some extent, administrators had adopted good and healthy culture for working. P-5 and P-10 disagreed with the statement, however they all agreed that administrators carry out management duties in accordance with the institution's vision and values. P-8 countered his head's statement and said that, in some ways, his head serves as an example for the staff in terms of both institutional and personal characteristics.
5. 5. Unanimously all the participants commented that the head respects the opinions of most teachers. They all further said that the head focuses on the issues of staff members.
6. 6. All the participants said that the head makes the right decision at the right time. They all added that it is right to say that the head solves every problem skillfully.
7. 7. All the participants commented that they easily understand what their heads say to them. Further, they all said that the administrators are establishing effective communication by their teachers. members, but P-4 didn't feel that treating employees with individual variances is a good idea. P-2 and P-3 countered that the head can supervise the successful efforts and provide rewards when required, but only to a certain extent.
8. 8. Unanimously, all the participants remarked that every task is achieved through teamwork at school. They all added that the head of the school can manage the behavior of the staff members, but P-4 disagreed with the statement. However, P-2 and P-3 both argued that to some extent, the head can manage the behavior of the staff members. Here, P-3 disagreed with the head's response.
9. 9. Unanimously, all the participants remarked that every task giving importance to the individual and motivation is achieved through a group work at school. They all added that the head of the school can manage the behavior of the staff members, but P-4 didn't feel that treating employees with individual variances is a good idea. P-2 and P-3 countered that the head can supervise the successful efforts and provide rewards when required, but only to a certain extent. Here, P-3 disagreed with the head's response.
10. 10. Unanimously all the participants commented that the administrators had solving problems skill for their teachers. They all went on to say that the head does not make snap choices about the issues that arise. Everyone in attendance concurred regarding My boss instills trust in the group by being composed in the face of difficulties.
11. 11. Except P-10, all the participants said that administrators arrange conditional rewarding in the schools. P-10 countered, however, that administrators do, to some extent, provide clear information about the incentives and penalties that employees would face for meeting or failing to meet the objectives. They also all concurred that my boss follows the specified guidelines when it comes to rewarding and penalizing behavior. P-7 and P-9, however, didn't concur with the assertion.

12. 2. The majority of participants said that managers should only become involved in management when absolutely essential. According to three responses, when things go wrong or expectations are not fulfilled, my boss does step in to correct the situation.

### **Discussion**

The research revealed discrepancies between administrators' and teachers' perceptions of their leadership styles. Each mentee had a unique perspective on how their Administrator worked. As Hall and Lord (1995) discovered, leadership is fundamentally intangible and relies on interpreting one's facts. Different people have different tacit conceptions about leadership, which leads to a wide range of perspectives on what constitutes effective leadership. In addition, they use unique strategies for learning and retaining knowledge. Administrators (Farah et al., 1998; Lizotte, 2013) have various responsibilities, including fostering community involvement and supporting the school. A liaison officer is a person who acts as a bridge between a school and its surrounding community and organizations, as well as one who helps to identify and coordinate the educational assets available to teachers and students. Several studies (Moos, 2013; Qutoshi, 2004; Riaz, 2004) support this theory.

According to the research, several communication channels are often available in an institution. Most of the school's administration worked to ensure that teachers felt valued and had a voice in school decisions. This research also discovered a definite correlation between the revolutionary leadership style utilized by the Administrator and the way instructors lead. Here, leadership on the part of educators is seen as a kind of group leadership in which individuals develop their abilities via interaction with others. According to Mujis and Harris (2003), one distinctive feature of teacher leadership is its emphasis on collaborative leadership, in which all educators participate in and feel ownership of the change process. Teachers' job satisfaction rises due to their collaborative efforts to enhance the learning environment at their institution.

Most administrators also made effective use of teachers' unique expertise and included even the most junior educators in policymaking, according to the study's findings. Most faculty members often raised concerns or questions to the school's administrator. In addition, they were free to act on their initiative. It is important to note that improving the mentorship programs is strongly suggested to improve the performance of newly appointed and underperforming serving Administrators. Is section providing a concise analysis of studies that examine the relationship between administrators' leadership styles and teachers' organizational citizenship behaviors (OCBs).

A study by Marks and Printy (2003) found that laissez-faire leadership can result in a lack of direction and inconsistency in educational practices. When teachers are left to their own devices without clear expectations or support, it can lead to a decline in the overall quality of instruction. However, in situations where teachers are highly skilled and self-motivated, a laissez-faire approach can be effective, as it allows them to excel in their areas of expertise.

### **Conclusion**

In conclusion, the leadership style of school administrators plays a crucial role in shaping teachers' behavior and, consequently, the overall school environment. A democratic leadership style tends to foster collaboration and motivation among teachers, while autocratic leadership can lead to dissatisfaction and decreased morale. Laissez-faire

leadership, when appropriately balanced, can be effective but may also result in a lack of direction if not managed carefully. Administrators should consider the needs and context of their school when choosing their leadership style to promote a positive and productive teaching environment.

### Recommendation

The major recommendations of the study were following:

1. The research recommends against the risks associated with passive leadership styles for school administrators. Due to the increasing complexity of running a school, administrators must regularly attend in-service training to stay current on the latest trends and best practices.
2. It is suggested that research be conducted to determine how school administrators' competing roles affect their ability to do their jobs well and how that, in turn, affects teacher and student performance in the classroom.
3. A mentoring program is highly recommended for newly appointed and failing school administrators. Mentors with a demonstrated history of success as school administrators might be recognized via these schemes, increasing the prevalence of transformational leadership in educational institutions.

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