

Effect of Teacher-Leader Style on Students' Academic Achievement: A Correlational Analysis

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Abstract

A prime factor that decides students' success is teacher who requires formal, informal instructional, and leadership commitment in the contemporary world. The current study was framed to gauge the effect of the teacher-leader style on the academic achievement of secondary students in Punjab. A sample of 2259 teachers' data was collected through a simple random sampling technique from public sector secondary school teachers of Punjab. Students' academic achievement scores were obtained from the Board of Intermediate and Secondary Education, Lahore Gazette Notification. The content validity of the Teachers-Leader Style Scale (TLSS) was ensured by leadership educational experts. The reliability of the TLSS was confirmed by applying Cronbach's Alpha score: .927. The collected data were analyzed employing mean, standard deviation, Pearson correlation, and multiple regressions. The results confirmed a strong correlation between teacher-leader style and the academic achievement of secondary school students. The results declared a significant multiple regression effect of charismatic, ideological, and pragmatic leadership style indicators on students' academic achievement; moreover, an independent sample t-test confirms that teachers' overall leadership styles were a significant predictor of the academic performance of secondary school students in Punjab. Based on the results. Quaid-e-Azam Academy for Educational Development (QAED) develops training modules on teacher-leader style and provides training to secondary school teachers for better leadership skills for teachers.

keywords: Academic Performance, Secondary School Students, Teacher-Leader Style

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Introduction

Educational stakeholders have a voice over the poor quality of output of institutions. The blame for the poor performance has been directed towards the school administration. The success or failure of students largely depends on the quality of their teachers. Behind the success of students, there is always a hand of leading teachers who mobilize resources to help their students for better performance (Cole, Waldron, & Majd, 2004).

The world is changing drastically and the role of teachers involved in the educational system is shifting at an unbelievable pace. Educational success depends on leadership and the instructional role of teachers in vision formulation, use of emotional persuasion, problem-solving, interactional skills, and pedagogical skills. Leadership is the ability, process, influence, interaction, or persuasion of the individual to achieve institutional goals (Bass & Riggio, 2006; Crowther et al., 2002; Northouse, 2010).

Leadership in educational institutions is a vibrant process where individuals take responsibility for group tasks and participate actively in achieving goals as team members (Cole, Waldron, & Majd, 2004; Richlin & Cox, 2004). Divergent transformative constructs are evoked in this modern era. One of the emerging constructs in the educational contemporary era is the teacher-leader (Crowther et al., 2002; Danielson, 2007; Lieberman and Miller, 2001) rooted in mental model leadership that supports distributed leadership (Andrews & Lewis, 2004).

The set of teacher-leader skills across various contexts within the field of education enhances interaction between teachers and students for leadership and instructional responsibility (Grimm, 2023; Smulyan, 2016). When teachers collaborate and share their efforts and knowledge, the results are better than their individual struggles (Gronn, 2002). The networking ability of the teacher-leader contributes to accepting leadership opportunities for the school's improvement (Collinson, 2012). The task of teacher-leader is to excel in innate potential through motivation and nurture leading competency in the right direction among learners for real change (Plax & Kearney, 2010).

Teacher-leader can lead, nurture, and facilitate to prepare learners as tomorrow's leaders (Katzenmeyer & Moller, 2009). They are pedagogical experts in classroom practices encourage students' feedback regarding learning activities and involve students in the decision-making process to improve learning (Crowther et al., 2002; Gabriel, 2005). The responsibility of the teacher-leader is to analyze the situation and contextual flux of problems to select the right course of action to make appropriate decisions (Glanz, 2002), take action to enhance students' academic achievement for the future (Danielson, 2007), promote morality by accepting changes and implementing institutional developmental

plans during the teaching-learning process (Fullan, 2005). Effective teacher-leader save human resources, engage students, create emotional attachments and strong relationships to develop access at the school level (Fullan, 2005; Houser & Frymier, 2009).

Teacher-leader style has a significant influence on students' academic achievement (Bolkan & Goodboy, 2011). Teacher-leader inspires their colleagues through collaboration and trust to improve teaching-learning practices for school improvement (Grimm, 2023; York- Barr, & Duke, 2004). School success and students' academic performance are pivotal around teacher-leader style (Danielson, 2007). To perform well both in academics and in co-curricular activities, effective leadership is needed at a school (Cole, Waldron, & Majd, 2004) to play a vital role in restructuring the students' leadership behavior, shaping students' lives, and contribute to student's academic achievement (Ratna et al., 2022). Educational reform's liability is on the shoulders of teacher-leader to prepare future generations of educational professionals and provide direction to achieve educational goals (Leithwood & Reihl, 2005). Further, the role of teacher-leader is as a facilitator, instructional experts, curriculum specialists, coaches, classroom managers, mentors, change catalysts, capacity builders, and motivators (Harrison & Killion, 2007). When teachers work as a team and share their efforts and skills the results are better than the struggles of individuals. This supports that teacher-leader enhance the potential of school improvement (Gronn, 2002). School teachers provide direction and influence on educational stakeholders to achieve the school's goals (Leithwood & Reihl, 2005). This showed the importance of the teacher's role in improving student performance and achievement.

Mental model leadership supports teacher-leader style; charismatic, ideological, and pragmatic that contributes to improving students' academic achievement (Ratna et al., 2022).

Teacher-leader are expected not only to excel in their teaching responsibilities but also to play a leadership role within their schools, such as mentoring colleagues, leading professional development, and participating in decision-making processes at the school level. Studies reported teacher-leader influence on students' academic achievement of students (Davies, Hides, & Casey, 2001; Northouse, 2010). Less existing studies support the teacher-leader effect on students' academic achievement. Therefore, it is essential to probe the teacher-leader effect on students' academic achievement at secondary schools in Punjab.

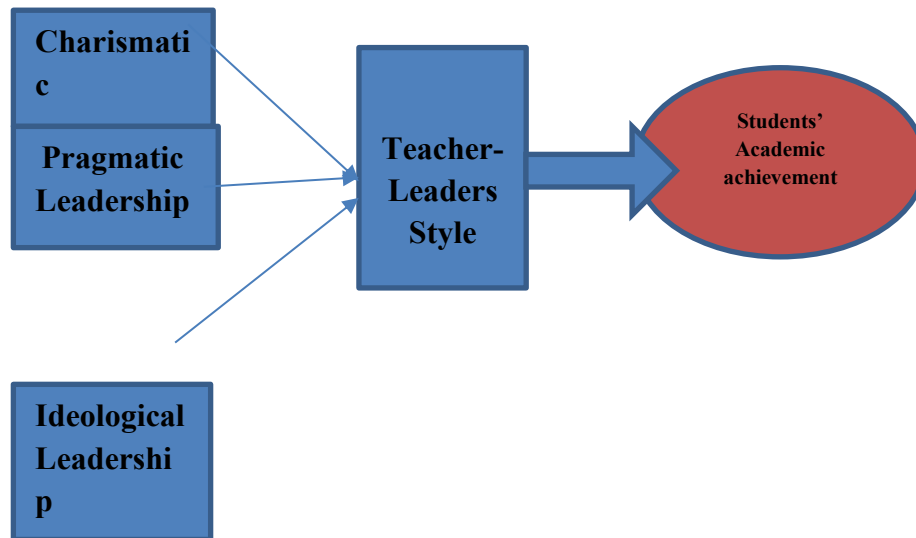
Research Questions

1. Is there any significance relationship between teacher leadership style and students' academic achievement?
 - 1.1. Is there any correlation between charismatic leader style on students' academic achievement?

- 1.2. Is there any correlation between pragmatic leader style on students' academic achievement?
- 1.3. Is there any correlation between ideological leader style on students' academic achievement?
2. Is there any significance effect of teacher leadership style on students' academic achievement?
 - 2.1. Is there any significance effect of charismatic leader style on students' academic achievement?
 - 2.2. Is there any significance effect of pragmatic leader style on students' academic achievement?
 - 2.3. Is there any significance effect of ideological leader style on students' academic achievement?

Conceptual Framework

A conceptual framework is a research map that provides guidelines on how the study is executed. It serves as a reference point for justification, organization, and structure of study with other studies on a theoretical basis. Researchers used the existing conceptual framework of other studies (Berman, 2013; Ellis & Levy, 2008; Kerlinger & Lee, 2000; Leshem & Trafford, 2007) to support the current study. The current study conceptual framework is based on mental model three transformational leadership styles; Charismatic, ideological, and pragmatic leadership. Charismatic leadership influences through personality, charm, and grace through a high level of confidence, and a strong ability to convince their followers. Effective features of charismatic leadership were a positive vision for the future, team building, social change agent, dominant personality, role model, moral authority, and high expectations of followers. Pragmatic leadership focuses on getting things done through goal-oriented and target-setting. Emphasizes pragmatic leadership is on threats and opportunities within the local situation and believes in rewards through motivation for followers. Ideological leadership supports an intrinsic strong belief system and values. Academic performance refers to an individual academic achievement in an academic year.



A teacher is an important pillar in the learning triangle; curriculum, teacher, and students. Key leading educational reform catalysts are teachers. The notion of teacher-leader was evoked in the last decade of the nineteenth centuries (Andrews & Lewis, 2004; Heller, 2004; Lee, 2011; Richardson & Placier, 2001). Teacher-leader plays a role in content planning, delivery of content in the classroom, and student grooming. Teacher-leader has gained momentum in the last two decades. A teacher is one of the essential elements of educational success in raising the standard of education (AlAjmi, 2022).

Effective teacher-leader style is directive, supportive, facilitative, and decision-making in task performance (Warren, 2021), instructional improvement, work enhancement, and initiatives for school reform efforts (Smylie, Conley, & Marks, 2002). Teacher-leader takes the responsibility of teaching inside the classroom and leadership responsibility outside the classroom (Collinson, 2012; Wenner, & Campbell, 2016), strengthening emotional bound with their followers to develop motivation, and self-esteem among colleagues to improve institution outcomes (Davis, Darling-Hammond, Lapointe, & Myerson, 2005). Teacher-leader uses leadership approaches to enhance students' knowledge, skills, behavior, integrity, and competency, and also work for the cognitive, social-emotional, communicative, spiritual, and physical development of the students. Effective instructional leaders contribute to curricular and co-curricular activities that influence on students' academic performance. They encourage others to use modern teaching practices (Cotton, 2003; Lewthwaite, 2006).

The formal and informal roles of teacher-leader are related to curriculum empowerment and professional development, and the informal role is associated with inspiration, problem-solving, team building, motivating, and reflecting (Barth, 2001;

Danielson, 2007). Transition from teacher to teacher-leader factors are attitudes toward change, context understanding, school culture, management support and professional development (Gerstenschlager & Barlow, 2019). The transformational role of teachers-leader is to stimulate and inspire colleagues to develop leadership capacity to achieve better outcomes for learners (Bass & Riggio, 2006; Danielson, 2007). The abilities of teacher-leader are open-mindedness, flexibility, facilitation, confidence, and active listening (Danielson, 2007).

Indicators of teacher-leader Style

The mental model of the teacher-leader style is based on three leadership styles; charismatic, ideological, and pragmatic leadership (Mumford, Antes, Caughron, & Friedrich, 2008; Mumford, Hunter, Friedrich & Caughron, 2009).

Charismatic leadership influences their followers through, personality, charm, and grace. Charismatic leadership has a high level of confidence, and a strong ability to convince their followers. Communication skills, team building, social change agent, and inspiration are major features of charismatic leadership. Charismatic leadership focuses on future-oriented goals, motivating colleagues, role molding, and self-sacrifice for others (Conger & Kanungo, 1988; Mumford, et al., 2008; Yorges, Weiss, & Strickland, 1999). Charismatic leaders enhance morale and positive vision for the future. This approach is a combination of transformational leaders and great man theories. Practitioners have reported four basic features of charismatic leaders; dominant personality, strong role model, moral authority, and high expectations of followers (Northouse, 2010).

Academic performance

Performance is the act of completing a task using specific abilities. What people and machines can do refers to their performance (Meyer, 2002). In the same way, Berman (2006) describes performance as the effective and efficient use of resources to obtain desired results. Bouckaert and Halligan (2008) claimed that performance is a tangible outcome of results operationalization. Performance is the function of the ability to motivate, and an opportunity for a certain time (Robbins, 2006). Performance refers to work outcomes and achievement of records for a specific timeline (Bernardin & Russel, 2013). Academic performance refers to how an individual can exhibit his/her intellectual capabilities at a given moment to complete a task. The term 'academic performance has been described as the grades obtained in a course at a given stage (Bouckaert & Halligan, 2008; Daniels & Schouten, 2010; Owoyemi, 2000). Standard performance indicators are being used to measure employee credibility, objectives proficiently, and effectiveness related to the job in a timeline. Employees' performance is evaluated through their abilities, effort, and opportunity to complete tasks. Individual performance is also measured through knowledge of policies, quantity, quality of work, cooperation, task

knowledge, timeframe, innovative ideas, administrative skills, and techniques related to the profession (Schuler & Jackson, 2005).

Teacher-Leader Style and Academic achievement of Secondary School Students

Previous studies reported divergent results regarding the influence of teacher-leader on students' academic achievement (Bonnet, 2023; Ratna et al, 2022; Rodríguez-Bravo & Murga-Menoyo, 2023; Smylie, Conley, & Marks, 2002; Spillane, 2006). Danielson (2007) reported that teacher-leaders influence colleagues and other school stakeholders to improve the teaching-learning process which eventually improves students' academic achievement.

Tatlah, Iqbal, Amin, and Quraishi (2014) structured a study to reveal the effect of school leadership style on the academic achievement of 10th-grade students of public and private sector schools in Punjab Pakistan. The data were collected from 128 secondary school teachers. Regression analysis and t-tests were employed to find the effect and difference of teacher-leader practices. The results of the study reported a significant effect of teacher-leader style on the academic achievement of students.

Calderone, Kent, and Green (2018) framed a study in the USA to measure the influence of teacher-leaders on secondary school students' achievement. The study was experimental in nature. The sample of the study consisted of 173 students and eight teacher leaders. The data were analyzed by applying ANOVA. The results of the study revealed a positive correlation and no significant difference between the experimental group and the control group.

Olaleye (2011) structured a study in Nigeria to find students' perceptions of teachers' characteristics; subject knowledge, attitude toward teaching, teaching skills, and leadership on students' academic achievement. A sample of 1600 secondary school students through a purposive sampling technique were selected for this study. The collected data were analyzed by employing Pearson correlation and chi-square to test hypotheses. The results of this research showed a significant effect between teachers' characteristics and students' academic achievement.

Ten-Bruggencate, Luyten, Scheerens, and Slegers, (2012) framed a study in the Netherlands to find the effect of teacher-leader style on students' academic achievement. The sample of the study consisted of 103 secondary school teachers and 1148 students. The collected data were analyzed by employing Pearson correlation and chi-square to test hypotheses. The results of this study revealed a significant relationship between teacher-leadership style and students' academic achievement. Thiele, Singleton, Pope, and Stanistreet (2016) executed a meta-analysis study to explore predictors of students' academic achievement. The study results reported that students' success depends on school type, gender, socio-economic background, and teacher-leaderships style.

Research Methodology

Teacher leadership style and students' academic achievement studies based on correlational research design used descriptive and inferential statistics (Bryman, 2016; Calderone et al., 2018; Dahar et al., 2010; Olaleye, 2011; Ratna et al., 2022; Tatlah et al., 2014). The current study of teacher-leader style and the academic achievement of students is also quantitative correlational research based on survey method. The sample of the current was 2259 secondary school teachers in Punjab. Tsai's (2017) Teacher Leadership Style Scale (TLSS) consisted of three factors; charismatic leadership, pragmatic leadership, and ideological leadership were used to collect the data. The TLSS consisted of a total of 30-items. The content validity of TLSS was confirmed by five educational leadership experts. The overall reliability of TLSS was calculated as .925. The Google link-generated form was used to collect data from teachers. Students' academic achievement scores were obtained from Board of Intermediate and Secondary Education, Lahore Gazette Notification. Ethical considerations were ensured prior to collect data from education department and respondents Beebe & Smith, 2008; Bhutta, 2004).

Data Analysis and Interpretation

The collected data were analyzed through descriptive analysis mean, median, and standard deviation, and inferential statistics Pearson correlation and multiple regression correlation and regression analysis.

Table 1

Descriptive analysis

<i>Statements</i>	<i>M</i>	<i>SD</i>
Charismatic Leader	3.82	.93
Pragmatic Leader	3.62	1.13
Ideological Leader	2.71	.89
<i>Teacher-Leadership Style</i>	3.83	.98

To evaluate the level of secondary school students about study variable teacher leadership style. Statistical outcomes demonstrate that the overall mean of teacher leadership style was 3.83 and the mean score of the dimensions was 3.82, 3.62 and 2.71 respectively. It means that the respondents agreed about teacher leadership style.

Table 2

<i>Pearson Correlation</i>				
<i>Variable</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Charismatic Leader	1			
Pragmatic Leader	.763(**)	1		
Ideological Leader	.579(**)	.488(**)	1	
Academic Achievement	.671(**)	.684(**)	.584(**)	1
<i>Teacher Leadership Style</i>	<i>1</i>			
<i>Academic Achievement</i>	<i>.646(**)</i>		<i>1</i>	

Significance level < .05

For the evaluation of the correlation between the variables of the study (teacher leadership style and academic achievement) it was administered Pearson Correlation. The results of inferential statistics indicated that there was moderate and positive relationship between teacher leadership style and students' academic achievement with r value= .646 while there was also moderate correlation between the dimensions of teacher leadership style and academic achievement with r value of .671, .648 and .584.

Table 3

<i>Multiple Regression Analysis</i>					
<i>DV</i>	<i>Factors</i>	<i>St. Er</i>	<i>Beta</i>	<i>T</i>	<i>Sig</i>
Academic Achievement	Charismatic Leader	.036	.67	42.98	.04*
	Pragmatic Leader	.027	.52	44.17	.05*
	Ideological Leader	.026	.58	34.18	.05*
	<i>Teacher Leadership Style</i>	<i>.029</i>	<i>.59</i>	<i>40.43</i>	<i>.04*</i>

Dependent Variable: JS

To determine the effect of teacher leadership style on academic achievement of students. The results of inferential statistics indicated a moderate effect of teacher leadership style on students' academic achievement with beta values of .67, .52, .58 and overall, .59. It indicated that teacher leadership style and students' academic achievement had moderate association between each other.

Conclusions

It was concluded that respondents agreed about the study variable such as teacher leadership style. There was a moderate correlation between teacher leadership style and students' academic achievement. Moreover, there was also a moderate effect of teacher leadership style on students' academic achievement.

Discussion

Teacher-leader has more leadership functions both at leadership and instructional level practices. Leadership is a process of creating, developing, executing, and achieving pre-determined objectives. The results of the current study were consistent with the findings of (Ratna et al, 2022), furthermore, results were consistent with Mumford, Hunter, Friedrich, and Caughron, (2009), that there was a maximum level of teachers' charismatic, ideological, and pragmatic leadership style on the academic performance of secondary school students. The current study result was inconsistent with (Calderone et al., 2018) study results.

Recommendations

Based on the results, it was suggested that policymakers focus on contemporary leadership style implementation at school levels. Curriculum developers provide leadership content for a better understanding of leadership skills for teachers and students. The government may provide funds to the education department for offering facilitates to teachers and students in developing leadership skills. Teacher training institutions may focus on developing modules and training for teachers on contemporary teacher-leader skills. Head teachers bound teachers to implement teacher-leader style for the better academic performance of secondary school students.

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