



THE EFFECT OF LEADERSHIP STYLE ON ORGANIZATION PERFORMANCE CASE STUDY ON PRIVATE BILINGUAL SCHOOL IN OMAN

Kauthar Mohamed Alzadjali, Blossom Christina
Middle East College, Oman
Email: 19F19029@mec.edu.om, Blossom@mec.edu.om

ABSTRACT

Successful and failed businesses, governments, or educational institutions can be distinguished mostly by their leadership. It is crucial to the organization's success in providing purpose and direction toward attaining its goals. Recent times have seen a major need for conversations about the leadership style of private school heads in Muscat, Oman among educators, scholars, and other stakeholders in the field. Before being hired, head teachers did not receive any formal leadership training, so they are free to adopt any management style that fits them. The purpose of the research is to determine how the styles of the leadership of bilingual school in Oman, affects student performance. Reading material from various published publications, journals, reports, and websites was used as a secondary source of data collection and questionnaire and interview were conducted as a primary source for the research's present section. The current research's primary goal is to pinpoint the discrepancy between how previous researchers approached the same subject and how it is being studied currently. The current study is going to take a positivism research design because the research is based on a quantitative methodology. The selected private school is expected to have roughly a 300 head teachers, teachers, and non-teaching employees will serve as the study's target population. As indicated by the discoveries of this examination, administration style significantly affects authoritative execution. It is fundamental for an administration style to furnish workers with open doors, provide them with a feeling of having a place, and allow them to partake in navigation. In this specific circumstance, it is recommended that associations focus on using majority rule and groundbreaking administration styles to improve authoritative execution.

Keywords: *leadership, private schools, teachers, performance.*

Background of the study:

It is impossible to overstate how crucial leadership is to an organization. Successful and failed businesses, governments, or educational institutions can be distinguished mostly by their leadership. It is crucial to the organization's success in providing purpose and direction toward attaining its goals. It plays a significant role in the group's social dynamics as well. Numerous academics gave progressively varied perspectives on the meaning of leadership as research on the subject evolved over the years. The term "leadership style" refers to a certain approach and set of skills intended to achieve organizational goals and ultimately have an impact on all organizational operations (BLANKSON et al., 2019). According to the research, a "leadership style" is a type of connection in which a person utilizes his authority and methods to persuade a large group of people to collaborate on a project. Early research on leadership (sometimes referred to as "trait" studies on leadership) focused on identifying the personality features that distinguished good leaders. The organizational leadership style is a technique that enables leaders to be active instead of reactive in determining their future (Al-Sada et al., 2017).

Providing and establishing visionary leadership for his organization, a focused organizational leader. He is aware of and grateful for solutions that are flexible considering the changing management landscape. Considering long-term competitive benefits, he creates workable fashions.

The development of a proactive strategy for strategic management is the mark of a good organizational leader (Wachira et al., 2017). The results of this study are therefore anticipated to significantly enhance the leadership class. Being a leader is having the power to inspire others to pursue a specific goal with zeal. A group is motivated to work toward its objectives by the fact that people are what bring them together. A clear vision, prioritizing, motivating others to follow you, assessing your actions frequently, and clinging to the things you value are all aspects of leadership (Ross & Cozzens, 2016). According to the study, an effective school principal needs to have strong leadership skills because, like a general, he can't win the war on his own; he needs the help of the people he works with (Yahaya & Ebrahim, 2016).

Leadership is the art of inspiring people to contribute actively to the realization of organizational objectives. A wide range of human undertakings, including politics, business, education, and social work, have all been referred to as requiring "leadership." Previous leadership ideas contend that it is a personal quality. Researchers assert that a person's ability to act as a leader is determined not only by his or her personal qualities and skills but also by the situations and environment in which that person finds themselves. Depending on how certain they are that their engagement will help them achieve their stated goals, people will participate to varying degrees. An organization can be joined by individuals to pursue its objectives (Abubakar et al., 2019). As a result, if a person thinks that his or her aspirations and goals may be achieved through a particular organization, they will support it; otherwise, they won't be as interested. One of the important aspects in determining whether an organization's leaders can increase or decrease their followers' interest and dedication is their leadership style. As a result, the researcher underlines how important it is for a manager or

leader to identify his or her leadership style. Students' academic success and learning may be impacted by the head teacher's leadership style (Anderson, 2017).

The head teacher is an educational leader, as the researcher has discussed. Most people view him or her as the most significant, influential, and powerful person in the school. According to research, how the head teacher runs the school has a direct impact on how key procedures are carried out within their organizational structure, which in turn has an indirect impact on how the school is run and organized at the top levels and ultimately has an impact on how well students perform (Jamali et al., 2022). According to a researcher, educational leadership tasks include fostering change and assisting instructors in cooperating, assessing, and advancing school improvement. Considering this, the researcher advises head teachers to be familiar with the characteristics of effective instruction before attempting to assist instructors in developing their methods. According to researchers, productive school principals, who exhibit good instructional leadership, foster a positive learning environment in the classroom, and have a strong grasp of time and people management are the key to creating effective schools. The primary educational agents are teachers and head teachers, who are both professionals in their fields. Methods, assessments, curriculum, tactics, and certification are all provided (Kalangi et al., 2021).

Even if the government of Oman places a high priority on education for its citizens, it is important to remember that strong leadership is also essential for the country's citizens to receive a suitable education. To ensure that the country's educational system is successful, there need to be leaders who will work tirelessly to establish secure and well-organized learning environments, establish precise learning goals, demand high performance from educators and students by giving them more time on tasks, and foster good parent-school relations. Lacking any such leaders in the country's educational system, every attempt made by succeeding governments to achieve a successful execution of educational policy will be impeded or will not go as intended (Jacobsen et al., 2022). The results of numerous studies on quality-related concerns in Oman's education over the past 25 years indicate that basic education generally has weak leadership and management, particularly in underdeveloped rural areas. This is attributable to the often-improper leadership style used by head teachers. This is the rationale behind the researcher's decision to investigate how head teachers' leadership philosophies affect the academic achievement of private schools (Torlak et al., 2021).

RESEARCH PROBLEM:

Many people have expressed worry about the urge for research into the leadership style of heads of educational institutions because every organization depends on the institution's leadership is effective. For some years, the government has placed a great priority on the role that leaders play in inspiring school improvement and putting education reform into action, and one of the main goals of educational reform has been the creation of effective leadership. It is significant to remember that instructors seek out school leaders that are upbeat, encouraging, and actively involved in the school's educational mission. Teachers want to work in a school where there is order and where they can get help managing their classes (Madjid & Samsudin, 2021). Recent times have seen a major need for conversations about the leadership philosophies of private school heads in Muscat, Oman among educators, scholars, and other stakeholders in the field. Before being hired, head teachers did not receive any formal leadership training, so they are free to adopt any management style that fits them. This could have a favorable or negative impact on the school's

academic success. The characteristics of the head teachers in the study who won teachers' praise included being approachable, creative, fair, supportive, good at solving problems, pleasant in their interactions with teachers, excellent instructional leaders, and good communicators (Indajang et al., 2021)

People who quit teaching or transferred to other schools said that their former administrators were capricious, harsh, or uncaring. As a result, the researcher agreed that in addition to performing functional tasks like planning, coordinating, and evaluating, the school principal should also adopt leadership practices that place an emphasis on humanistic values. Examples of these include fostering a positive working relationship with the teachers, being open and approachable, motivating them, and directing them. Headteachers must effectively apply their powers as heads to raise pupils' academic achievement for instructors to complete their duties (Owan et al., 2022). This is the driving force behind the researcher's decision to look at how the leadership style of private schools in Muscat, Oman affect their success.

RESEARCH OBJECTIVE:

- 1- To analysis the effect of leadership style on the performance of the bilingual private school in Oman.
- 2- To investigate the connection among leadership and the performance of school.
- 3- To evaluate the leadership style adopted by bilingual private school in Oman.
- 4- To provide recommendations to improve the style of leadership in bilingual private school in Oman.

RESEARCH QUESTIONS:

- 1- What is the effect of leadership style on the performance of bilingual private school in Oman?
- 2- What is the connection among leadership and the performance of school?
- 3- What is the leadership style in bilingual private school in Oman?
- 4- How to improve the bilingual private school in Oman leadership style?

LITERATURE REVIEW

LEADERSHIP STYLE:

There is still no universally agreed-upon definition of what leadership is, even though it has been exhaustively studied over the years. As many definitions of leadership exist as there are people who have attempted to define it, the researcher claims. Kruse asserts that leadership is an all-encompassing process that demands delegation of power, authority, and responsibility. Leaders help to direct, guide, and persuade their followers for them to attain both their own goals and objectives as well as the aims and objectives of the organization. As a result, leadership styles cover all aspects of interacting with people both inside and outside of a firm, handling or resolving issues, guiding, and aiding employees as they complete their tasks, and setting an example for others (Kruse, 2013).

ORGANIZATIONAL PERFORMANCE:

Business literature claims that an organization's performance is a complicated topic. To attain performance, an organization's actual achievements can be compared to its intended results, goals, and aims. An organization's performance is significantly impacted by a leader's efficacy. Researchers found that an educational institution's leadership style can have an impact on how well it manages its current problems and strives to become a superior school. Therefore, a democratic, innovative, effective, and dynamic leadership style will provide satisfying work and have an impact on the exterior quality of a school. Students, educators, and infrastructure all work together to improve the external standing of the school assurance system (Abubakar et al., 2019).

Ibrahim and Daniel's further research established that for any business to succeed, the proper administration's influence over the workers must be observed. The project's depiction of leadership aims to clarify why fair employee engagement is essential for businesses to embrace to increase productivity. The study also shows that, when necessary, an organization's leadership style must be altered to increase performance (Ibrahim & Daniel, 2019).

EFFECTS OF LEADERSHIP STYLE ON THE SCHOOL PERFORMANCE:

Researchers claims that "leadership styles" refer to the typical methods in which a leader interacts with subordinates to achieve organizational goals (Barrido et al., 2018). Al Sada describes leadership style as "how the functions of leadership are carried out, how the leader normally behaves toward the members of the group." The way in which strategic plans are implemented and people are inspired to reach their personal, group, and organizational goals are referred to as a leader's leadership style (Al-Sada et al., 2017). Researchers highlighted three primary leadership values.

i. **Laissez-faire (genuine) leadership style**

"Laissez-faire" is a simple French expression that translates to "leave things be" or "let them do what they want." It describes team leaders who send their teammates off to work on their own. Laissez-faire leaders are unobtrusive and don't attempt to manage or exert control over the group (BLANKSON et al., 2019). Jamali asserts that "laissez-faire leaders are typically ineffective because their followers act randomly and without direction." In other words, the team's leader virtually grants each team member complete autonomy in choosing their goals and supervising their work. With this leadership style, the team member(s) is given a task to complete while adhering to the organization's goals and policies (Jamali et al., 2022).

The leader in this approach is vague when it comes to the objectives, he wants his team members to achieve. Therefore, assignments are unclear, and each employee or teacher uses their chosen methods to produce the final output. The researcher presents a case when this style might be useful, although it is controversial in a contemporary educational environment. According to the researcher, this style of leadership is more acceptable when the subordinates are seasoned professionals in their industries (Kembo, 2021).

ii. **Democratic style**

A leader is demonstrating democratic leadership when they value and validate the team members' or followers' contributions to the larger process. According to Ross & Cozzens,

democratic leaders are those that solicit input from all group members before putting the topic to a vote. They described how democratic leaders interact with their followers more like team members than like superiors, and how this collaborative approach may win the team's support. Democratic leaders often ask their followers for advice and input, the researcher continues. The fact that not every choice made in a democratic leadership process calls for a vote must be understood. Just taking part in the decision-making process is enough for a leadership style to be considered democratic (Ross & Cozzens, 2016).

iii. Authoritarian (or autocratic) Style

An autocratic leadership style is one in which the leader makes decisions for the team or followers without consulting them beforehand. According to research, autocratic leaders are directive and give their followers very little room for input. As a result, these leaders like to make decisions and find solutions on their own and demand that their team members carry out their orders precisely and in detail. The researcher places the observation that authoritarian leaders like to make choices and solve issues with little to no participation or suggestions from their followers into context (Wachira et al., 2017).

iv. Transactional Leadership Style

A performance-based compensation method is used by transactional leaders to motivate their team members. Like a principal who occasionally rewards successful employees with bonuses. The transactional leadership style is the most effective because it is closely tied to an employee's interests, and as a result, employees will perform more productively, which will have a favorable impact on the organization's success. However, an organization's human resource policies are intimately related to this transactional leadership style (Kalsoom et al., 2018).

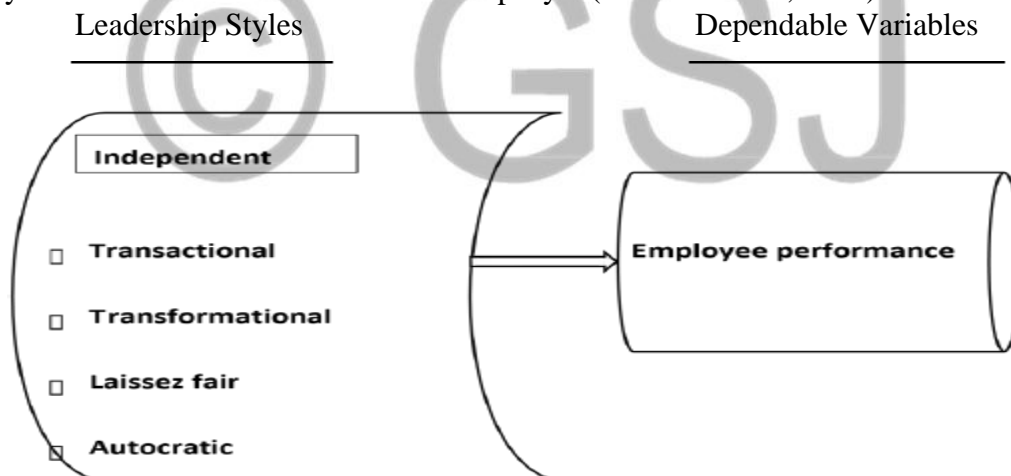


FIGURE 1

CONNECTION AMONG LEADERSHIP AND PERFORMANCE OF THE SCHOOL:

The success of students depends a great deal on the leadership style used by the school principal. There is an indirect relationship between leadership philosophies and academic performance. According to research, there is a more nuanced and intricate connection between principal leadership philosophies and student accomplishment (Owan et al., 2022). From 1980 to 1995, researchers studied the connection between leadership philosophies and student achievement,

and they discovered that leaders have a measurable but indirect impact on students' academic performance. High-performing principals had more emotional traits and cognitive-analytical abilities than their colleagues in low-performing schools, according to researchers who looked at the relationship between principal leadership traits and student accomplishment (Tedla & Redda, (2021).

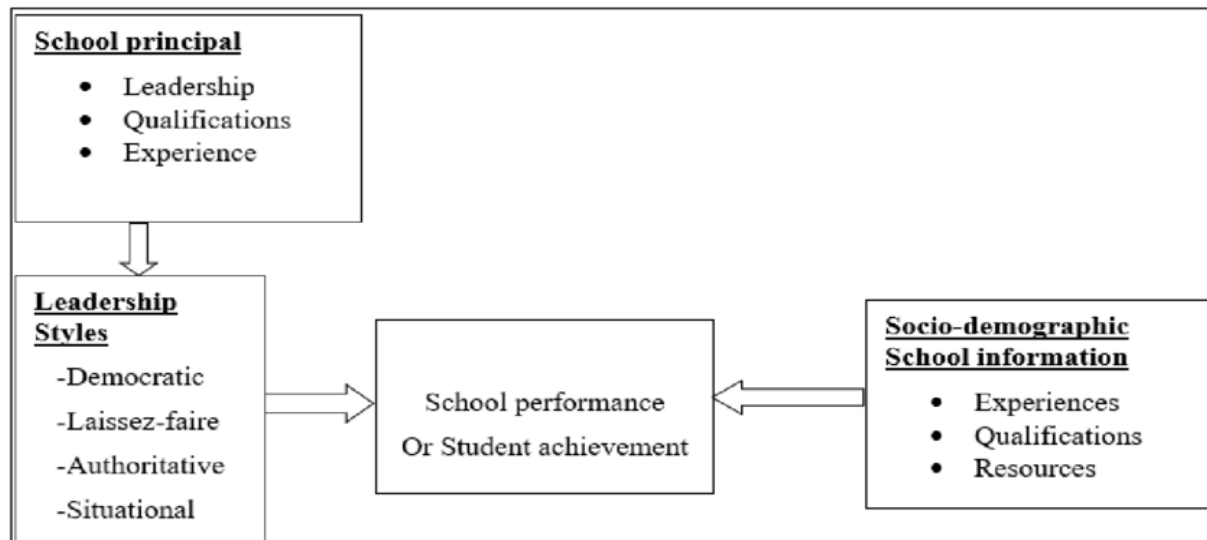


FIGURE 2

By establishing school-wide goals, enforcing high standards, allocating resources, setting up classrooms, upholding order, interacting with parents and the community, preparing teachers for instruction, visiting classrooms, and routinely supervising and evaluating teachers, principals have an indirect impact on student's academic success. Principal-teacher interactions also have an impact on students' academic performance. The conversation can involve setting goals, making time for classroom teachings, and offering support and direction (Torlak et al., 2021). The phrase "school performance" is used to refer to a variety of student successes, including those in the areas of education, knowledge, intellectual stimulation, vision, situational awareness, relationship, affirmation, culture, order, visibility, communication, and discipline. The annual acceptable advancement of successful school activities, such as teaching, productivity, working conditions, staff contentment, parent satisfaction, and teacher morale, is most specifically characterized as school performance. As previously explained, a leader's leadership style directly affects how well a group performs in school. The main reason for this is that a leader's leadership style is thought to be a crucial element in enhancing organizational success (Yahaya & Ebrahim, 2016).

LEADERSHIP STYLE ADOPTED BY THE BILINGUAL PRIVATE SCHOOL:

The bilingual private school in Oman embraced a democratic approach, using democratic leadership, the principal of the private School tends to success to check up on those they've assigned tasks, which affects positively in the performance, according to AlAni & Al Attar's study on school leadership and its impact on performance, which demonstrated the correlation between democratic leadership and school performance in this school. They don't depend

entirely on their staff because some of whom can be incompetent or lack the necessary abilities to do the task. Some people might simply prefer to work under supervision. This study investigated the effects of democratic leadership on the private School's organizational performance in Muscat, Oman (AlAni & Al Attar, 2017).

RECOMMENDATIONS TO IMPROVE THE STYLES OF LEADERSHIP IN THE BILINGUAL PRIVATE SCHOOL:

It's crucial to have the right leadership style if you want your firm to succeed. According to the researcher, transactional leadership entails satisfying the expectations of both followers and leaders, which involves making pledges or commitments that are rooted in mutual respect and trust (Jacobsen et al., 2022). Another study suggested transactional leadership is the best style of leadership, by defining, it is a leader's skill at recognizing the needs and goals of followers and demonstrating how to provide those goals in exchange for their performance (Kannan, 2022). According to another researcher, effective leaders consider the needs of their subordinates by rewarding those who successfully uphold the leaders' or the organization's pledges with concomitant rewards, accolades, and promises (Indajang et al., 2021).

The transactional leadership style has a positive relationship with how organizational politics are seen but a weak relationship with performance. A perceived dynamic workplace environment moderates the relationship between transactional leadership and personality traits like agreeableness and conscientiousness. The study found that in Russia, transactional leadership practices are positively correlated with organizational performance and creativity while looking into how leadership affects organizational performance in Russian schools (Warman et al., 2022). Therefore, considering all the studies, the private school should adopt the transactional leadership style to enhance organizational performance.

DATA ANALYSIS

There are three types of research designs: positivism, interpretivism, and pragmatic. According to positivism, empirical data and sensory experience always serve as the cornerstones of knowledge. The concept and methodology of "interpretive research" are rooted in philosophical and methodological approaches to comprehending social reality. A strategy for handling issues or circumstances that is pragmatic in its approach and solutions.

The current study is going to take a positivism research design because the research is based on a quantitative methodology. There are two approaches: inductive and deductive. A deductive research strategy is one that most people connect with scientific investigation, whereas an inductive research approach starts by gathering data that is pertinent to the issue of interest. The deductive research methodology was used for the current study because it enables the explanation of the causal relationships between concepts and variables. Possibility of judging ideas quantitatively and we go for the deductive approach because this study targets quantitative and statistical amount (Çaparlar & Dönmez, 2016).

To analyze "The Effect of Leadership Style on Organization Performance in bilingual private school in Oman, the study used a descriptive survey research methodology with a self-administered questionnaire.

The private school would benefit from this survey study design since it would make it easier to collect organized data on various respondents while also since many of the staff members work in several departments. To guarantee that only the employees who could be found at their jobs

were included in the survey, convenience sampling was employed to select the respondents. For descriptive analysis, this design was quantitative.

A quantitative research approach is based on statistical information or measurements of quantity or amount. It can therefore be used to describe occurrences that have a quantitative form. The researchers will employ survey tools to collect data quantitatively from the research respondents (Goertzen, 2017).

The supervisors' and teacher's fail to interfere until problems become severe in bilingual private school in Oman.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	17	31.5	32.7	32.7
	Strongly Disagree	35	64.8	67.3	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 1

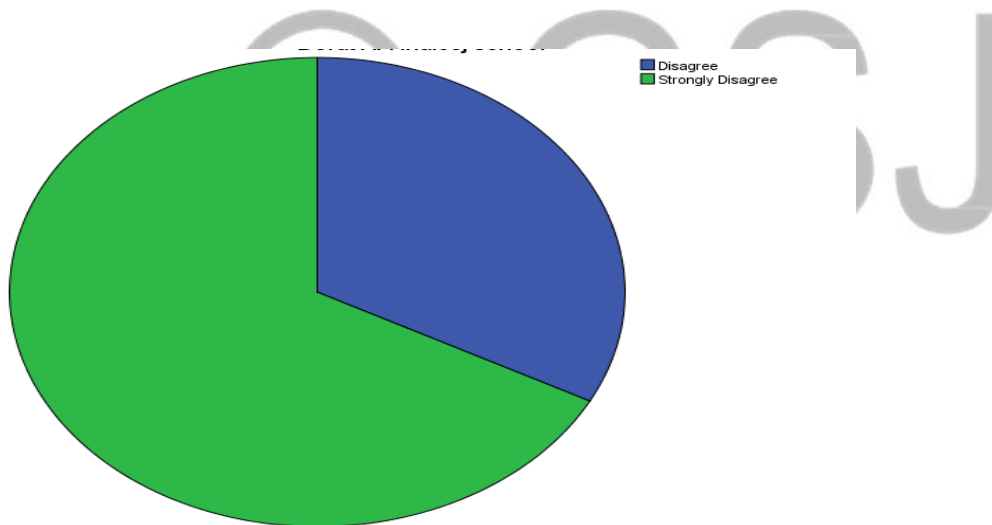


FIGURE 3

The sixth question was whether the teachers and supervisors fail to interfere before the severity of the problem or not. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 17 responded with disagree, and 35 responded with strongly disagree. According to the responses, teachers and supervisors participate in critical matters before the problem becomes severe in bilingual private school in Oman. According to Al-Sada et al., (2017) the organizations where the problems are solved prior to severity perform far better than those which do not take actions immediately.

In the school, principal's and Teacher's lets staff do what they wish, where there are no rules and regulations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	22.2	23.1	23.1
	Strongly Disagree	40	74.1	76.9	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 2

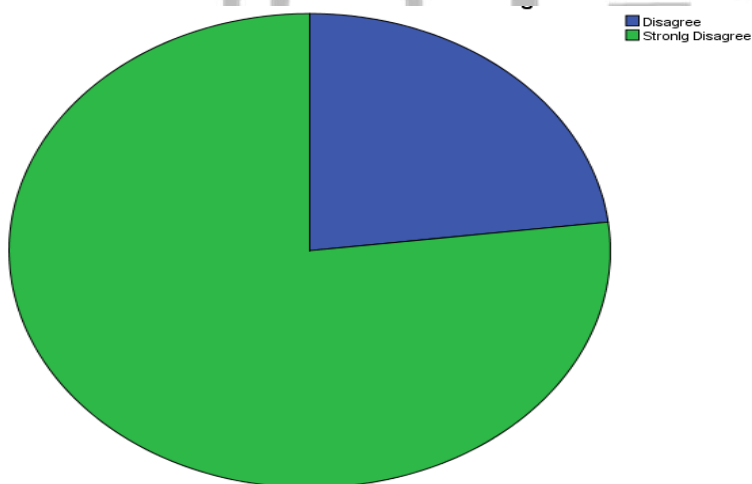


FIGURE 4

The seventh question was whether the teachers and school principals act and work without any rules and regulations or there are rules for the staff. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 12 responded with disagree, and 40 responded with strongly disagree. According to the responses, teachers and supervisors make sure that the rules and regulations are duly implemented in the school. The analysis clearly represents that the school has certain leadership principles which are implemented and followed religiously.

The principal (gives) almost all authority and control to supervisors and teacher’s school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	51	94.4	98.1	98.1
	Disagree	1	1.9	1.9	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 3

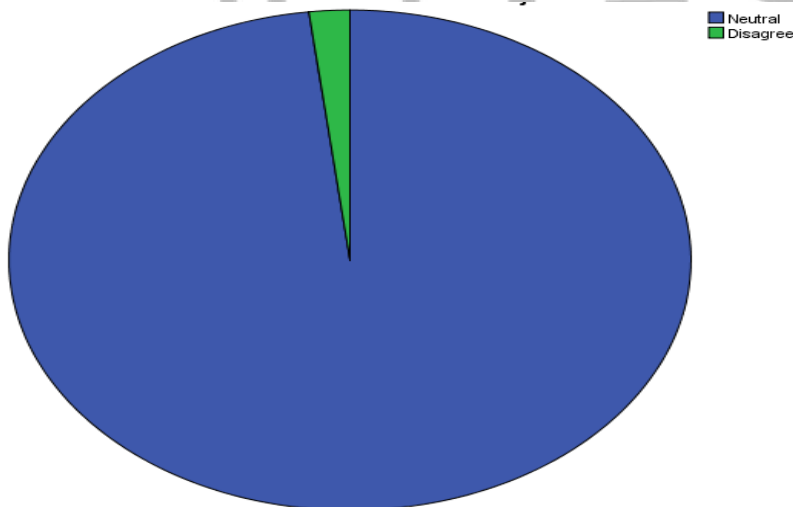


FIGURE 5

The eighth question was whether the principal assign authority and control to the staff and teachers in school or not. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 51 responded with neutral, and 1 responded with disagreeing. According to the responses, the span of power and control in school is centralized.

Team leaders send their teammates off to work on their own in the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	1.9	1.9	1.9
	Neutral	40	74.1	76.9	78.8
	Disagree	10	18.5	19.2	98.1
	Strongly Disagree	1	1.9	1.9	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 4

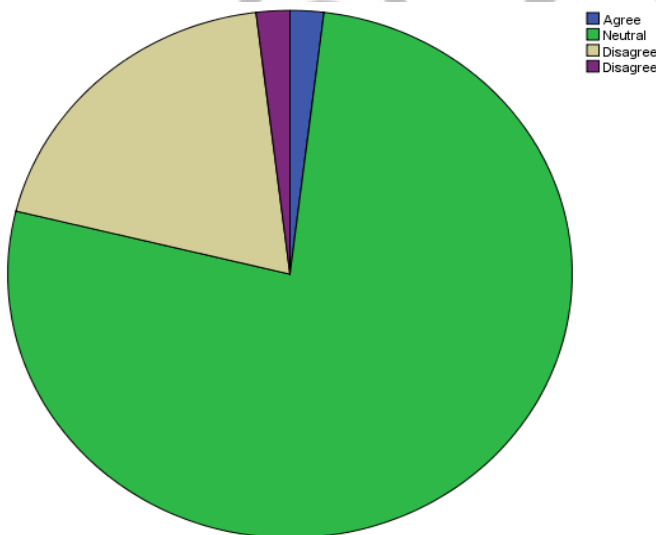


FIGURE 6

The ninth question was whether the team leaders send their teammates off to work in school or not. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 1 responded with agree, 40 responded with neutral, 10 responded with disagree and 1 responded with strongly disagree. According to the responses, there are not a great number of team leaders who send their teammates off to work in the school. According to Abubakar et al., (2019), the organizations where tasks are outsourced, and expat technique is used are more efficient in terms of knowledge than others.

Supervisors’ and teacher’s often ask their students for advice and input for any decision at the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	17	31.5	32.7	32.7
	Strongly Agree	18	33.3	34.6	67.3
	Neutral	17	31.5	32.7	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 5

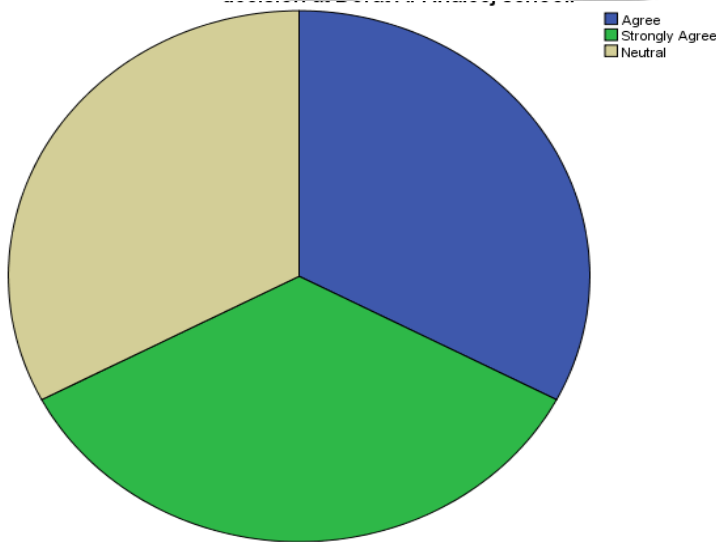


FIGURE 7

The tenth question is whether supervisors and teachers at the school take input from students before decision-making. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 17 responded with agree, 18 responded with strongly agree and 17 responded with neutral.

Supervisors consult with their subordinates on proposed activities and decisions at the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	29	53.7	55.8	55.8
	Strongly Agree	23	42.6	44.2	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 6

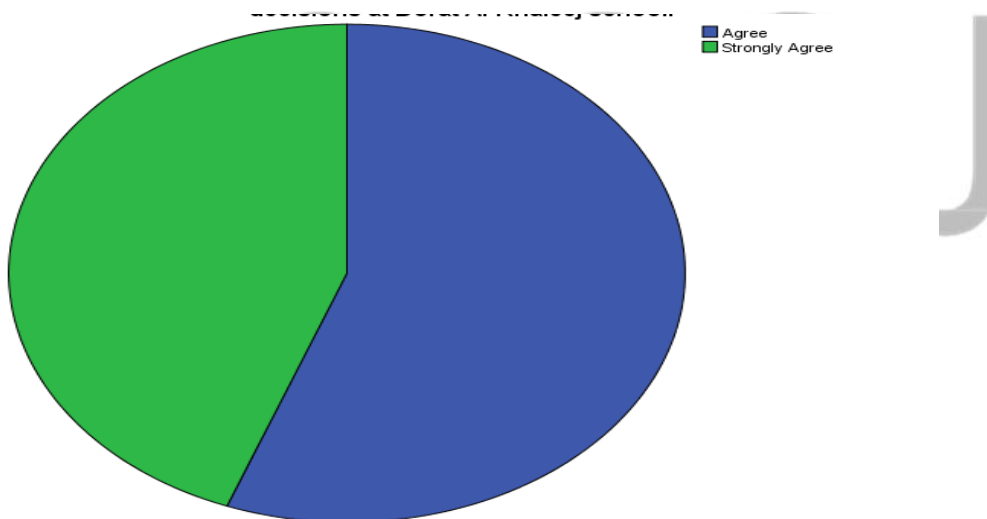


FIGURE 8

The eleventh question was whether supervisors consult with their subordinates on proposed activities in the school or not. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 29 responded with agree and 23 responded with strongly agree. According to the responses, the decision-making authority in the school is decentralized.

The principal makes decisions for their employees (teachers) without consulting them beforehand at the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	22.2	23.1	23.1
	Strongly Disagree	40	74.1	76.9	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 7

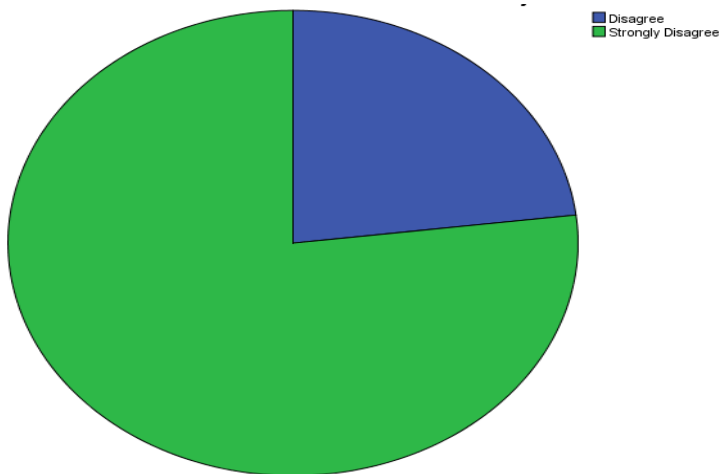


FIGURE 9

The twelfth question was whether principal make decision regarding teachers in the school before taking their consent. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 12 responded with disagree and 40 responded with strongly disagree. According to the responses, the decision-making authority the school is decentralized. It is evident from the responses that the democratic leadership style is the followed at school. AlAni & Al Attar (2017) in their research highlighted that the principals should be the ruling authorities of the schools and they perform the role a leader performs for the followers. Therefore, decision making centralization to the principal is a positive aspect of the school.

Teachers and supervisors feel trusted by the principal to make appropriate decisions on their own at the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	38	70.4	73.1	73.1
	Strongly Agree	13	24.1	25.0	98.1
	Neutral	1	1.9	1.9	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 8

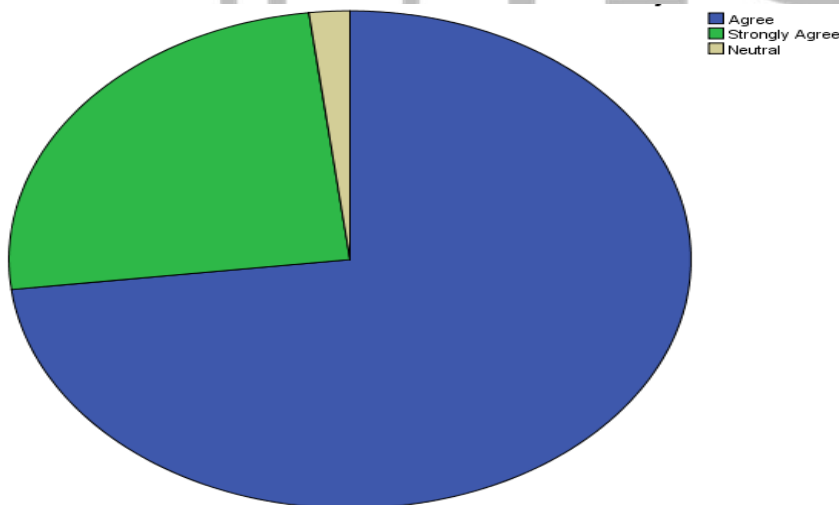


FIGURE 10

The thirteenth question was whether teachers and supervisors in the school are trusted by the principal for making decisions on their own. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 38 responded with agree, 13 responded with strongly agree and only 1 responded with neutral. According to the responses, the decision-making authority in the school is also handed over to the teachers and supervisors but not the principal only.

The principal interacts with parents and the community at the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	36	66.7	69.2	69.2
	Strongly Agree	16	29.6	30.8	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 9

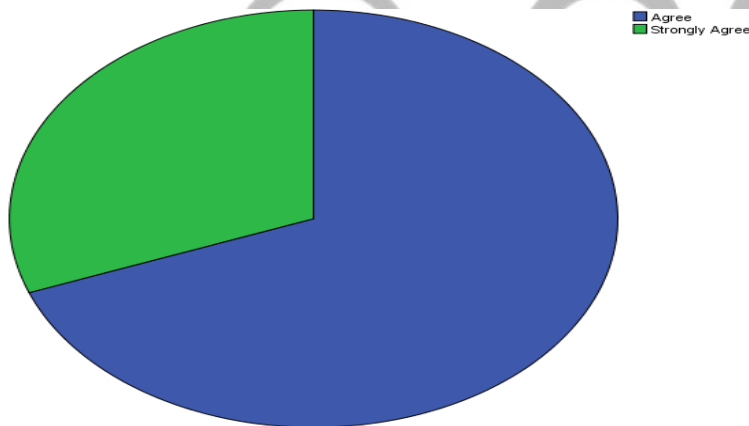


FIGURE 11

The fourteenth question was whether the principal interacts with parents and community at the school. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 36 responded with agree, and only 16 responded with strongly agree. According to the responses, the communication abilities of the leader at the school are strong and the leader is taking care of all the stakeholders not only the financial bodies. According to Al Chibani et al., (2013), the leadership style of school principals should be more flexible to communicate with the acting bodies and make solutions for certain situations.

The principal prepares teachers for instruction, visits classrooms, and routinely supervises and evaluates teachers based on their teaching at the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	64.8	68.6	68.6
	Strongly Agree	16	29.6	31.4	100.0
	Total	51	94.4	100.0	
Missing	System	3	5.6		
Total		54	100.0		

TABLE 10

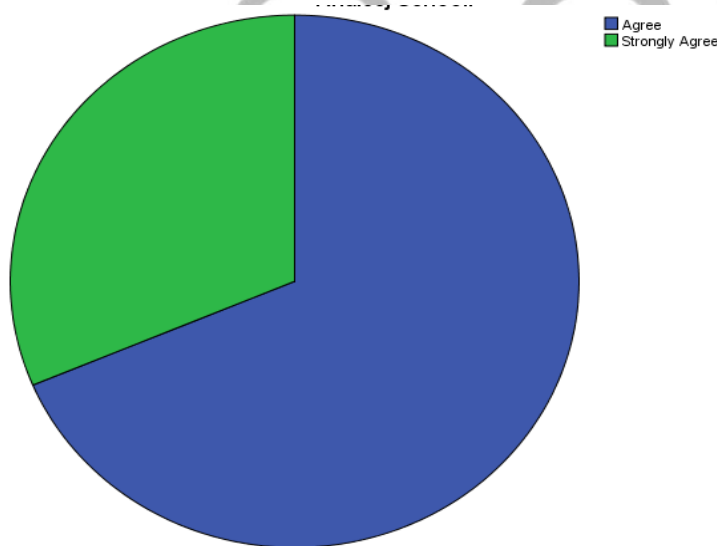


FIGURE 12

The fifteenth question was whether the principal prepares teachers for instructions, visit classrooms, and routinely supervises and evaluates teachers based on their teaching at the school. Out of 54 responses, 3 responses were missing, and 51 responses were collected. Out of the 52 respondents, 35 responded with agree, and 16 responded with strongly agree. According to the responses, the leader is always well-aware of the activities of staff at the school and makes sure the events and activities are in relevance.

The principal does not get too involved with their employees and does not have discussions with them often at the School.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	20	37.0	38.5	38.5
	Strongly Disagree	32	59.3	61.5	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 11

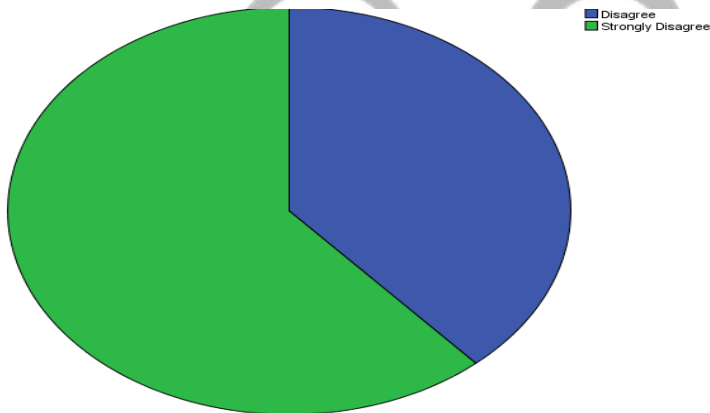


FIGURE 13

The sixteenth question was whether the principal gets involved with the employees and makes discussions at the school. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 20 responded with disagree, and 32 responded with strongly disagree. According to the responses, the leader at the school gets involved in discussion and considers the considerations of teachers and staff.

The school’s principal and teachers fail to follow up on those to whom they have delegated tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	18.5	19.2	19.2
	Strongly Disagree	42	77.8	80.8	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 12

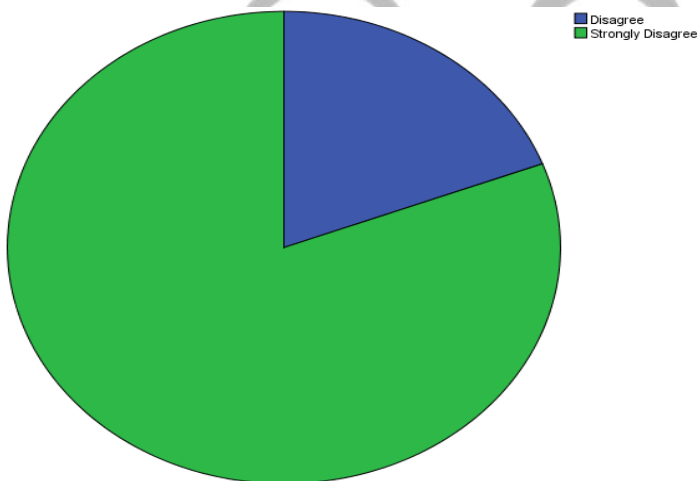


FIGURE 14

The seventeenth question was whether the principal and teachers at the school follow up with those at delegated tasks. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 20 responded with disagree, and 32 responded with strongly disagree. According to the responses, the leader at the school gets involved in discussion and considers the considerations of teachers and staff.

The school’s principals depend entirely on their staff and incompetent or lack the necessary abilities to do some tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	3.7	3.8	3.8
	Disagree	8	14.8	15.4	19.2
	Strongly Disagree	42	77.8	80.8	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 13

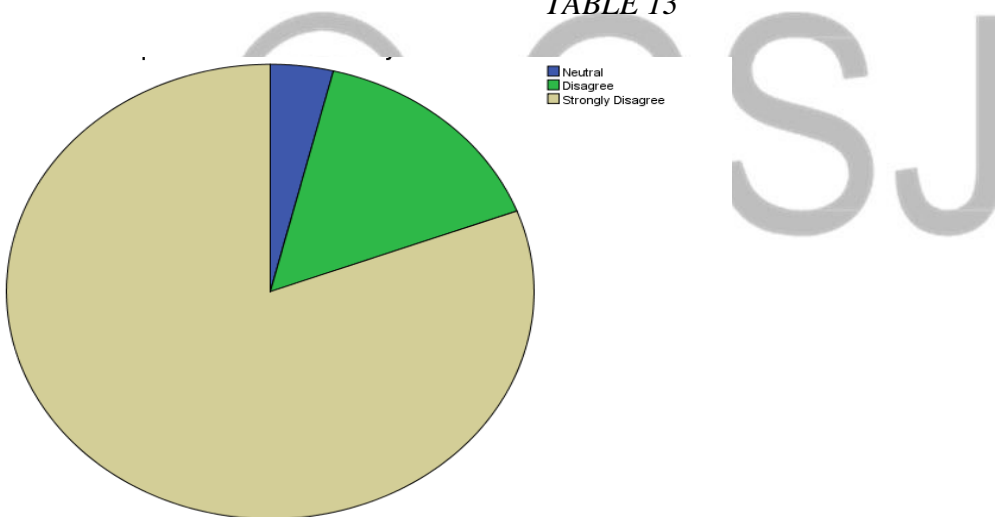


FIGURE 15

The eighteenth question was whether the principal at the school depend entirely on staff and is incompetent in their own domain. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 2 responded with neutral, 8 responded with disagree and 42 responded with strongly disagree. According to the responses, the leader at the school is highly competent and the leader has leadership abilities to lead the staff and run the administrative tasks.

Teachers don't give any kind of punishment to their students, even if they are guilty.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	14.8	16.0	16.0
	Strongly Disagree	42	77.8	84.0	100.0
	Total	50	92.6	100.0	
Missing	System	4	7.4		
Total		54	100.0		

TABLE 14

Teachers don't give any kind of punishment to their students, even if they are guilty.

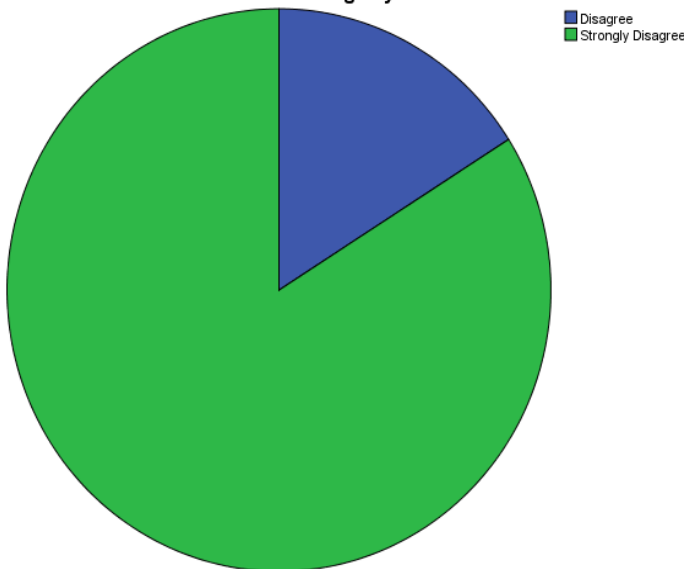


FIGURE 16

The nineteenth question was whether the teachers at the school don't give any punishment to the guilty students. Out of 54 responses, 4 responses were missing, and 50 responses were collected. Out of the 52 respondents, 8 responded with disagree and 42 responded with strongly disagree. According to the responses, the leaders (teachers) at the school are keenly aware of the activities of their subordinates and make sure they are punished in case they are proven guilty of any misconduct. The leadership style presented here is strategic leadership.

The principal occasionally rewards successful teachers and other staff with bonuses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	1.9	1.9	1.9
	Neutral	51	94.4	98.1	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 15

The principal occasionally rewards successful teachers and other staff with bonuses.

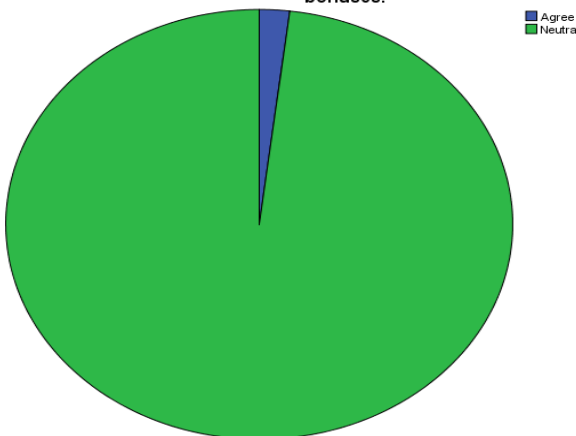


FIGURE 17

The twentieth question was whether the principal at the school rewards successful teachers with bonuses. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 1 responded with agree and 51 responded with neutral. According to the responses, the principal at the school does not frequently offer bonuses and 1 agree response shows that there might be specific teachers who are given bonuses. According to Barrido, B. D., & Abadiano, M. N. (2018), incentives and compensations plays important role in the development and growth of employee motivation which in return aids in organizational growth.

The teachers give rewards and recognition to their students to motivate them to their best performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	7.4	7.7	7.7
	Strongly Agree	47	87.0	90.4	98.1
	Strongly Disagree	1	1.9	1.9	100.0
	Total	52	96.3	100.0	
Missing	System	2	3.7		
Total		54	100.0		

TABLE 16

The teachers give rewards and recognition to their students to motivate them to their best performance.

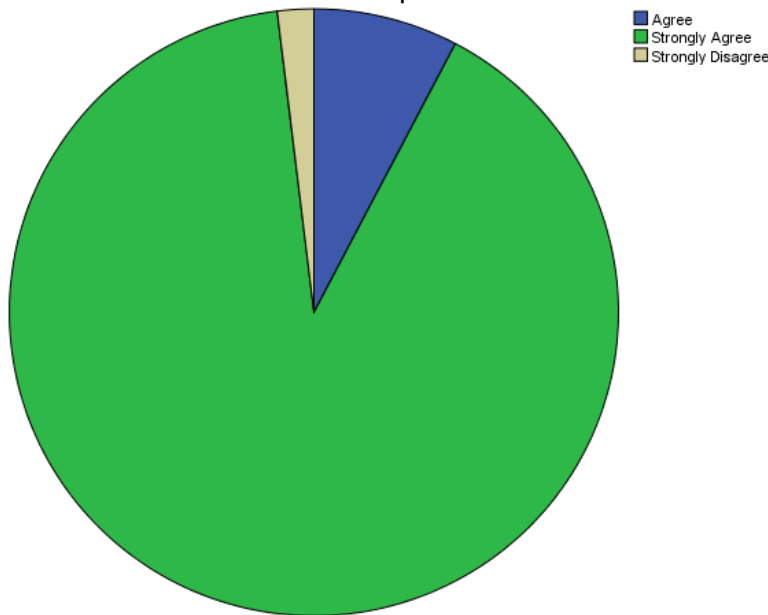


FIGURE 18

The last question was whether the teachers at the school rewards outperforming students to motivate and recognize them. Out of 54 responses, 2 responses were missing, and 52 responses were collected. Out of the 52 respondents, 4 responded with agree, 47 responded with strongly

agree, and 1 responded with strongly disagree. According to the responses, the teachers at the school frequently offer motivation and rewards to the students to keep them performing good.

CONCLUSION

This study affects representatives and is fundamental for any association to get by. It is trusted that the introduction of authority in this venture will assist individuals with understanding the reason why an organization needs to embrace popularity based, participative administration, which will make the organization work better. In view of the advantages to workers and the organization all in all that will result from it, popularity based, or participative authority was the best administration style. The concentrate likewise shows that when a need emerges inside an organization, it is important to have acclimations to the effect of initiative to help execution. Moreover, when there is skillful initiative. The representative will display corporate way of behaving, objectives will be accomplished, and, eventually, both the business and the worker will be fulfilled.

RECOMMENDATION

Considering the previously mentioned perspectives, it very well may be seen that, though the people who have recently added to the investigation of powerful initiative accepted that chiefs had the decision of the best administration style, late improvements have made it vital for pioneers to take on a majority rule and participatory initiative style to ensure the accomplishment of corporate objectives and targets. In any case, in the wake of testing the pertinent exploration speculation, it would be joined to decide if a director's administration style affects representative execution and corporate greatness.

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