



The Role of Leadership Style and Teachers' Performance at Primary Level: An Exploratory Study

Shabana Akhtar

Teaching Associate, University of Karachi, Karachi, Pakistan
shobiasghar@gmail.com

Dr. Naeem Akhtar

Head of the Education Department, SZABIST University, Karachi, Pakistan.

Abstract

As believed by communication abilities are one of the 21st Century Leadership Skills of school administrators that have a major influence on teachers' capacity to do their tasks. Due to the higher significance that communication has in improving instructors' performance, communicative leaders also have a positive influence on teachers' performance. Education is essential to a child's development in elementary school. Consequently, it is necessary to have a leadership style that can understand the factors influencing elementary school teachers' performance. Strong leadership, enhances resource management, long-term performance, and management efficiency and effectiveness. This study aimed to investigate the many leadership styles employed in primary schools as well as abilities in situational leadership styles to improve teacher-leader interactions, improve teacher performance, and ultimately better the learning process in private primary schools in Karachi. This research was done in Karachi and interviewed 10 teachers using qualitative data collection methods. The purpose of this study was to ascertain how leaders' leadership philosophies and instructors' job performance interacted. In educational institutions, a suitable leadership style encourages good performance. The study's conclusions showed that all teachers thought a leader's leadership style could greatly improve teachers' performance at private schools in Karachi. Most educators said that having encouraging and capable leaders had aided their performance, professional growth, and student development. One of the crucial components for improving teachers' performance is encouraging others to complete assigned tasks happily, effectively, and successfully. The results of the research indicated that transformational and transactional leaders have a beneficial impact on teachers' performance, whereas authoritative leaders have a negative effect.

Keywords: Leadership, Leadership Styles, Teachers' Performance.



Introduction

Leadership is essential to the accomplishment of organizational objectives because it creates an environment that influences employees' attitudes, motivation, and behavior. Effective leadership gives individuals the power they need to engage them and improve job outcomes (Khosro, et al., 2023). We can think differently about human behavior and its causes thanks to motivation and leadership. It also helps in understanding certain fundamental principles governing human conduct. A leader's leadership style, according to Ahmad, Thomas, and Hamid (2020), is a collection of characteristics used to persuade subordinates to contribute to organizational goals. As an alternative, a leader's favored and frequently employed behavior and technique may reveal, either overtly or covertly, that the leader has confidence in the abilities of his or her subordinates. It shows that a leader's behavior and strategy are the results of a combination of their ideologies, skills, attributes, and attitudes, all of which they regularly use to influence the performance of their subordinates. They are responsible for the performance of the instructors, and the role of the school leaders' leadership style is complex. Cooperating with the administration of the institution and the school leaders is at the center of the process, adjusting the sails to get teachers, specialists, and paraprofessionals on board (Lee, & Swaner, 2023). Leadership style is important in the educational process, but the situation is worse in Pakistan. Instructors' overall satisfaction is influenced by several things, one of them being the leader's management approach (Malik et al., 2022). According to Mansoor et al., (2021), it has been demonstrated that teachers perform better on the job when they believe their leaders are effective at leading. The success of the school is directly impacted by and depends on the direction the principal takes it. The efficacy of teachers' work and performance will be boosted by a balanced combination of various leadership approaches. It is important to pay attention to the school leaders who make instructors feel comfortable at work, with one important factor being their leadership philosophies. Alenezi (2022), Hersey and Blanchard (1993), all describe leadership style as a pattern of interactions between leaders and teachers in which the leaders persuade, direct, or inspire the teachers to carry out their instructions. Successful leadership entails inspiring people to put up their best effort to further the company's goals (Ahmed, et al., 2015). A leader's personality may be evident in their leadership style, claimed Khasawneh and Futa (2013). Democratic leadership styles can delegate work to instructors and provide them the freedom to decide for themselves. Laissez-faire leaders view their teachers with a sense of



dependence and trust. They don't micromanage, become too involved, or give out too much advice or guidance. On the other side, laissez-faire leaders empower their team members to use their initiative, resources, and skills to promote their goals.

Background of the study

Teachers' performance is greatly influenced by their leadership style. Leaders at outstanding institutions have a good influence on teachers and increase student achievement. Khoso et al., (2023) noted that the standard of education offered in educational institutions at all levels is well below, what is necessary given the circumstances in Pakistan. The nation's inadequate administrative infrastructure, lack of leadership, and communication systems are some of the reasons why the system performs poorly in this area. According to Andriani et al., (2018), neither college nor school administrators in Pakistan have any formal training on issues of educational leadership. It has been noticed that teachers generally do not have a good awareness of the leadership style utilized in their schools or how much it influences their performance in the present environment. Leaders are unaware of the many leadership philosophies and how they relate to or affect the effectiveness of their teaching. Additionally, it is usually seen that leaders are ignorant about the leadership style that is most supportive of a pleasant learning environment and the effectiveness of their teachers. Leadership, as defined by Omolayo (2000), Bamigboye (2000), Akanwa (1997), and Bhatti et al. (2012), is the process through which leaders persuade their subordinates to carry out organizational objectives. The leadership philosophies of principals seem to affect teachers' performance in the classroom, either favorably or unfavorably. The impact of leadership style on increasing or decreasing teachers' performance at the elementary level has not yet been studied. Consequently, the researcher decided to carry out the study at this level.

Significant of the study

With implications for elementary educational leadership programs, professional learning communities, and initiatives to prepare primary school leaders, this study contributes to the body of knowledge on leadership style and impact. The leadership of private primary schools, educational coaches, administrators, teacher leaders, and professional learning community teams may find value in the study's conclusions.



Objectives

- To explore the different leadership characteristics of primary school leaders.
- To identify which leadership characteristics collectively enhance teacher performance.
- To determine what qualities of leadership impact positively on teachers' performance.
- To identify what qualities of leadership, affect negatively teachers' performance.

Research Questions

- What are the different characteristics of primary school leaders?
- What are the characteristics that can enhance teachers' performance collectively?
- What are the qualities of a leader that can impact positively teachers' performance?
- What are the qualities of a leader that can impact negatively teachers' performance?

Literature Review

When it comes to teachers' performance, both job motivation and leadership style have a positive and significant influence (R.W. Astuti et al., 2020). The development of these aims and objectives is mostly the responsibility of the school's leaders. Effective leadership in elementary schools, which enhances teacher job performance, is one of these duties. A set of standards for leaders in the twenty-first century is provided by the Professional Standards for Educational Leaders. Standard 10 of the National Policy Board for Educational Administration (NPBEA, 2015) states that effective educational leaders act as agents of continuous improvement to promote and prepare the school and the community for improvement. It also states that effective educational leaders promote readiness, an imperative for improvement, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement. When it comes to teachers' performance, both job motivation and leadership style have a positive and significant influence (R.W. Astuti et al., 2020).

According to standard 10, effective educational leaders act as agents of continuous improvement to promote and prepare the school and the community for improvement. It also states that effective educational leaders promote readiness, an imperative for improvement, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement. Successful school administrators let their instructors know what they expect of them. They often set concrete goals with possibly demanding performance standards, have confidence in their teachers, and encourage their further professional growth. Arunachalam,



Rajeswari and Gomathi. (2022) claimed that the principal's management style gave insight into the caliber of education delivered. The leadership style of the leaders is therefore the primary phenomenon in the school. The instructor and the principal are the key components of a high-quality education.

According to Aunga and Masare (2017), leadership is the ability to handle problems with the assistance and participation of people inside any company. Schools have focused on the performance of their teachers to meet particular objectives. How successfully learning is put into practice is constantly influenced by how well the instructor performs. The finest aspects of a teacher's performance include their work ethic, personal competency, organizational culture, and compensation. Work ethos is a viewpoint based on personal beliefs and ethical behavior. It satisfies spiritual needs as well as bodily ones and is necessary for self-devotion to God. Regardless of the activities they engage in, everyone requires a strong work ethic. Low workplace morale can reduce productivity and make it harder for students and teachers to achieve their academic goals. Without dedicated and industrious workers, the company's expansion would be difficult.

According to Azizaha et al., (2020), it is the instructor's responsibility to make sure that the learning objectives are satisfied in the classroom. The Path-Goal Theory (1970), which recognizes the impact of leadership on the achievement of organizational objectives, is relevant to this study. According to the theory, leaders need to be aware of the steps necessary to clarify goals and paths and boost satisfaction through positive reinforcement. Accordingly, some people do better in their native environs than when they are away from them (Ahmed, et al., 2017). The updated Evans' Path-Goal Theory developed by Evans and House in 1970 sought to identify a leader's preferred strategy for inspiring followers to achieve objectives. It is a contingency theory that is influenced by the expectancy theory of motivation developed by (Cherry., 2018). The main tenet of the Path-Goal Theory is that effective leadership affects employees' job satisfaction and productivity. It also assumes that effective leaders boost the effort of performance expectancy by providing advice, support, and resources to help staff members do their tasks. The Path-Goal Theory considers four leadership philosophies as well as several unpredictable factors that influence various indicators of a leader's performance (Farooq et al., 2022). The Path-Goal Theory (1970) asserts that by adjusting their leadership style, managers may motivate and satisfy their workers in a certain situation. Successful leadership seems to be the most effective way to



get people to work gladly and voluntarily toward the accomplishment of goals. Leaders use incentive strategies to entice new personnel in addition to urging workers to perform as efficiently as feasible. The solution to the question of what makes instructors perform better is the secret to creating a happy atmosphere in the classroom.

The contingency leadership theory holds that there is no one optimum way to lead and that each leadership approach should be dependent upon the particular situation. First, it would be beneficial for school administrators to be knowledgeable about the types of performance levels of teachers and for principals and practitioners to employ successful leadership strategies to improve teachers' performance. Second, it may help school administrators review and improve their comprehension of fresh concepts, theories, practices, and helpful leadership traits required in primary schools and other learning institutions generally, as well as for their strategy for motivating staff members. Thirdly, it may give decision-makers and senior staff members of the regional and zonal education offices a clear picture of the principal leadership style on teachers' performance levels (Laertey, 2020).

Transformational Leadership

It is taken into consideration how much a leader's followers have come to trust and like him. In contrast, initiating structure reflects how much the leader designs, manages and defines both his or her tasks and those of the subordinates to support organizational success, financial gain, and purpose satisfaction. These types of leaders' transformational leadership, transactional leadership, empathic leadership, communicative leadership, and authoritative leadership have all been identified by academics. The idea of transformational leadership has gradually begun to supplant the idea of instructional leadership since the education sector believes that school leaders would draw visionary leadership types to the organization. According to Burns (1978), Transformative leaders and followers encourage one another to adopt higher moral standards and advance justice and equality. On the other side, transactional leadership describes the dynamic of exchange between leaders and their followers. Francisco (2019) and Ismail et al., (2020) claimed Transformational leadership binds leaders and followers together in a cooperative process, which increases the effectiveness of the entire firm. Communication abilities are one of the 21st Century Leadership Skills of school administrators that have a major influence on teachers' capacity to do their tasks (GB De Castro et al., 2022). On the other hand, transformational



leadership is favored in human-intensive settings where the focus is on inspiring followers and honoring their emotions in line with shared objectives, convictions, and values (Jabeen, 2019). Transformational leadership differs from other current and historical theories based on its alignment to a higher good since it requires integrating followers in processes or activities related to personal components towards the company and a route that would yield certain superior social rewards. Transformative leaders raise the morale and motivation of their followers as well (House & Shamir, 1993). It is believed that transformational leaders "engage in connections with followers" based on similar values, beliefs, and goals. The performance that leads to goal attainment is impacted by this (Kadiyono, et al., 2022). Transcending self-interests and aiming for higher-order demands, a transformational leader "attempts to persuade followers to induce their wants to reorder themselves" (Bass, 1994). According to Maslow's higher-order needs theory from 1954, this theory fits the data. By concentrating on altering a leader's beliefs, values, and attitudes, transformational leadership seeks to enhance behaviors and their capacity to lead change. The literature claims that both followers and leaders put the interests of the group above their own. The leader is then told to focus on the needs and recommendations of the followers to enable and motivate everyone to become a leader (House & Aditya, 1997). The ethical aspects of leadership set transformational leadership apart from the other leadership theories listed before. Effective transformational leaders can see the need for change, garner the support and commitment of others, create a vision that guides change, and institutionalize that change (Oad & Alwi, 2021). These managers see each employee as an individual and make an effort to develop their consciousness, morals, and skills by offering them meaningful and challenging work. These leaders give off the impression that they have a comfortingly upbeat future perspective. They seek to appeal to their followers' better nature and steer them toward higher and more universal needs and purposes (Madanchian, et al., 2019). Transformational leadership is associated with favorable results for a company's internal and external stakeholders. Transformational leaders influence followers to prioritize corporate aims over personal interests and encourage them to seek higher-order needs like self-actualization and self-esteem (Bass, 1995).

Communicative Leadership

The head of the school is approachable, communicates verbally and in writing with clarity and precision, discusses issues and remarks in class, pays attention to and values the advice and



suggestions of the teachers, and regularly interacts with his or her staff. Communication abilities are one of the 21st Century Leadership Skills of school administrators that have a major influence on teachers' capacity to do their tasks (GB De Castro et al., 2022).

Empathetic leadership

According to Yukl (1998, p. 99) demonstrating empathy is a critical leadership competency for managing relationships. Indeed, empathy skills may be the foundation of relational leadership behaviors like demonstrating consideration, which is a kind, helpful, and caring attitude toward employees (Jian, 2022). Current ideas on emotions and transformational leadership suggest that a leader's ability to empathize with others' feelings affects that leader's effectiveness (Bass & Avolio, 1990). According to Goleman (1998, p. 100), "the increased usage of teams, the swift pace of globalization, and the growing need to retain talent make empathy particularly important now as a component of leadership. It indicates thoughtfully assessing employees' feelings alongside other considerations before making sensible decisions" (Imran & Akhtar, 2023).

Authoritarian Leadership

The democratic leader consults his followers before making a decision, whereas the authoritarian leader makes decisions without seeking input from his followers. The laissez-faire leader does not participate in real leadership beyond holding office. He also thought that each of these three groupings might be used to classify all leaders. Leadership theories started to deviate from practices in the late 1970s and early 1980s that put more emphasis on the interactions between followers and leaders and less on the unique perspectives of the leader, leadership setting, and the follower. Instead, the leaders can focus on errors, put off decisions, and delay initiatives (Pizzolitto, et al., 2023).

Transactional Leadership

The study claims that the "transactional approach stifles creativity and may have a detrimental impact on employees' job satisfaction. According to the management-by-exception approach, leaders should be able to recognize deviations from typical follower behavior and take appropriate action. The two techniques should be applied differently depending on the circumstances and context. In circumstances demanding a high level of precision, technical skill, and time restrictions, particularly in technologically advanced workplaces, transactional leadership is chosen. Azizaha, et al., (2020) identifies transactional leadership as another type of leadership. Occasionally, it is referred to as bartering. It is centered on the followers exchanging



their services for various types of regulated physical rewards (like a wage). Additionally, it is based on the idea that people would rather be led than accept ownership of their decisions and behaviors. To manage the workforce, allocate resources, and begin the transformation process, the leader uses top-down decision-making processes. It's common to think of transactional leadership and transformative leadership as complementary. Without a doubt, performance will be improved by ongoing monitoring and constructive criticism of teachers. Allow teachers to try out different teaching techniques. Always be thankful to your teachers. Organize teacher training programs around the requirements of the teachers. Motivated teachers deliver greater results. Use performance reviews to foster a positive learning and teaching environment as well as seminars for individualized professional development (Khosro, et al., 2023).

The transactional hypothesis contends that leaders are both influenced and affected by their followers. According to several studies, when it comes to transactional leadership, there are differences between a leader's level of activity and the nature of their connections with their followers. According to Bass and Avolio (1994), who studied transactional leadership, it is "a kind of contingent-reward leadership that involved active and positive trade between leaders and followers wherein followers were rewarded or acknowledged for accomplishing agreed-upon objectives." These rewards from the employer might signify gratitude for merit raises, bonuses, and professional achievements. Good work may be exchanged for encouragement, merit-based pay for advancements, increased performance, and cooperation for collegiality (Ahmad, 2020).

Charismatic Leadership

Leaders with Idealized Influence foster a feeling of group risk-taking and exhibit more knowledge of and care for the needs of their followers (Purwanto, 2020). Inspirational motivation offers a source of support and pushes followers to achieve the specified goals, whilst intellectual stimulation motivates followers to be more inventive and innovative in their problem-solving skills. Effective Influence People are inspired to view leaders as role models because of their leadership abilities. Charisma is a synonym for desired influence. Idealized influence generates ideals that inspire people, provide meaning, and give them a sense of purpose. The idealized influence has a motivating character. It develops perspectives on the things that matter most in life. Shamir et al. (1993) and Yukl (1999) both claim that charismatic leadership is linked to idealized influence since charismatic leaders inspire confidence in others.



Their endorsement of a follower's capacity for great feats and readiness to make selfless choices acts as a driving force for idealized influence and behavior role-modeling (Ozgenel, 2020). As evidenced, maintaining one's feeling of value is a significant and ongoing societal requirement (Shamir, 1993). These strong-willed executives encourage their subordinates by speaking with them regularly, serving as role models, and inspiring them to "reach the objective and goals of the company". They have the essential amount of emotional stability and control. These leaders "focus their abilities toward transcending internal tensions and become masters of their fate. By inspiring, rewarding, correcting, and dismissing underperformers to make room for others, successful leaders engage their employees continuously. In conclusion, inspirational leaders motivate others, express a vision, and manage challenging people by inspiring them, working together with them, and giving them autonomy. Intellectually stimulating leaders are those who "intellectually inspire followers, foster innovation, and accept hurdles as part of their vocation." They address challenging circumstances logically and have a healthy grasp of their emotions (Michael, 2018).

Teachers' Performance

All of the current teachers agreed that supportive leadership has improved and increased the performance of primary teachers when talking about the factors that impact teachers' performance. Most teachers believe that effective leaders always act as positive role models for everyone. Their endorsement of a follower's capacity for great feats and readiness to make selfless choices acts as a driving force for idealized influence and behavior role-modeling (House and Shamir, 1993). As evidenced, maintaining one's feeling of value is a significant and ongoing societal requirement (Shamir, 1993). Leaders must thus set a good example for everyone. Engagement, collaboration, and cooperation all rise when leaders work with and support teachers. They also mentioned that teachers don't like working under morally corrupt or narcissistic bosses (Purwanto, 2022). They claimed the professors delivered excellent and high-caliber work. The instructors have excellent teaching abilities because they use a range of teaching strategies in the classroom, customize their education to each student's preferred learning method, plan lessons, and fairly grade their students. Teachers are skilled managers who carry out responsibilities outside of the classroom, such as planning extracurricular events and abstaining from meddling with their personal life while at work (Perpetua, 2020). According to Purwanto, (2020), if human resources are forced to work, there will be a problem with



interaction and communication, low motivation, low self-esteem, and low emotional intelligence, as well as behavior that is limping or organizations that can put them in the form of work that is not desirable and not in their area of expertise. Due to this situation, employees may be working with rebellious attitudes, regularly protesting, feeling unhappy, and frequently allowing themselves to perform poorly on high-stakes stages. There are tangential relationships between this situation and some features of leadership style, self-esteem, and staff commitment. When there is a tight and substantial link between individuals inside a corporation. According to Medlock and Booth-Butterfield (2008), their opinions are made public while taking into consideration the connection and the focus placed on such a relationship.

Research Methodology

The approach employed in this study was qualitative. The context of Pakistan and Karachi's private schools served as the foundation for this investigation. An approach to qualitative research was used to observe or understand the phenomenon. It provides both a clear grasp and opposing points of view. To gather data, this method employs a variety of unstructured or semi-structured methods, such as group discussions, individual interviews, activities like diaries and notebooks, and participation from other individuals. It takes observation and analysis of gestures, postures, and body language to spot problems and provide solutions. Numerous studies revealed that a wide range of study areas used the qualitative research technique. According to Munir and Iqbal (2018), qualitative research aims to comprehend the presented phenomena by applying a naturalistic methodology in a real-world setting. The current study sought to understand the role of leadership and teachers' performance. The qualitative approach may prove to be both acceptable and quite helpful as it would help in establishing the themes that would portray the totality of this investigation.

The study's participants were elementary school teachers from Karachi, Pakistan.

Purposive/convenient sampling was used in this investigation. The purposive sampling strategy may be helpful when only a small group of people can act as main data sources due to the nature of the study design and its goals and objectives. This approach is well-liked in qualitative research since it is practical for getting pertinent information on fascinating topics and identifying people who are readily available to collect data. Researchers may get a great deal of knowledge from their data by using deliberate sampling. This can be used by researchers to



describe how widely their discoveries influence society. For this study, the researchers used semi-constructed questions to interview 10 private school instructors.

Data Collection Tool

Semi-structured interviews were used as the data collection tool. During the interview, a lot of open-ended questions on leadership styles and instructors' performance were posed. To collect the data, only instructors of elementary schools were employed. If there aren't many primary data sources that could contribute to the study, deliberate sampling can be the only strategy that works. To learn more about the instructors' teaching experiences, open-ended, semi-structured questions were used in these interviews. The numerous themes that emerged from the participants' remarks helped to shape the material obtained through interviews. Finally, this study sought to identify the role of the leadership style and the performance of the teachers. This study also attempted the qualitative method approach, and the strategy was handled by providing important literature reviews. To gather information, semi-structured interviews with ten primary school instructors from private schools in Karachi were recorded via smartphone.

Data Analysis Technique

This exploratory study used the theme analysis approach. After the interview was recorded, the material was transcribed using digital tools and software. During transcription, many codes were produced. The code was modified to use a different theme. Each participant signed the consent form before the interview started. They volunteered for the research project and had complete freedom to withdraw at any time. The participant's identity remained secret both throughout and after the research. The research closely followed all ethical guidelines.

Discussion and Analysis

A review of applications and supporting literature was used to support the reasoning for the decision of the research design, study subjects, and sampling methodologies. A distinctive or distinguishable method of performance is referred to as a style. The expression is peculiar to psychology and was first used by G.W. Allport (1937) about diverse personality or behavioral types. Many authors have distinguished a wide range of various leadership philosophies. These leadership style categories include several that are well-known in the literature. Data were gathered from each interview's transcription following the research. This data was gathered to examine the effectiveness of the roles played by leadership style, teacher efficacy, and participant experiences. The predefined research questions and objectives of the study were also



discussed and addressed using this information. Ten primary schools' worth of teachers participated in this research. Ten professors in all participated in the interviews. The interviews' purpose was explained to the teachers, and they received the assurance that neither their real names nor identities would be made public. The results showed that the responses collected through interviews were consistent and that the participants' levels of knowledge and competence were comparable. Themes were found about different characteristics of leadership styles which play a significant role in increasing or decreasing the teacher's performance. The researcher's analysis and application of the study's suggestions were supported by these topics. Most participants agreed that having high leadership characteristics may improve teachers' effectiveness while having poor leadership qualities may have the opposite effect. The researcher has chosen a few of these significant topics for debate and examination. These interviews were focused on themes that characterized teachers' perspectives of both good and bad school leadership in one particular research environment. The characteristics (behaviors/traits) of each significant leadership style, both effective and ineffective, were also asked for by the teachers, as well as how these leadership styles affected them and their relationships with others. All interviews were taped via smartphone and then transcribed using digital tools and software. During transcription, many codes were produced. The code was modified to use a different theme. The 10 instructors who took part in the interview described both good and bad teaching performance as well as leadership approaches. The predefined research questions and objectives of the study were also discussed and addressed using this information. Ten primary schools' worth of teachers participated in this research. Ten professors in all participated in the interviews. The interviews' purpose was explained to the teachers, and they received the assurance that neither their real names nor identities would be made public. The results showed that the responses collected through interviews were consistent and that the participants' levels of knowledge and competence were comparable. Themes were found about different characteristics of leadership styles which play a significant role in increasing or decreasing the teacher's performance. The researcher's analysis and application of the study's suggestions were supported by these topics. Most participants agreed that having high leadership characteristics may improve teachers' effectiveness while having poor leadership qualities may have the opposite effect.



Conclusion and Recommendation

According to Azizaha et al., (2020) like other topics, leadership has numerous sides, and different situations call for different qualities in potential leaders. To comprehend leadership, one must have a thorough grasp of how a leader interacts with his or her followers. Understanding the relationships between leadership style and teacher performance is crucial because leaders must find the best strategies, methods, and approaches to boost teachers' performance inside a school. According to leadership literature, ideas on leadership philosophies have evolved and altered through time, and no perspective is wholly unimportant. According to the study's findings, a leader's leadership style may greatly improve teachers' performance at private primary schools in Karachi, according to all of the instructors. Most educators said that having encouraging and capable leaders had aided their education and students' development Khoso, et al., (2023), and Pizzolitto, et al., (2023) explained that one of the crucial components for improving teachers' performance is encouraging others to complete assigned tasks happily, effectively, and successfully. According to the study, good leaders must be able to communicate. According to GB De Castro and E Jimenez (2022) one of the 21st Century Leadership Skills of school administrators that significantly affects teachers' capacity to perform their duties is communication skills. The leader maintains an open line of communication, provides clear and concise verbal and written instructions, addresses concerns and student comments in class, pays attention to and appreciates the counsel of the instructors, and frequently engages with his or her team. However, ineffective leadership or dictatorial conduct will reduce the efficacy of teachers. The study's significance also stems from how leaders' leadership styles and teachers' professional development impact both parties' capacity to succeed as educators. Following the theme analysis, the researcher identified five leadership philosophies that correspond to the traits of successful leadership indicated by the participants. The results of the research indicated that transformational and transactional leaders have a beneficial impact on teachers' performance, whereas authoritative leaders have a negative effect. It's common to think of transactional leadership and transformative leadership as complementary. Without a doubt, performance will be improved by ongoing monitoring and constructive criticism of teachers. Allow teachers to try out different teaching techniques. According to Bass and Avolio (1994), who studied transactional leadership, it is "a kind of contingent-reward leadership that involved active and positive trade between leaders and followers wherein followers were rewarded or acknowledged



for accomplishing agreed-upon objectives." Whereas Transformative leaders raise the morale and motivation of their followers as well (House & Shamir, 1993). It is believed that transformational leaders "engage in connections with followers" based on similar values, beliefs, and goals. The performance that leads to goal attainment is impacted by this.

Communication abilities are one of the 21st Century Leadership Skills of school administrators that have a major influence on teachers' capacity to do their tasks (GB De Castro et al., 2022). Due to the higher significance that communication has in improving instructors' performance, communicative leaders also have a positive influence on teachers' performance. The research made several recommendations for common leadership philosophies used by the world's top firms in light of the data and findings. Future research on Karachi's public primary schools will help us understand these institutions' leadership styles and academic achievement. Therefore, improving Pakistan's educational system is also advantageous. It is also indicated that employing emerging leadership styles might assist leaders in enhancing their critical thinking and cognitive capabilities by altering their leadership style and enhancing it with better and developed thinking abilities. This quality will help leaders make informed business decisions and raise teachers' performance. Therefore, innovative leadership strategies may improve Pakistan's educational system, inspire teachers to achieve their long-term objectives, and support their performance.

References

- Ahmad, N., Thomas, M., & Hamid, S. (2020). Teachers Perception Regarding the Effect of Instructional Leadership Practices of Primary School Head teachers on Teacher Effectiveness. *Journal of Research and reflections in Education*, 14(2), 231-248.
- Al-Khasawneh, A. L., & Moh'd Futa, S. (2013). The impact of leadership styles used by the academic staff in the Jordanian public universities on modifying students' behavior: A field study in the northern region of Jordan. *International Journal of Business and Management*, 8(1), 1.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of transformational leadership and work motivation on teachers' performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29.
- Arunachalam, Rajeswari & Dr.S, Gomathi. (2022). Empathetic Leadership for High-Performance Organizations and Sacred Workplaces.
- Astuti, R. W., Fitria, H., & Rohana, R. (2020). The influence of leadership styles and work motivation on teacher's performance. *Journal of Social Work and Science Education*, 1(2), 105-114.



- Aunga, D. A., & Masare, O. (2017). Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania. *International Journal of Educational Policy Research and Review*, 4(4), 42-52.
- Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership. *Thousand Oaks, CA: Sage*.
- Ch, A. H., Ahmad, S., Malik, M., & Batool, A. (2017). Principals' Leadership Styles and Teachers' Job Satisfaction: A Correlation Study at Secondary Level. *Bulletin of Education and Research*, 39(3), 45-56.
- Cherry, K., Leadership theories - 8 Major Leadership theories. Retrieved October 1, 2018, from <http://www.psychology.about.com/od/leadership/p/leadtheories.htm>
- De Castro, G. B., & Jimenez, E. (2022). Influence of School Principal's Attributes and 21st-Century Leadership Skills on Teachers' Performance. Available at SSRN 4188200.
- Farooq, A., Dilshad, S. A., & Qadir, S. (2022). A Study of Leadership Styles and Teachers' Performance. *Competitive Education Research Journal*, 3(1), 373-385.
- Francisco, C. D. (2019). School Principals' Transformational Leadership Styles and Their Effects on Teachers' Self-Efficacy. *Online Submission*, 7(10), 622-635.
- House, R. J., & Shamir, B. (1993). Toward the integration of transformational, charismatic, and visionary theories. M. M. Chemers, & R. Ayman (Eds.), *Leadership theory and research: Perspectives and direction*, 81-107.
- Imran, M., & Akhtar, N. (2023). Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan. *Academy of Education and Social Sciences Review*, 3(2), 172-181.
- Ismail, K., Sutarman, T., Yudhokusuma, D., & Mayasari, L. I. (2020). The Social Communication Competence as a Softskill of the School Leadership in Archipelago Region. *International Journal of Psychosocial Rehabilitation*, 24(08), 2020.
- Jian, G. (2022). From empathic leader to empathic leadership practice: An extension to relational leadership theory. *Human Relations*, 75(5), 931-955.
- Jabeen, A., Khan, M. A., & Shah, A. J. (2019). Impact of leadership style on job satisfaction of teachers. *Gomal University Journal of Research*, 35(2), 23-31.
- Khoso, F. J., & Alwi, S. K. K. (2022). Educators Perception about Leadership Competencies: A Comparison of Public and Private Universities of Pakistan. *Pakistan Languages and Humanities Review*, 6(1), 66-73
- Khoso, F. J., Oad, L., & Ahmad, N. (2023). Exploring Teachers' Perspectives on Effective Leadership Styles at Secondary Level in Karachi, Pakistan. *Voyage Journal of Educational Studies*, 3(4), 209-226.



- Lee, M. H., & Swaner, L. E. (2023). Supportive Leadership, Teacher Wellness, and School Promotion. *Journal of Research on Christian Education*, 32(3), 131-140.
- Lartey, F. M. (2020). Chaos, complexity, and contingency theories: a comparative analysis and application to the 21st century organization. *Journal of Business Administration Research*, 9(1), 44-51.
- Mansor, A. N., Abdullah, R., & Jamaludin, K. A. (2021). The influence of transformational leadership and teachers' trust in principals on teachers' working commitment. *Humanities and Social Sciences Communications*, 8(1), 1-9.
- Munir, H., & Iqbal, M. Z. (2018). A Study of Relationship between Leadership Styles of Principals and Job Satisfaction of Teachers in Colleges for Women. *Bulletin of Education and Research*, 40(2), 65-78.
- Ozgenel, M. (2020). The role of charismatic leader in school culture. *Eurasian Journal of Educational Research*, 20(86), 85-114.
- Oad, L., & Alwi, S. K. K. (2021). Level of Inclusive Leadership Qualities of a Leader: A Perceptions of the Teachers of Tertiary Institutions in Sindh Pakistan. *Global Educational Studies Review*, VI, 6, 42-53.
- Purwanto, A. (2020). Democratic, Authocratic, Bureaucratic and Charismatic Leadership Style: Which Influence School Teachers Performance in Education 4.0 Era?. *Sys Rev Pharm*, 11(9), 277-286.