

# An Analysis Of Head Teachers` Leadership Styles In Relation To The Characteristics Of Teachers` Performance

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## ABSTRACT

This paper generally aims to analyze the head teachers` leadership styles in relation to the characteristics of teachers` performance. It`s a perilous and central problem for all administrations and institutions round the world. many nations around the world have attempted on the way to highlight and emphasize the perception of effective headship in a variety of ways in their organizations` regular events, programs, and presentation i.e., in Pakistan, there is a rapid and growing awareness of leadership in different areas and pitches, in tandem with a strident rise in the quantity of teachers, universities, colleges, and schools, as well as others involved directly or indirectly in the educational domains (Ahmed Iqbal et al., 2021).

The study specifically intends to investigate the influence of Head teachers` Democratic leadership styles on Teachers` motivation. To examine the influence of Head teachers` Autocratic leadership styles on Teachers` Productivity. To know the influence of Head teachers` Laissez faire leadership styles on Teachers` creativity.

## Methodology

Research design used for this research study was descriptive survey design having quantitative approach. The Likert scale five-point was used as a tool to collect the response from representatives of population.

## Analysis

The inferential statistics with Regression Analysis was applied to analyze the data with the help of SPSS, software 26.

## Findings

It was revealed by statistical analysis, that the head teachers` Democratic, Autocratic and Laissez faire leadership styles have miscellaneous impact on teachers` performance (Motivation, productivity and Creativity). Such as, democratic leadership style had a positive impact on

motivation, whereas, the autocratic and Laissez faire leadership styles had negative impact on teachers` productivity and creativity.

**Keywords:** Head Teacher, Leadership, leadership styles, Teacher, Teachers` Performance.

## INTRODUCTION

All institutions depend on the heads` leadership style which is deemed to have a pivotal role in achieving institutional goals. Various nations all over the globe have attempted to highlight and emphasize the notion of effective leadership styles in different forms i.e. Democratic, Autocratic and Laissez faire style via their regular organizational operations, programs, and performance (Val & Kemp, 2012).

The Education and Training Policy established goals and objectives, which are consisting of: "developing the skilled manpower in sufficient quantity and quality to meet the country's socioeconomic development requirements; to raise citizens opinion, those who recognize, venerate and protect the constitution, the citizens who respect democratic standards and civil rights, as well as a strong work culture and ethics". Perhaps the most critical factor affecting the effectiveness of a teaching-learning setting is leadership. It depends upon, whether an organization is for profit, nonprofit, or provides a service, such as secondary schools` facilitation and other opportunities. The leadership style of head teachers is commonly recognized as a critical component in explaining variances in the degree to which schools successfully encourage students' learning (Toriquil et al., 2019).

Griffin (2005) demonstrated that an individual's performance is influenced by three variables: motivation, work environment, and capacity to execute tasks

(Obilor, 2020). The office environment has both good and bad impacts on employee morale, productivity, and job performance. When people dislike their work environment, they get demotivated, which has a negative impact on their performance. Work schedules that are poorly structured, authority or responsibilities that are inappropriate, a lack of appreciation, and a lack of opportunities for personal decision-making. Individuals who work in such an atmosphere are dissatisfied and experience stress (Chukwusa, 2019).

It was also examined that the association between head teacher's leadership style and teacher`s performance in another study. Head teachers in schools employed the style of leadership the most often is democratic. Additionally, research established a strong link between principals' leadership styles and teachers' work effectiveness. Research in different situational analysis indicated that instructors perform better in schools with authoritarian leaders than in schools with democratic leaders. Thus, the authoritarian style of leadership is the most effective method of increasing teachers' productivity and performance in schools. Additionally, he advocated those administrators adopt a mix style of autocratic and democratic leadership in their schools depending on the scenario for enhancing teacher`s performance. For example, in certain circumstances, they may use an authoritarian style, while in others, a democratic style may be used. As a result, a strong leadership style is necessary to guide instructors and maximize their effectiveness in the classroom (Sharma & Singh, 2013).

It is suggested that the head teachers must give a high value insight to their everyday styles to establish an atmosphere favorable to teacher's effective performance (Ahmed Iqbal et al., 2021). The attributes of good leadership are classified in growing individuals and enabling leadership, delegating responsibility and authorizing the team, identifying ultimate liability, interaction and creating supportive environment, enabling instruction, and handling variation (Dolly C & Nonyelum P., 2018).

Though, the primary challenge for head teachers is to produce and encourage a favorable instructional environment and effort to enhance teachers' decision-making, firm communication with teachers, and delegation of duties at schools are all considered to be the most significant factors on an teachers' performance inside the overall school atmosphere (Sharma & Singh, 2013).

Due to the variety of techniques utilized in administration process, successful school heads have been trained to be the effective leaders. The leader's style of leadership has an influence on the proficiency and efficacy of teachers' performance (Tibagwa et al., 2016).

The effectiveness of teachers can be described in a variety of ways. Such as, the act of carrying out a certain assignment. simultaneously, Jay (2014) described teacher performance as the tasks that a teacher is assigned and completes within limited time in the institution for achieving institutional goals (Jay, 2014). While the capacity of instructor to integrate important information in order to improve instructional activities. moreover, it is coped up that instructors' effectiveness is associated with their amount

of involvement in the organization's day-to-day operations (Soomro et al., 2020).

As such it is that head teachers' primary responsibility is to enhance learning environment favorable to instructors' ability to effect desired outcomes in terms of students' learning. Instructors thrive under a variety of leadership approaches when the administrator is supposed to facilitate their teachers by recognizing their requirements and attempting to fulfil or meet desired goals. it was identified that instructors in Pakistan show a desire for more decision-making involvement. Thus, the purpose of this research was to characterize head teachers' leadership styles in terms of Democratic, Autocratic and laissez faire style at public secondary schools in the Hyderabad, Sindh, Pakistan. However, it is also stated that the majority of schools are marked by tardiness during the first stages of the instructional process, issues with curriculum coverage, the weight of makeup classes towards the conclusion. Consequently, this may head to a decline in teacher performance (Samera Batao Ibayl & Mark Anthony Cenas Palisbo1, 2020).

## **STATEMENT OF THE PROBLEM**

Leadership has generally been recognized as the soul of an organization. The Head Teachers' primary responsibility is to foster an environment favorable to instructors' ability to effect learning outcomes. instructors bloom under a different style of leadership and are supposed for enhancing teacher's performance by providing opportunities and identifying their skills with encouraging steps to meet the desired institutional goals. Keeping all these factors in mind, this research study is intended to analyze head teachers' leadership styles in

relation to the characteristics of teachers' performance.

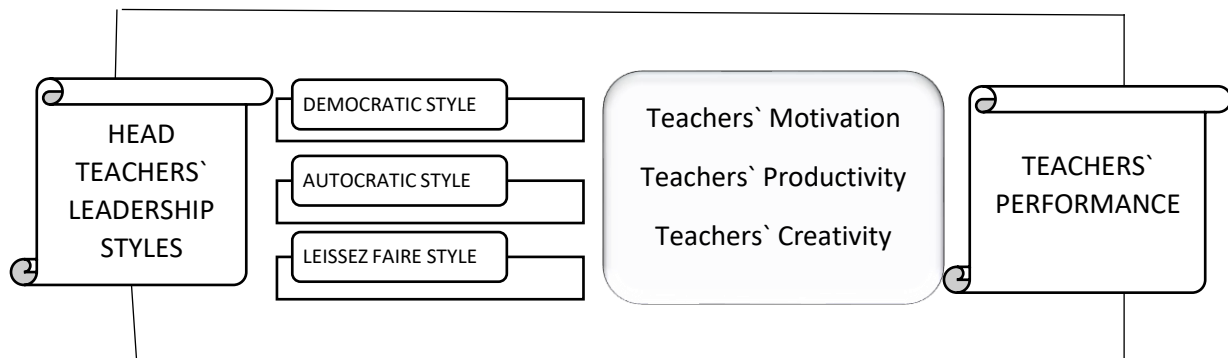
### OBJECTIVES OF THE STUDY

1. To analyse the influence of Head teachers' Democratic leadership style on Teachers' Motivation.
2. To investigate the influence of Head teachers' Autocratic leadership style on Teachers' Productivity.
3. To find out the influence of Head teachers' Laissez faire leadership style on Teachers' Creativity.

### HYPOTHESES OF THE STUDY

1. Ho; There is no significant influence of Head teachers' Democratic leadership style on Teachers' Motivation.
2. Ho; There is no significant influence of Head teachers' Autocratic leadership style on Teachers' Productivity.
3. Ho; There is no significant influence of Head teachers' Laissez faire leadership style on Teachers' Creativity.

### CONCEPTUAL FRAMEWORK OF THE STUDY



### Significance of the Study

This research study will be supportive to identify the metamorphoses between Head Teachers' different Leadership Styles.

This research study will be precious for the Policy Makers, researchers, Heads of the Institutions, Instructors and Students to cognize the influence of Head Teachers' Leadership Styles at institutional level.

This research study will also be expedient for head teachers and teachers in promoting their coordination to bring innovative changes at institutional level.

The research study will surely be fruitful for the administrators to plan for better selection

of suitable individuals for better achievements of the educational institutions.

### Study Delimitation

Only the public secondary schools of District Hyderabad were selected.

This study was also confined to leadership styles such as, Democratic, Autocratic and Laissez faire style and Teachers' Performance such as, teachers' motivation, Productivity and creativity

### REVIEW OF THE RELATED LITERATURE

This part of the research study elasticities examination of relevant literature with a

discernment of accumulating supportive material

To understand leadership, a route goal theory was suggested. According to Kimathi (2017) a leader follows the route goal theory by clarifying and setting objectives with subordinates and communicating them effectively. Additionally, assigns tasks to subordinates based on their aptitudes, services, familiarity, and practice. Additionally, the leader assists subordinates in determining the best course of action to take in order to achieve their aims, eliminates performance hurdles and fosters group cohesion and team effort by defining jobs and task responsibilities.

In the schools the teachers should effectively hold the responsibilities of lesson planning, scheduling scheme of studies, students` monitoring and evaluation. Teachers' performance can be accessed via annual report on their actions with respect to their teaching, lesson planning, demonstration, familiarity of subject matter, competence, teachers' dedication to their duties, and co-curricular activities are also a crucial factor to evaluate the teacher`s performance. Additional evaluation includes good leadership and monitoring students' work, motivation, classroom management, and students` discipline throughout the teaching and learning process (Kuranchie, 2018). Finally, the leader improves personal prospects for fulfilment and job performance by lowering stress, clarifying external controls, and clarifying people's expectations (Kimathi, 2017). Consequently, it is serious that students learn and comprehend the value of good school behavior patterns. Since such, leadership style is crucial in institution`s supervision, as the leader is responsible for ensuring that the resources available to the school are utilized effectively to accomplish

educational objectives (Tibagwa et al., 2016). Fundamentally, such success in secondary schools is contingent upon three distinct leadership styles: authoritarian, democratic, and laissez-faire. As a result, there is little question that principals of secondary schools are under increasing pressure from leadership styles. Many principals, on the other hand, seem to have overlooked their leadership styles as predictors of teacher success in their schools (Rasool et al., 2019)

#### HEAD TEACHERS` LEADERSHIP STYLE IN SECONDARY SCHOOLS:

Secondary schools` development requires strong leadership, experienced decision-makers who should be professional and skilled in order to lead schools through the process of growth and improvement for the advancement of teachers' performance in combination with successful teaching and learning. Simultaneously, decision-making school leaders remark and implement their position differently which depends upon individual attributes. It is pertinent to bring a comprehensive generalization regarding the elements influencing head teachers' leadership styles and teachers' job performance (Pearce, 2017). It is also stated in some situations that a significant portion of time is spent on political activities unrelated to the instruction, necessitating significant departure from the school site towards a reluctant consequence. This seems to be caused of lower performance, hence spoiling the teaching and learning process or resulting in undesired outcomes such as student failure on examinations, high repeat rates, and dropout. Thus, the conflict between a head teacher's style of leadership and teacher`s effectiveness has been a source of conflict which derails teaching learning process harshly (Adeyemi, 2006).

Several studies have classified leadership styles according to areas and circumstances (1987, Chandan). Leadership style is defined as the inspiration of a leader's personality that motivates subordinates to assist. On the other hand, it was also defined that leadership styles as the specific actions that a leader employs to encourage subordinates to accomplish the organization's goals. In light of the above, different definitions of leadership style have been made. It refers to the leader's fundamental motivations for action (Toriquel et al., 2019) It is the outward expression of a leader's prevailing behavioral style. Additionally, it is a process by which a head teacher affects a teacher to assist them in achieving educational objectives (Adeyemi, 2006). As a result, a principal's leadership style is determined by his or her actions. This is the primary criterion for selecting an effective leadership style (Douglas, 1996).

The debate concentrated on whether or not a head teacher's leadership style had an effect on teacher performance. It is worth observing that, despite of the prior study efforts, little is known about head teacher's style of leadership and teacher's effectiveness. Additionally, none of these investigations were conducted in public secondary schools in the Hyderabad District. This sparked the researcher's interest in conducting this study. There are Three dominant leadership styles enlisted bellow

**DEMOCRATIC STYLE:** The Democratic leadership style provokes to involve all members by sharing responsibilities as per desire of the individual. It is also considered as participatory leadership style. A leader is a trainer. He/she advances crew essence and high moral when he/she is having democratic style. A leader of this style arbitrates others and offers clear response. Both the leader and

follower agree that the sample leader commonly intercedes and stretches clear feedbacks. The response of the leader and their assistants` tally which is normally true. Therefore, the leader inspires team spirit and high morale among the employees (Dyczkowska & Dyczkowski, 2018).

**AUTOCRATIC STYLE:** The Autocratic leadership style tends to impose the decisions on other members. This kind of leaders ignore other members` opinion and impose their decisions according their own will and wish. A type of leadership by which usually, autocratic heads take decisions on their own opinions and verdicts. They consider follower's advice rarely which shows an authoritative control (Chukwusa, 2019).

**LAISSEZ FAIRE STYLE:** This kind of leadership delegates decision making powers to their subordinates which leads them to work with keen interest and results in the better achievement of institutional goals. The laissez faire style grows more effectively when the team is highly skilled and inspired, which helps them to work with full of zeal, zest and enthusiasm. The Laissez fare leadership style emphasizes on other members desire and let the work in accordance to their desire. Under laissez fare leadership the members of an organization enjoy to perform their duties (Ahmed Iqbal et al., 2021).

## **RESEARCH METHODOLOGY**

This section describes the research design, sources of data, the data collection methods, the sampling, data analysis techniques and procedure used in the study. The researcher adapted survey method for this study (Kothari, 2004).

### **Research Design**

The design of the research used in this research study was descriptive survey design having quantitative approach. The descriptive research is carried to collect the response from representative of the group of interest of the researcher in current situation (L.R Gay, 2012).

### Population of the research study

The group of interest of the researcher having relevant attributes such as, class, kind, faith, standards, norms and culture is known as population (L.R Gay, 2012). The group of

individuals/things and places which the researcher is interested in, and where the results can be generalized on, is called population (Shukla, 2020).

This research study was comprising of,

All the Public Secondary Schools, of District Hyderabad.

All the Head Teachers of the Public Secondary schools of District Hyderabad.

All the Teachers of the Public` Secondary schools of District Hyderabad.

Sr. #	District	Schools	Head Teachers	Teachers
1	Hyderabad	66	66	2907
<b>Total</b>		66	66	2907

Source: Semis Census, 2016-17

### Sampling and Sample Size

The simple random sampling was used in this research study applying Yamane sampling formula to determine the size of the sample for survey research (Yamane, 1965).

Known population size  $N = xxx$  on confidence interval of 95%, the level of error is 0.05. this method is used to calculate minimum size of the sample (Glenn, 2003).

$$n = N / (1 + Ne^2).$$

DISTRICT	Head Teachers	Teachers
Hyderabad	66	352
<b>TOTAL</b>	n = 66	n = 352

### Research Instrument

The data were collected with the help of the two different instruments which consists of Likert scale 5.0, closed-ended questionnaires, considered as more convenient instrument to encompass over a large population (Brown, 2010).

**Research Instrument's Reliability:** The study instruments` reliability having Cronbach's Alpha value .797 and .811, are standard therefore the instruments` used in this study were reliable to carry out research.

Reliability Statistics of head teachers` questionnaire	
Determined Cronbach's Value	Items

.797	15
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Reliability Statistics of teachers` questionnaire	
Determined Cronbach's Value	Items
.811	15

## DATA ANALYSIS

Inferential statistics with Regression Analysis was applied to analyze the data with the help of SPSS, software 26

### Problem/Objective

1. To analyse the influence of Head teacher`s Democratic leadership style on Teacher`s Motivation.

## Hypothesis

1. Ho: There is no significant influence of Head teacher`s ` Democratic leadership style on Teacher`s Motivation.

### Regression Analysis Table # 01, Model summary, Anova and Coefficients

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726 <sup>a</sup>	.527	.526	.39502

a. Predictors: (Constant), HDLS

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	66.239	1	66.239	424.491	.000 <sup>b</sup>
	Residual	59.453	64	.156		
	Total	125.692	65			

a. Dependent Variable: TM

b. Predictors: (Constant), HDLS

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.725	.120		6.038	.000
	HDLS	.727	.035	.726	20.603	.000

a. Dependent Variable: TM



HDLS: Head Teachers` Democratic Style,  
TM: Teachers` Motivation

Above statistics shows the regression analysis results which indicate that dependent variable teachers` motivation (TM) was regressed on independent or predicting variable head teachers` democratic leadership style (HDLS) for testing the null hypothesis. It was revealed that head teachers` democratic leadership style (HDLS) significantly predicted teachers` motivation (TM),  $F= 424.491$ ,  $P<0.001$ , which shows that head teachers` democratic leadership style (HDLS) can perform a key role in determining teachers` motivation (TM), ( $B = .725$ ,  $p<.001$ ). It evidently reveals that there is a positive influence of head teachers` democratic leadership style (HDLS). Furthermore,  $R$  square = .527

describes that the model clarifies 52.7% of variance in Teachers` motivation (TM). Henceforth the hypothesis  $H_0$ , according to the results of the analysis was rejected. Hereafter, the alternative hypothesis, there is a significant influence of Head teachers` Democratic leadership style on Teachers` Motivation was accepted.

### Problem/Objective

- To investigate the influence of Head teacher`s Autocratic leadership style on Teacher`s Productivity.

### Hypothesis

- $H_0$ : There is no significant impact of Head teacher`s Autocratic leadership style on Teacher`s Productivity.

### Regression Analysis Table # 02, Model summary, Anova and Coefficients

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.300 <sup>a</sup>	.090	.066	.44836

a. Predictors: (Constant), HALS

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.758	1	.758	3.768	.060 <sup>b</sup>
	Residual	7.639	64	.201		
	Total	8.397	65			

a. Dependent Variable: TP

b. Predictors: (Constant), HALS

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	2.480	.431		5.757	.000
	HALS	.252	.130	.300	1.941	.060

a. Dependent Variable: TP

HAS: Head Teachers` Autocratic Leadership Style, TP: Teachers` Productivity

Above statistics shows the regression analysis results which indicate that dependent variable teachers` productivity (TP) was regressed on independent or predicting variable head teachers` Autocratic leadership style (HALS) for testing the null hypothesis. It was revealed that head teachers` Autocratic leadership style (HALS) hardly predicted teachers` productivity (TP),  $F = 3.768$ ,  $P < 0.001$ , which shows that head teachers` Autocratic leadership style (HALS) can scarcely perform any role in determining teachers` productivity (TP), ( $B = .300$ ,  $P < 0.001$ ). It evidently reveals that there is no positive influence of head teachers` autocratic leadership style (HALS). Furthermore, R square = .090 describes that the model clarifies -09% of variance in

Teachers` Productivity (TP). Henceforth the hypothesis  $H_0$ , according to the results of the analysis was accepted. Hereafter, the null hypothesis, there is no significant influence of Head teachers` Autocratic leadership style on Teachers` productivity was accepted.

**Problem/Objective**

- 3. To find out the influence of Head teacher`s Laissez faire leadership style on Teacher`s Creativity.

**Hypothesis**

- 3.  $H_0$ : There is no significant influence of Head teacher`s Laissez faire leadership style on Teachers` Creativity.

**Regression Analysis Table # 03, Model summary, Anova and Coefficients**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.106 <sup>a</sup>	.011	.008	1.374

a. Predictors: (Constant), HLLS

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.871	1	5.871	3.108	.079 <sup>b</sup>
	Residual	515.751	64	1.889		
	Total	521.622	65			

a. Dependent Variable: TC.

b. Predictors: (Constant), HLLS

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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		B	Std. Error	Beta		
1	(Constant)	3.571	.192		18.574	.000
	HLLS	-.102	.058	-.106	-1.763	.079

a. Dependent Variable: TC.

HLLS: Head Teachers` Laissez faire leadership Style, TC: Teachers` Creativity

Above statistics shows the regression analysis results which indicate that dependent variable teachers` creativity (TC) was regressed on independent or predicting variable head teachers` Laissez faire leadership style (HLLS) for testing the null hypothesis. It was revealed that head teachers` Laissez faire leadership style (HLLS) hardly predicted teachers` creativity (TC),  $F = 3.108$ ,  $P < 0.001$ , which shows that head teachers` Laissez faire leadership style (HLLS) can scarcely perform any role in determining teachers` creativity (TC), ( $B = .106$ ,  $P < 0.001$ ). It evidently reveals that there is a negative influence of head teachers` Laissez faire leadership style (HLLS). Furthermore,  $R^2 = .011$  describes that the model clarifies .011% of variance in Teachers` Creativity (TC). Henceforth the hypothesis  $H_0$ , according to the results of the analysis was accepted. Hereafter, the null hypothesis, there is no significant influence of Head teachers` Laissez faire leadership style on Teachers` Creativity was accepted.

### Findings

The inferential statistics such as regression analysis was used and offered to respond on the research hypotheses, as presented in the tables that all hypotheses established miscellaneous results, This research study revealed that there is a miscellaneous impact of leadership styles (Democratic leadership style, Autocratic leadership style and Laissez faire leadership style) on teachers` performance (Motivation, Productivity and Creativity). The Democratic leadership style has positive impact on teachers` Motivation,

while the autocratic leadership style has negative impact on teachers` productivity simultaneously the Laissez faire leadership style has also negative impact on teachers` creativity. Moreover each style is elaborated below as per the findings of the analysis.

### DEMOCRATIC LEADERSHIP STYLE

Democratic leadership style seems to have a significant impact on employee motivation, a great leader not only motivates subordinates to reach their full potential in order to improve motivation, but they also meet their needs in reaching desired goals. There are indicators claiming, that there is a link between democratic leadership style and employee motivation. In today's changing era, a distinguished service, productivity, and creativity that surrogates inspirational abilities which are required to boost up the productivity of an institution. This research study revealed that there is a significant influence of head teachers` democratic leadership style on teachers` motivation. The findings of this research study were supported by Sharma and Singh (2013) in their research "A Study on Democratic Style of Leadership" that the democratic leadership inspires and motivates workers to work with keen interest and commitment (Sharma & Singh, 2013).

### AUTOCRATIC LEADERSHIP STYLE

Unfortunately autocratic leadership has almost found having a negative impact on teachers` performance this research study also depicts the same results of autocratic leadership style, it has negative impact on

teachers' productivity as statistically found in the results of this study. The autocratic leaders never try to understand the mental approach of the teachers and never compromise on implication of his decisions even during hard time. It leads to the teachers towards dissatisfaction and lose their trust on the leaders. The autocratic leaders use to impose their decisions which causes disappointment among teachers and results in gaps in teachers' performance. The findings of this study were also supported by Chukwusa (2019) in a research study "Autocratic leadership style: Obstacle to success in academic libraries" in this study it was revealed that the autocratic leadership distracts the employees to continue their efforts for academic libraries and other institutions academic achievements. In their nature of imposing decisions (Chukwusa, 2019) This research study revealed that there is no significant influence of head teachers' autocratic leadership style on teachers' productivity.

### **LAISSEZ FARE LEADERSHIP STYLE**

A style of leadership where leaders refuse to make decisions, every individual in this style is independent and can take his/her decision without restrictions. However, it is found through the results of data analysis of this study that the leaders having laissez-faire style were of the view, that no investment is needed for improvement of employees' skills because they are certain that employees can develop their skills and abilities by themselves, which results in grief, uncertainty and incompetence, consequently employees' creativity gets worst effect. This research study revealed that there is no significant influence of head teachers' laissez fare leadership style on teachers' creativity.

The findings of this research study were also supported by Toriql et al., (2019) in their research on "the impact of Democratic, Autocratic and laissez faire leadership styles on the success of organization" revealed that autocratic leadership style demolishes employees' emotional attachment with organization, whereas, in the laissez faire leadership style no employee connects relation with organizational success and depends on his own will to indulge in different practices inside the organization. On the other hand Democratic leadership style enhances employees' interest of maintaining the organizational outcomes and emotionally attaches himself with organizational achievements as well (Toriql et al., 2019).

### **Conclusions**

It was concluded by statistical findings of the study, that different leadership styles have miscellaneous impact on teachers' performance (motivation, productivity and creativity). The democratic style of leadership has a positive impact on teachers' motivation as the head always uses to communicate and inquiries about the members' opinion before making a decision. In democratic leadership style the opinion of the employee is given an equal weightage, henceforth the performance and the level of motivation of the employee increases and he/she tries to contribute as much as possible which results in better organizational productivity. Simultaneously, autocratic leadership style degrades the worker and tries to impose his/her decision without having any mutual consent, which definitely results in lack of organizational output. Simultaneously the laissez faire leadership style doesn't focus on the basic needs of the worker and his/her willing or unwillingness is also neglected which results in employee's

uncertainty conditions henceforth the creativity and productivity of the organization as well as employee decreases. It is furthermore concluded that the democratic method is one of the effective leadership styles which has positive impact on teachers' motivation and results in better achievement of institutional goals.

### Recommendations

It is recommended according to this research study's findings, that the leadership is a name of inspiration moreover the Democratic leadership style has effective inspirational attributes that increases the employees' motivation, should be emphasized to get better institutional goals, furthermore the Autocratic and Laissez faire style should be focused to be eradicated and ducked to be used specially in educational institutions. The communication skills in leaders play a vital role these skills should be put under high consideration to experience with trainings. These interpersonal skills of a leader can bring about the close relationship between leaders and employees. The heads of the institutions has a leading role in an institution thus it is mandatory to be well equipped with these basic skills.

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