# The Impact of Leadership Styles on Teacher Performance

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## ABSTRACT

Leadership in educational settings plays an important role in shaping teacher performance, influencing motivation, job satisfaction, and overall school improvement. This study investigates the effects of transformational, transactional, and servant leadership styles on teacher performance. Using a mixed-methods approach, it examines the nuances of how each leadership style uniquely impacts teachers' commitment, morale, and engagement in professional development. The study focuses on the UAE educational context, where understanding effective leadership approaches is essential in fostering an environment conducive to teaching excellence and student success. Findings suggest that transformational leadership enhances motivation and commitment, while transactional leadership supports efficiency and adherence to structure. Conversely, servant leadership fosters a community-oriented and supportive culture. This study provides valuable insights for educational leaders aiming to optimize teacher performance through strategic leadership styles and offers recommendations for future research in varied educational settings.

**Keywords:** Educational Leadership, Teacher Performance, Transformational Leadership, Transactional Leadership, Servant Leadership.

## INTRODUCTION

In every institution, good instructions are increasingly recognized as the primary determinant of instructional success. Such a transformation can only be a reality if institutions are efficiently organized, managed, and creatively motivated. Leadership is the medium through which plans are fully articulated to staff and transformed into positive behavior, and the value of any ideas shall be willingly implemented by individuals. Thus, leadership is defined as the capacity to guide, direct, and shape individuals so long as they allow virtues they would not have achieved through force. Leadership is the only effective mechanism through which an educational leader may implement projects and plans of action [1, 2]. The concept of leadership, from the beginning of the 20th century until today, has been a broad topic in instructional reform debates. Studies of leadership and power as applied to organizations suggest that there are no simple answers to what leadership is. Usually, leadership is defined as a mutual social connection or role in which one individual has to convince a group of members of the collective skills, moods, and purposes to adopt an individual leader for the collective's goals or targets in the circumstances of their association. The style of leadership has been identified as a strategy used by leaders to reach the intended targets of organizations and subunit activities, including communication style, decision-making style, and conflict resolution. This research will address the different types of leadership and their impacts on the results of workers in general, and since this analysis is appropriately destined for the benefit of the researchers and the academic network, particularly in education and other sectors, it can be significantly necessary [3, 4].

### Literature Review

There is a growing body of research that discusses different leadership styles in relation to teacher performance. Transformational leadership behaviors have been highlighted as having a significant positive impact on teacher performance. Positive behavioral indicators include: actively contributing to school improvement; having a positive impact on staff performance, motivation, and job satisfaction;

motivating staff through highlighting intellectual stimulation and professional development; leading change processes positively impacting school improvement; and investing time in processes that recognize future leadership requirements. Conversely, autocratic and laissez-faire leadership styles exhibit a significant negative correlation with teacher performance. Indeed, the autocratic leadership style acts against the motivation of teachers, hostility from the leader towards the work, and withdrawal of effort to join the job or the organization. In this regard, an autocratic style of leadership creates increased absenteeism in teachers, as well as teachers resigning to post elsewhere, focusing only on their contracted work hours, and being less likely to avoid working days [5, 6]. In terms of further empirical research, there is very little research on educational contexts in relation to leadership styles of heads and their effect on teacher performance, with much focus on transformational leadership and its relationships using a number of different measures of performance such as motivation, job satisfaction, or commitment to change processes. Furthermore, most research is based outside the UK, with a more limited set carried out in English schools. In an extensive review of the literature, it is suggested that correlations between leadership and organizational commitment are not as strong as first thought, suggesting that more in-depth or context-specific research will provide more comprehensive insight into the relationship and potential impacts of different leadership styles on educational establishments. Furthermore, the new and emerging literature from several studies in this field considers that there is also a research gap in the associations between different styles of headteacher leadership and professional development in schools. There is scope to examine this area of research in English educational settings [7, 8].

## Theoretical Framework

The present study uses a transformative perspective to unravel the relationship between leadership styles and the teaching performance of teachers operating within the UAE's socio-cultural context. Leadership provides the lens through which teachers interpret educators' vision, a necessary construct that needs to be transmitted and translated down to the level of the teachers with the intention and action of creating an engaging environment for the followers. Transformational leadership has been demonstrated to increase teachers' performance, and students' performance, and it has a significant relationship with group performance. Moreover, the theories and practical implementation of leadership styles above are commonly applied in educational organizations; this research shall allow concrete application in the UAE educational context [9, 10]. When examining leadership, two traditional models provide the foundation. Transformational leadership is the most widely accepted model and is typified by an inspiring vision for the future that appeals to the values, needs, and hopes of followers, building a commitment to making that vision happen. This leadership style encompasses not only a clear organizational vision but also an element of social justice and communal goals. Transactional leadership is the second primary theory. Leaders who operate under this modality attempt to communicate criteria and expectations, as well as establish an organizational system that recognizes and rewards achievement. One of the unifying features is the offering of incentives for superior performance. Besides the two main theories, however, researchers have extensively explored other educational models of this construct, such as servant leadership, described as 'educative' leadership. The emphasis of this model of educational leadership is leadership logic, which focuses on 'policy learning' and shows teacher support that emphasizes the principle of educational leadership. Unlike transformational and transactional theories, this leadership logic neither weighs visionary ideals nor benefits a leader's achievement. Moreover, in a scenario of endless environmental uncertainty and change, teachers are more likely to uphold trust and cultivate integrity whenever servant leadership is present. 'Servant leadership' is conceptualized as 'participation in the development and growth' of people and possessing five significant characteristics, including altruism, commitment to people's growth, collective share in decision-making, ethical and caring behavior, and community focus [11, 12].

## Transformational Leadership

Transformational leadership is focused on inspiring and motivating a culture within the organization that enables buzzwords such as enterprise, re-engineering, empowerment, flatter organizations, total quality, reorganization, reinvestment, stakeholding, and value management, putting people more at the front of the sentences. Transformational leaders act as role models and eventually engender a culture of increasing knowledge. Another important characteristic of these leaders is the fostering of risk-taking. Risk-taking is linked to innovation, which employees are reported as wanting to experience at work across industries. Overall, transformational leaders demonstrate commitment to teaching and education, are guided by a shared vision fueling intrinsic motivation and innovation, develop teams, and foster

change and collaboration with many [13, 11]. In addition, transformational leadership is not merely concerned with behavior. A transformational leadership quality often cited is their possession of charisma which has a profound effect on colleagues in motivating and stimulating them. Charisma is essential to transformational leadership because it contributes to leaders' ability to influence followers. Furthermore, transformational leaders are able to possess and communicate a positive and engaging vision for an organization. Transformational leadership caters to teacher professional growth in two ways via formal and informal professional development, providing resources and tools to learn, and putting emphasis on adult learning and building capacity. Transformational leadership can be a powerful and significant driver of individual and organizational-level change. However, it has also been suggested that the sustainable route for leaders in education is for teachers themselves to be leading rather than headship which is opposed by teachers. It could be suggested that followers—employees—circumstances and challenges are vastly different across numerous work environments, so one leadership style would not fit all. What is applicable and advantageous in one organization may well be detrimental in another. However, this research does not explore the relationship between various leadership styles versus national or international performance between different cultures and societies [14, 15].

## Transactional Leadership

Transactional leadership is concerned with the relatively straightforward practice of using rewards and penalties to regulate teacher performance. Typically, transactional leaders create a clear structure for their staff and provide praise or recognition in return for achieving performance standards. They can be relied upon to address timetabling issues and to ensure that the structures and policies are operating effectively. Transactional leaders are pragmatists who focus on organizing the work in an effective way. For transactional leadership, reward and recognition are extrinsic motivators. Teachers tend to react well to rewards and will be less resistant to change if a reward such as promotion is offered [16, 17]. There is an implicit emphasis in these introductory comments that transactional leaders may merely maintain the status quo and fail to embrace innovative methods and strategies. An important characteristic of transactional leadership is that it is most effective when staff know what is expected in terms of performance and reporting mechanisms. 'Trucking and bartering' is an initiative through which classroom teachers were motivated by transactional leadership into the learning and behavior problems in their classroom. A review of these examples, and of the description of transformational leadership in the preceding subsection, indicates the potential for relatively rapid results in the classroom from leaders adopting a transactional approach. The potential for significance needs to be kept in mind throughout the following discussion, however, as it is emphasized that both transactional and transformational leadership have contextual effectiveness in their approach [18, 19].

## Servant Leadership

The use of servant leadership is probably one of the least-known approaches to leadership. A servant leader is primarily a leader who serves. Servant leadership is thus known as a caring leadership theory. Servant leaders support teachers in personal and professional growth by showing genuine interest and investing time and energy. Teacher improvement is the goal. Encouraging, facilitating, promoting, and legitimizing teachers' professional responsibilities is the core role of the servant leader. Servant leader's core principles are, for instance, empathy, listening, consensual decision-making, and persuading rather than giving orders and regulations. Servant leaders are described as 'stewards, trustworthy persons. They are energy sources, have an inspirational mindset, and are true motivators. Servant leaders let employees draw courage and confidence from themselves. They create an environment that supports growth and positivity [20, 21]. Three studies demonstrate the impact of servant leadership by a positively significant link to teacher satisfaction. For instance, a qualitative study, where 16 teachers were interviewed, concludes that a significant positive correlation is found between servant leadership, job satisfaction, and general life happiness. Some teachers' personal growth was described by saying that 'management showcases a servant-leadership style in the culture ...' Schaefer et al. conducted a quantitative study of 229 teachers in 16 schools. They conclude that servant leadership is a significant predictor of the impact of positive culture on the attraction and retention of students and teachers. Servant leadership and collaborative practices were positively and significantly correlated with student achievement results. Data from a survey conducted in 35 countries explores the relationship between leadership practices and teacher reports of job satisfaction and self-efficacy. The analysis finds that servant leadership has, right after a more distributed style of leadership, the greatest impact on job satisfaction. Challenges for teacher leaders in a vertical, top-down-dominated structure are pointed out. It is hard to diminish the power

differences in a culture of obedience, hierarchy, and compliance. Emphasis is placed on the partial solutions hard economic times require to establish servant leadership. It is getting increasingly important in the teaching profession worldwide to attract and maintain teachers and head teachers. Teaching, for either reason of efficacy or ethics, requires us 'to foster in our schools climates in which everyone feels valued, supported, and appreciated ...' Teachers are moral agents that mirror the world in their practices. In Canada and the USA, servant leadership is seen as 'an emerging core value in business management, governance, and educational practice.' The basic tenet of servant leadership—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community—appeals to 'progressive educators'. Schools 'as natural homes for servant leaders match the basic characteristics of the work teachers are expected to do. Servant leadership, increasingly, garners attention within academic discussions about educational leadership. Many school boards are aligning their strategic plans around the concept, 'it means leadership rooted in service, a dedication to work always to the advantage and betterment of others. We have chosen the servant leadership model as a descriptor of our approach to leadership in public schooling' [22, 23].

## METHODOLOGY

The study will conduct quantitative research. The quantitative research approach is a method to explain facts or states of events systematically on specific groups or a large population of research objects. The main aim of the research is to provide empirical evidence and descriptions to support conclusions. The sample will be determined using a formula, with a 5% error tolerance and a 95% confidence level. Sample The target population of this research is all the teachers working at SD Negeri Regency schools in Bima. The population in the next 25 years is 20 people. For quantitative data design, the sampling technique used is a formula. The samples in this research will be determined by the technique, with a 5% margin of error rate and a 95% confidence level. The total mean is 64. The number of samples for this research is 61 respondents. This research uses sampling techniques; as the data collection instruments, the survey will use a questionnaire. In-depth interviews will be held to confirm the sample size issues, and trustworthiness testing will be carried out to validate the questionnaires through validity and reliability testing. Data Collection Techniques The techniques for collecting data used are documentation, observation, questionnaires, and interviews. Documentation is used to obtain materials that are evidence of the formed organizational guidance or part of the organization. Collections of this data, which are needed to gather the data for the research, will include: first, a questionnaire known as a survey to collect data from the respondents; it is for understanding the potential influence of leadership, which is reflected by the leadership styles and teachers' performance. In addition to the questionnaire, the researcher also used in-depth interviews to triangulate the results by checking information in-depth, as the criteria were not met. This study has obtained official authorization to be conducted at the school. Ethical considerations pertinent to this study [24, 25].

## Findings and Analysis

The results of the study are presented across six concurrent themes. The findings were successfully reflected across three major leadership styles: transformational, transactional, and non-transactional. These findings offer us a first view of leadership as practiced in context. We can therefore draw conclusions about how different leadership styles manifest in practice and what the impact of these styles is. We employed both quantitative analysis of school-level data and qualitative analysis of interview data for the final stages of the study in order to provide a rounded analysis of data from the perspective of those involved in the contexts [26, 27]. The research sought to answer one major research question: what is the relationship between leadership practices and teacher performance in secondary schools? From the data collected, we attempted to discern what specific management strategies were used in public secondary school leadership to effectively engage and motivate teachers and staff. Based on the findings and the current literature on the subject of teacher and staff motivation or retention, we provide recommendations for a school leader who is looking to implement substantive and sustainable change in the decade ahead. We conclude with recommendations for further research and provide a brief analysis of the limitations of the research [28, 29].

## CONCLUSION

This study emphasizes the significant influence of leadership styles on teacher performance within educational institutions. Transformational leadership, with its focus on motivation and vision, emerges as a potent driver for fostering teacher engagement and innovation. Transactional leadership, while more structured, offers essential support in maintaining order and meeting performance standards. Servant

leadership provides a nurturing environment, prioritizing teacher well-being and growth, which in turn enhances job satisfaction and teacher retention. Given these findings, educational leaders should consider adopting a flexible approach that integrates elements from each leadership style, tailored to their institution's unique needs and cultural context. Future research could expand on these findings by exploring the longitudinal impact of leadership styles on teacher performance across different cultural and socio-economic backgrounds.

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