

School's Performance and Head Teachers' Leadership Styles: A Comparative Study of Low-Performing and High- Performing Schools

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ABSTRACT

Though the responsibility of the Head Teacher (HT) is not only to promote the results of learning assessments, s/he is more responsible for the overall performance of a school. How the leadership style of HT and the school performance in terms of Secondary Education Examination (SEE) results are related to each other is the main problem in Nepalese community schools. Explorative research, a qualitative research method was used to explore the leadership styles of HTs. The School Management Committee (SMC) Chair, an HT, and a teacher from each high and low-performing school were selected as research participants. Interview and observation were the main two methods of data collection.

Leadership practices are based on their leadership styles like decision making, communication, motivation, responsibility and integrity, power and authority, and school culture, based on the existing practices of high and low-performing schools. HT was perceived as a more democratic leader in high-performing schools. In the case of low-performing schools, the practice of leadership followed by HT is more autocratic concerning decision-making and teachers' autonomy. Teachers and SMC chairs viewed the leadership practice of low-performing schools as ambiguous. Having good perceptions and practices creates a favorable learning environment, which helps improve students' overall performance. School leadership style is expected to be favorable to improve school performance. A favorable school culture is helpful in enhancing the quality of education.

Keywords: leadership styles, headteacher, school performance, low performance, high performance.

Setting a Scene

One day, one of the authors, as a Head Teacher (HT), announced a meeting of different subject teachers to reform teaching strategies. They shared their different views to improve the condition of the school. The Science teacher said that the students were not disciplined, which disturbed the teaching and learning process. As per his record, many students did not do their work. They were passive listeners. Likely, the Mathematics teacher likely also expressed similar kinds of data. The English teacher revealed that the students did not pay attention to his subject. He said he was very tired of students' silence to his questions. He said that they were not motivated to do their assignments. One of

them spoke about the students' performance in grade 8, As he said, a parents' meeting was necessary to discuss the situation. As an HT, it was thought if the school did not make any plan for better achievement, the school would have low achievement, and the community would not trust us. Then the number of students would decrease. The people in society would blame us for the poor results. So, as a school leader, it was thought to solve these problems instantly using available resources in the school.

The aforementioned narrative states that Head-Teacher (HT) had to change and provide more effective leadership for the quality of education. We started reflecting on attitude, skills, and knowledge about the situations and responsibilities in that meeting. Later, we realized that leadership is the most important part of the quality of school education. Therefore, we decided to focus on the leadership styles of HT and pay attention to every activity to promote quality so that a school can be a high-performing school.

High-performing schools have nine characteristics; a clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction, and assessments aligned with state standards, frequent monitoring of learning and teaching, focused professional development, supportive learning environment and high levels of family and community involvement (Shannon & Bylsma, 2007). A school that does not have the above characteristics to some extent can be considered a low-performing school.

Performance has been defined differently by considering different perspectives. From the educational perspective, performance is defined as students' level of understanding and ideas developed based on the teaching and learning process. In addition, whatever they reflect is a reflection of teaching, learning, and other different school activities. We consider that there is an established idea that delivering the results counts as acceptable performance as well. However, Kuh et al. (2006) described academic achievement is school success. So, in context of Nepal, school performance is denoting the result in SEE results. If the pass percentage in SEE is high, the school is labeled as a high-performing school. In case the percentage is reversed it is labeled as a low-performing school. To maintain good results, the school should meet the objectives of teaching, learning, and other daily school activities. Better-performing community schools are supported by the community or parents to achieve their goals (Kirk & Jones, 2004). So parents understand and support the school's basic mission and are given opportunities to play important roles in helping the school achieve its mission in better-performing schools.

As we know, school performance is not only SEE result. According to Kuh et al. (2006), school performance measures from different perspectives. So, grade level achievement scores, students' learning and development, participation in extra/co-curricular activities, interest in learning, etc., determine the school performance.

Leadership Styles

There are six basic leadership styles: the coercive style, the authoritative style, the affiliative style, the democratic style, the pacesetter style, and the coaching style (Goleman, 2000). Each leader can make a combination of styles and the best leaders are skilled at several and have the flexibility to switch between styles as the circumstances dictate. Russell (2011) opined that the participative theory argues that the best leader takes

the ideas that others have. This type of leadership helps to involve all the participants and gives a sense of ownership to the subordinates. Such an idea helps to make active collaborative participation within the organization. This leadership focuses on increasing the understanding level. This leadership style develops the organizational policies for active participation, which supports direct production. Within an organization, this theory helps to make participatory decisions against the negative consequences if the leader asks for opinions.

Autocratic, democratic, and laissez-faire are the classical leadership styles as classified by Kurt and Lewins in 1939 (Awan et al., 2014). The autocratic leadership style dominates the team members and acts accordingly. In the democratic leadership style, a leader makes decisions through the participatory system, and in the laissez-faire leadership style, a leader lets them do it themselves and the leader controls over his/her work group a little.

Autocratic leadership is known as authoritarian leadership. This leadership style is characterized individual's control over all decisions and little input from group members. The autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Democratic leadership is also known as participative leadership. In this leadership style, members of the group take a more participative role in the decision-making process. Researchers have found that this leading style is usually one of the most effective styles and leads to higher productivity, better contributions from group members, and increased group morale. An effective leader practices a more democratic style of leadership. Laissez-faire leadership is also known as delegative leadership. In this type of leadership style, leaders are hands-off and allow group members to make the decisions. Researchers have found that this leadership style generally leads to the lowest productivity among group members.

Determinants of the leadership style are the leader's personality, experiences, and expectations, the superior's expectations and behavior, peers' expectations and behavior, subordinates' characters, expectations, and behavior, the leader's position, power, and authority, the relationship between the leader and his followers, the nature and size of the organization, the organization's culture and policies, the organization's structure, the organization's environment, time element and the nature of the goal the members have to strive to achieve (Ill, 2004). Leadership styles of schools leaders are described based on decision-making, communication, motivation, responsibility and integrity, power and authority, and school culture.

Research Question

The main point is how leaders need to act in their roles in their schools to increase schools' performance. The main problem of the study is how leadership styles and schools' performance are linked. This study aimed to assess the leadership styles of the Head Teachers in two schools: One high performing and another low performing based on the SEE result. The main research question was "What are the leadership styles of HT of high-performing school as compared to low-performing school?".

Research Paradigm

This research was guided by the philosophy of interpretative research paradigm (Cuthbertson et al., 2020). It is believed that the meaning can be made from the value-laden and socially constructed interactions. Interpretative researchers emphasize the socially constructed multiple realities. The researchers underlying ontological assumption was that the reality is subjective and multiple. It was assumed that headteachers, teachers, parents, and students interpret and construct meaning of activities and events of the schools in their own way. Thus, the researchers were guided by the notion of relativism. The epistemological assumption of the research was that knowledge is personally or socially constructed, and it is gained through experiences and perceptions. The researchers-built relationships with participants for close interactions and deeply understood their perceptions and experiences. Methodologically, we followed personal and flexible process of exploring practices.

Explorative Research Design

This study used an exploratory research design to gain new insights and new ideas and increase knowledge of the phenomenon (Mabuda, 2009) related to leadership styles in high and low-performing schools. The main aim of this exploratory research design is to identify the boundaries of the environment in which the problems, opportunities, or situations of interest are likely to reside and to identify the salient factors or variables that might be found there and be of relevance to the research.

Two schools of Lalitpur district were selected as sites for this study. We visited the District Education Office (DEO) to obtain a list of high and low-performing schools based on the SEE results. Five schools had more than 80% results and twenty schools had less than 50% of the results. We decided to select extremes of high among high-performing and low among low-performing schools. The high-performing school was named School A and the low-performing school was named School B. Six persons participated in the interview. Three from each school namely the Chairperson of the School Management Committee (SMC), the Head Teacher (HT), and one Teacher (T) were research participants.

For this purpose, we developed and finalized the guidelines for field visits and interviews guidelines separately for the SMC chair, HT, and Teacher which were semi-structured. We used interviews and observations as the means of data collection. We tried to make the interview more informal and conversational type. We observed the schools' environment, including teaching-learning process and meetings: staff meetings and SMC meetings.

Data Analysis

Data analysis was done using the developed themes: Communication, decision-making, school culture, responsibility and integrity, motivation, power, and authority delegation. This analysis intended how high-performing and low-performing schools work on the themes as a comparative analysis.

Decision Making

Leadership style can be demonstrated based on decision-making skills. The ways

school leaders practice decision-making as an indicator of the leadership style of both schools are presented here in this section. The decision-making of the high-performing school is more participatory than that of the low-performing school.

School A

It was observed that the decision-making in different meetings and interaction sessions. Based on those interviews and observations, the decision-making style of HT of School A is described as a participatory style as evidenced below.

We collect views and ideas from teachers and other members before making decisions. Even the suggestions of the local people will be take place as agenda of the meeting. After collecting the different agendas, they will have more discussion upon the agendas in the meeting and make decision based on discussion. (Interview, HT, School A).

HT said that the school has been organizing parent meetings and staff meetings to ensure the active participation of the stakeholders. This is an example of participatory decision-making. It was also observed that HT was involved and welcomed the different opinions of teachers before making a decision. In an interview, teachers also opined that they feel free to put their ideas to discuss on the agenda and finalize the best one. The evidence from the Chairperson of the Management Committee is mentioned herewith.

For instance, an agendum is that some of the students of grade 8 did not complete their homework in a subject as parents reported in the parents meeting. The HT invited teachers to put forward ideas as solutions to the problem. Different teachers put their ideas and decided to check the homework regularly for those students in every subject and keep a record of their homework. It was observed that the HT provided authorities with emergent issues like furniture, building, and office equipment maintenance. SMC approved those transactions in the next SMC meeting. It seems that SMC gave sole responsibility to HT for executive-level decisions. This is the trust gained by the HT in performing school operations.

The opportunity should be given to the hard worker. For instance, if SMC controls me in each and every work, I could not work easily. I shall try my best to work with collaborative as far as possible. (Interview, HT, School A).

In decision-making, the high-performing schools invited opinions from each individual in the meeting over the agendas and they made a decision together. All members of the SMC felt happy because they decided together on the agendas for the betterment of the school.

School B

The frequency of meetings as expressed by teachers in School B is very low. Staff meetings are considered the forum for making decisions and participatory decisions. As the teacher shared, some teachers rarely get information about the schools' programs. He further says:

I understand him [HT]. He hardly shares his plan that what he is going to do for the school development. We as teachers, just follow the daily schedule of teaching and no other activities. That's why it is difficult to develop students in the school (Interview, Teacher, School B).

The teachers of the school even hardly get information about the meeting. The teachers said that HT hardly shares the agenda of the meeting. There were less clear directions for further work. The HT shared that he has to do everything for the school's development. Sometimes, he used to make decisions himself. For example, Once he had to decide the place for the water tank, he decided everything regarding the place and later realized the tank was placed in the wrong place.

The HT didn't share his vision of school development. Sharing plans with teachers is helpful for the ownership of the program and is found challenging for the low-performing school. The HT focuses on less staff participation. Every individual was ready to share their ideas in the formal and informal meetings so that the decision would be fruitful that they believe.

In our school, we decide in the meeting but implementation part is weak. The HT is less serious for implementation. He rarely asks for help to the teachers and staff. These are his weakness points, so that the school gets difficult to reach on quality maintained (Interview, SMC Chair, School B).

There was less number of parents' meetings in the school the last two years. There was only one staff meeting last year. In the meeting, HT briefed about the condition of the incomplete building. He added that there were several reasons that played a prejudicial role in the building construction. In the end, he advised that they could solve the problem differently. Sometimes teachers used the practice of collecting views and ideas from themselves and other members before making decisions. But the HT makes decisions in his favor.

They had once practiced discussing the agenda in the meeting and made decisions based on discussion. For instance, last year, they decided to visit the village door-to-door to collect students at the beginning of the session. They were ambitious in that decision-making but felt difficult to implement. They decided everything was to be done and necessary for the school. The local parties are less supportive. Making decisions is a consideration of a leadership style and it influences the quality of education.

Democratic decision-making can be explained by using different models. The European model of decision-making is typically done in groups meeting consensus, rather than by single manager commands (Lamsa, 2011). Furthermore, Swedish followers expect a consensual leadership style because group decision-making is a core value. Thus, a democratic leader will make the final decision, he/she invites other members of the team to contribute to the decision-making process (Bhatti et al., 2012). In the autocratic approach, the leadership style uses individuals to determine all policies, activities, and goals of the organization (Lester, 1975). In this style, a person is praised and criticized for the work that each individual performs. The next is a laissez-faire leadership style which involves a non-interference policy and allows complete freedom to all workers (Bhatti et al., 2012).

Communication

The communication in the high-performing school is more action/result-oriented whereas that of the low-performing school is more personalized.

School A

The leadership style of HT in School A can be categorized as more formal and action-oriented. As HT shared, formal communication was there in case of the SMC meeting call. The communication started with the call of the meeting. The formal invitation to the meeting with the agenda to be discussed opens the opportunities for participants to think in advance and come up with solutions. However, staff meetings used to be communicated informally. There is a provision for calling/inviting formally before 3 days of the meeting. As a leader, the HT said that the task has been done correctly, as it is said, otherwise, we would not be successful. Thus, communication is also considered a more important and powerful factor in the school. Communication can be used formally and informally. It depends on the situation or environment.

Communication helps to give right decision in right time. If we have any new information, we gather and discuss upon it. Even I take information in my absentees' day. (Interview, HT, School A)

HT said that formal communication takes more time than informal communication, for example, sending a written letter that takes more time than calling the meeting in a phone. So informal is easy, quick, and effective communication. The teacher of the school said calling meetings formally or informally does not create a problem. To communicate in time is, necessary for the concerned personnel to accomplish the work in time. If they have any information, they pass it on as soon as possible.

Doglas (2015) explains that leadership style is based on their communication approach. Through communication, leaders shape culture, create vision, and achieve organizational goals. The HT always shares ideas and encourages them to make the environment easy. The interaction of HT and teachers in the high-performing school was observed by asking about the status and support required. It was observed that the school's communication practice is based on democratic leadership and communication. Moreover, the school has developed a communication system to impart information quickly from/to HT.

School B

The way of communication in the low-performing school can be said that it was more personalized. The HT said that it was easy to make a phone call for a meeting. So, school B also used informal communication to share about events, activities, and plans. The challenge of timely informing about meetings can be reflected in the following extract.

Our HT informs only to few of teachers regarding planning activities and work in the school. If we inform him about weakness of existing activities of the school, he does not listen to us. Like late coming teachers, discipline maintaining of the students. Last year a boy got injury with fighting each other, then his parents came and asked angrily that the school paid less attention on their care and asked teaches' duty of school. (Interview, SMC Chair-Person, School B)

The SMC Chair shared that they have a good personal relationship between them (Chair and HT), but there is a communication gap regarding sharing information. This problem is not only with the Chair but also with teachers. For instance, HT did not share

his plan to construct a water tank. SMC chair and the teachers shared that they only knew about the plan when the construction was started. The HT personalized in communicating shows a very challenging aspect in decision-making. They have only three committees in the school, and their duties and responsibilities are given to the committees, but they complete a few tasks as their HT said. The teacher said that they completed their tasks as they were given, and those were evaluated less.

Once I have given essay practice to class 9 and 10 students for the inter-school competition, our HT got angry. He broke the practice and said refused to take in the competition by saying the competition would not be faire (Interview, teacher, school B).

Doglas (2015) explained that to strengthen the relationship across the team or concern levels there needs to be strong interactive communication. But they do not have such a situation at School B. This trend shows that there is a wide gap in communication in the school. They have less information about the job descriptions of the committees. According to the teacher, they were confused about what to do or not to do. So, articulate communication is challenging in low-performing schools.

The HT seems less interested in asking what is happening and does not care about school events. This also indicates that the management of the school is challenging. They have less formal or informal communication with school administration about what is going on in the school. Teachers are interested in doing extra work but they have fewer activities. They need to communicate events that make them understand what has been happening and what they need to do for betterment. Hughes and Pickeral (2013) mentioned that shared Leadership is when teachers, staff, parents, students, and principals collaborate to solve problems.

Motivation

Motivation is considered one of the key factors of performance. Motivation fills energy into the body to keep us active in work. De/motivation skills of leadership are related to leadership style and school performance. School leaders need to motivate the teachers to achieve their goals.

School A

The HT of School A has different types of motivation schemes for the school staff. They provide equal opportunity to their teachers to participate in different programs. They involve the teachers in various training, meetings, seminars, and other Non-government Organization (NGO) and International Non-government Organization (INGO) related programs for further skill development. The major part of the school is to have an understanding of motive and create a working environment in the school.

Specially, we have certain incentives but we send the teachers to teacher training on the basis of seniority and we award them annually on the basis of the academic performances of students (Interview, HT, School A).

The reward system motivates teachers towards their work. The teachers also seek recognition, which was noticed during interviews. The HT said that the school team may have things to do, they should be aware of their duty, and motivated to work hard for recognition.

We have annual celebration function where teachers, students are rewarded on the basis of their different performances. We established it to have a system of recognition. (Interview, HT, School A)

The work is done because of what has been said. For instance, one of their teachers comes to school in the morning but is not paid for morning duty. He helped the HT in preparing documents. For this morning, breakfast and lunch were provided by the school.

School B

As they expressed their views in the school, they had less mutual understanding, cooperation, and team spirit. They expressed themselves a matter of dissatisfaction with the HT. They felt unjust in training opportunities and participating in different programs such as; meetings, seminars, and other NGO and INGO programs.

Our HT listens to us very little. He always compelled to follow his way, There are only two/three teachers who are totally obeyed him, they get more facilities like: to attain in the seminar/meeting, training and early going to home etc. (Interview, Teacher, School B)

They are seen to be discouraged from the habit of HT. They are passive. The teachers show a level of dissatisfaction. They are less motivated. The working environment was seen as challenging to them. It influenced the school's performance.

School provided less incentives to the teachers but we send the teachers to the teacher training and seminars on the basis of seniority. They did not work properly since it made us difficulties (Interview, HT, School B).

The HT worked on his way, but he liked to go without making plans to improve the school's performance. At this school, the negative reinforcement is working. As Burton (2012) explains, intrinsic motivation is internal or self-satisfaction not for the fear of a consequence and extrinsic motivation comes from external factors. A high-performing school is a different school, where the school staff are motivated. The school provides incentives for the extra classes. They have a friendly environment as well. The teachers receive fewer incentives in low-performing schools.

Motivation is the way to drive a person into doing something. Much of the drive is the thought of a potential reward, or a consequence of not doing something (Almansour, 2012). It forces people to do something: this is a result of the individual needs being satisfied so that the individual has the inspiration to complete the task. It refers to human behavior's initiation, direction, intensity, and persistence.

Communication is critical in the workplace, particularly for management (Duncan, 2009). When dealing with diversity and leadership, communication can prevent conflict from occurring by clearly conveying your views and vision to the staff. Barrett (2010) mentions through effective communication, leaders lead. Good communication skills enable, foster, and create the understanding and trust necessary to encourage others to follow a leader. Without effective communication, a manager accomplishes little. Without effective communication, a manager is not an effective leader. Moreover, leadership communication is the controlled, purposeful transfer of meaning by which an individual influences a single person, a group, an organization, or a community.

Leadership communication requires using the full range of communication abilities and resources to connect positively with audiences, overcome interferences, and create and deliver messages that guide, direct, motivate, or inspire others to action (Barrett, 2010).

Responsibility and Integrity

Responsibility and integrity are also considered components of quality enhancement. The integrity of the HTs is to motivate the teachers which is essential for the betterment.

School A

School A emphasized responsibility and integrity. The school staff did their job happily and enjoyed school as well. The Chairperson (CP) also emphasized responsibility. The HT has been working as a leader among teachers and non-teaching staff in the school.

We are given equal opportunity to all the teachers in teacher training and other programs too. This year we were given two pairs of school dress for it the school divided equal amount for male and female teachers. (Interview, Teacher, School A)

Teachers need to develop new teaching skills to enhance the quality of education. The Council of Chief State School Officers (CCSSO) (2012), states that requirements can be fulfilled by asking for assistance in implementing a new vision of teaching to the students and leading to schools that will require them to obtain and master new knowledge and skills to improve student achievement and growth. The school succeeded in establishing fairness, honesty, and trust with responsibility and integrity.

School B

When the SMC Chair said that two or three teachers were sent to training. So teachers were not satisfied with him.

Our HT always sends the same teacher on training or seminars. I am a secondary level teacher but I do not get a chance to attain in such programs. This year an academic organization invited for one-day seminar and one of my colleague was sent who had already participated last year too. (Interview, Teacher, School B)

The expectations from students, guardians, parents, parents, and school members need to be fulfilled by using available resources. All such expectations are to be addressed by the school leaders. They had less integrity about the learners' expectations. They were not doing their job happily and enjoying their duty, in the school. To enhance quality education teachers, they need to be satisfied, they need to feel free and treated equally by the school to perform effectively. They have less mutual understanding and cooperation. The teachers were less satisfied with their work as a participant teacher said in her interview.

Regarding responsibility/integrity, McConnell (2003) states that a manager must accept that he/she remains responsible for the actions of the group and the results of those actions, place responsibility to employees, organization, and clients clearly above responsibility to self, support the goals of the organization, subordinating his/her personal needs or desires to the requirements of the job, serve as a model of behavior for employees. The influence of a single manager can project, function as a teacher and

mentor for employees, actively helping employees grow in knowledge and capability, function as a true facilitator for the group, clearing the obstacles and providing assistance and encouragement so that they achieve the best possible results, and always be mindful of the serving character of true leadership.

Power and Authority Delegation

Power and authority are considered important components of school governance and quality enhancement. The school leader motivates teachers and students to delegate power. According to Kamla-Raj (2012), the person to whom authority is delegated works on behalf of the one from whom authority is delegated.

School A

The nature of power is different according to different sections; in the sector; financial, physical, administrative, educational, etc. Power or authority is delegated to those who can accomplish their interest and capabilities.

This school is different from others, because we hear the problems of parents, teachers and community and take seriously. We try to solve them as we can. Our HT is sincere to solve the problems and we deliver authority to him in emergent cases as it is needed to solve sooner. Then we approve it in the SMC meeting if it is required. (Interview, SMC Chair, School A).

We discuss for 5/10 minutes daily after the class of the whole day activities that direct us what and how to prepare plans for the next day (Interview, HT, School A).

Here, power and authority delegation means sharing the responsibilities among the school staff to accomplish the work. In his experiences, he added that the school has different committees and they perform their tasks as given by the authority.

We do work accordance to the Job Description and we have different eight committees for different purposes. We are invited for meeting as it is required. We solve the problems through making decisions. (Interview, Teacher, School A)

There may be a formal or informal delegation of authority. It depends on the situation. For this, the school leaders need to make an environment in the school. In high-performing schools, the HT prepares a job description based on their working ability in the school. The major tasks were delegated to teachers to carry out the task of teaching and learning for the betterment (Kamla-Raj, 2012). HT used to believe that delegation of power and authority motivates them to perform better and they are satisfied with working in the school.

School B

School B emphasized less power and authority delegation which was revealed through the interviews. The HT had given authority and power for certain duties teaching and working in different committees. However, he gave less priority to evaluating their work. HT's major aspect is sharing his vision of how the school moves for betterment. The HT said that the delegated power was enough and the teachers did their duty accordingly. For example, the HT divided the duties among the committees in the school.

HT just says to do good in the formal meeting but he shares few the ideas how we should do good that means he is confident of delegation of power to the teachers and he thinks that teachers need not to discuss themselves further (Interview, Teacher, School B).

Their interview reflected that they have been working according to the routine but they are less serious about the additional work like; extracurricular and co-curricular activities. The HT also rarely does evaluation properly. That's why, they pay less attention to their power and authority on work completion.

It is also stated that strong delegation techniques can help managers save time, motivate people, and train people, and these techniques can enable managers to take on new opportunities. Poor delegation practices leave managers overworked, and employees might be frustrated and unmotivated. When a task is delegated, authority and responsibility are shared between the manager and the person receiving the delegation. Ortiz et al. (2004) describe that the primary objective of delegation of authority is to cultivate a more efficient use of resources and facilitate the emergence of more responsive organizations, thus enhancing overall performance. Leading private sector organizations ensure that internal processes give managers the authority and flexibility they need to contribute to their mission.

School Culture

There are two types of culture; healthy culture and toxic culture. School leadership style shapes school culture, which helps to enhance quality education. The school leaders sculpt cultures but the cultures need to be accepted by the stakeholders. All the teaching staff and leaders need to share and pour their hearts into working. In a school system, there are different stakeholders; parents, teachers, and local community members whose ultimate objective is to ensure quality education in the school.

School A

As a school leader, and the HT may establish new cultures as required with their own rules, values, and behavioral aspects. The HT of the school had established similar good cultures so the school is functioning well. The HT established a working culture in the school by developing a system of work. There were various programs such as birthday celebrations, sharing, and socializing activities. These programs are organized, expanded, and extended based on the suggestions of different stakeholders including students.

School B

The HT of the school was considered they established good cultures. They could reshape the cultures for the development of the school with their deeper understanding. They had such practices in the school. They said that reforming culture does not matter but implementing the culture matters. They were doing as they practiced and no problems occurred during the implementation.

They are implementing different cultures and the HT claimed that they formed additional cultures with a better understanding of school teachers and the SMC. They have fewer problems in implementation.

We agree teachers should not enter the classroom holding with a stick in his/her hand but some of the students less obey rules of the school. They pay less attention in the classroom. So, we were compelled to beat them". (Interview, teacher, School B)

During the observation, it was also noticed that most of the teachers didn't wear school uniforms, but the students needed to wear them. They agreed that they

communicated for their betterment and took suggestions from stakeholders like parents, teachers, SMC, students, and local parties.

Culture is built up over time as people work together, solve problems, and confront challenges (Peterson & Deal, 1998). School culture consists of the beliefs, attitudes, and behaviors that characterize a school and create a sense of community, family, and team membership (Wagner, 2006). This informal expectations and values shape how people think, feel, and act in schools. This highly enduring web of influence binds the school together and makes it special.

Lesson Learned

Leadership styles are a complex phenomenon. Leadership has different styles like democratic, autocratic, and laissez-faire. The best leadership style is democratic and that produces good performance through the practices and perceptions through this dissertation paper. Leadership styles enhance the performance of the school as a result. However, leaders should have the traits and be sincere in order to achieve the set goals.

In comparison to the high-performing schools, the low-performing schools had Job Descriptions (JD) but were less functional because of an autocratic leadership style. It made them dissatisfied and they always thought that the HT listened to them less. The above phenomenon revealed that the leadership style is autocratic and weaker. The HT does as he wishes. So, leadership styles could be a destination for a designer to accomplish the school's goals. The key message is given in Table 2 below.

Table 2

Summary of Observation

Theme	High Performing School	Low Performing School
Decision Making	More participatory	Non/participatory
Communication	Communication action-oriented (Heart before head)	Communication for formality (Heads before heart)
Motivation	Incentives, Equal Opportunity in Training	fewer incentives than the government,
Integrity (Responsibility/Power Delegation)	Responsible, trust to teachers, transparent	less Equal Opportunity in Training
	More Committees, check and balance	Less trust in Delegation but less evaluation
School Culture	Learn favorable, learn from practice. Willing to implement new	Less committee,
Theme	Theme	fewer checks and balances of work

Implications

The research was done in two schools, namely high-performing and low-performing schools. Based on the findings of this research, we would like to make a list of implications for further improvement in school leadership. Decision-making is considered a key point of school performance. So, the participatory decision-making process has a positive influence on school performance. High participatory decision-making practices are expected in school leadership. Such practices are to be developed in each type of school.

Communication in high-performing schools is more formal and action-oriented. Providing information in advance might be helpful for running schools smoothly. It might be helpful for schools' performance.

Motivation is also a key factor in school performance. A democratic leadership style is preferable for results. Motivation might be more helpful for energizing factors for the teachers. Leadership might be a motivating factor for teachers for schools' performance. Responsibility and integrity create a good environment and enhance the quality of education. Responsibility collaborates and shares their problems among themselves. Integrity builds mutual understanding and cooperation. So, school leadership is expected more responsibility and integrity for school performance for quality enhancement in the school. The power and the authority are delegated to the teachers. Delegating power and authority play essential roles in enhancing the quality of education so school leadership might be expected to delegate power and authority to the subordinates. School culture also plays an important role in school performance.

Having good perceptions and practices creates a favorable learning environment, which helps improve students' overall performance. School leadership style is expected to be favorable to improve school performance. A favorable school culture is helpful in enhancing the quality of education. The policy should facilitate leadership style as observed in high-performing school.

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