



HEAD LEADERSHIP STYLES AND THEIR IMPACT ON PRIMARY SCHOOL TEACHERS' MORALE: A QUANTITATIVE STUDY USING NON-PROBABILITY SAMPLING

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Abstract

The study engrossed that how head teachers' leadership styles shake teachers' morale in government elementary schools. This study focused on teachers' manipulation about morale in relation to the leadership practices at their schools and how they regarded the leadership style of their heads. Objectives were a) to define how head teachers' leadership affected government primary school teachers' morale. b) To ascertain how head teachers' leadership philosophies foster high morale among teachers in government elementary schools. The purpose of the study was to set which government primary school heads used democratic, authoritarian, or laissez-faire leadership styles. Purposive sampling method was used for information gathering. To know the leadership styles of school heads, a questionnaire assessing democratic, authoritarian, and laissez-faire leadership was produced. Research result showed that by means of democratic management there had a constructive impact on the morale of educators in, Mardan district.

Keywords: Leadership styles, primary school teachers Morale, Head teachers

Introduction

The expansion of every aspect of life is expressively inclined by education. Concerns about education are a major concern for the professionals. Finding more effective ways to instruct learners is the current problem. Enlightening teacher enthusiasm, which is mostly based on the school and its environments, is one of the most noteworthy of these issues. Students' motivation and enactment may be stuck by these emotions, which are mentioned to as morale. (Evans et al., 2008). Turner (2001) sued that most teachers' morale can be elevated by interdependence, endorsed or casual professional growth, and hands-on administration.

Black (2001) said that there is no question that a variability of aspects stimulus teacher morale. However, the head teacher of the school is the most noteworthy element that affects morale more than any other. In addition to encouraging teachers to team up on critical decisions that will enhance teacher morale, head teachers who are skillful at describing their school's instructional programs foster a favourable atmosphere for the development of student awareness.

According to Gorton, Alston, and Snowden (2007) most vital aspect that encouragements morale is the heads competency to guide teachers. Yukl (2010) stated that high-morale workers boost punctuality, enrich statement, cut down on pointless chatter, increase staffing and maintenance, and foster creativity in the workplace. Poor management can have a negative impression on the institution's morale. Leadership is the capability to motivate others to demonstrate interest while working toward a common objective. The term "leadership" is



absolutely interpreted in a variety of ways. On the other hand, they have all expressed the same belief that motivating others is a part of governance (Hogan & Kaiser, 2005).

Western (2008) defined that leadership exhibits the goal and supports others in achieving it. This entails presenting a desirable future, delineating the objective, emerging plans, and endowing those who are concerned. According to Rauf, et al., (2013) teacher morale is uninterruptedly changing.

According to Hollinger (2010) that foremost problem in schools is teacher morale. Student knowledge and productivity are both harmfully obstructed by low morale. Students do well intellectually and publically, teachers are prolific, and the school environment becomes vibrant and engaging when staff members collaborate and morale is durable.

Statement of the Problem

This study surveyed the impact of heads leadership styles on the morale of primary school educators in Mardan by using purposeful sampling.

Research objectives

1. To determine how head teachers' leadership styles affected government primary school teachers' morale.
2. To ascertain how head teachers' leadership philosophies foster high morale among teachers in government elementary schools.

Research Questions

1. What is the effect of head teachers' leadership on the morale of government primary school teachers?
2. How do head teachers' leadership styles contribute to the development of high morale among government primary school teachers?

Study Limitations

1. It focused only government primary schools.
2. The sample was limited to teachers and heads.

Literature Review

The education zone needs leaders, just like other professions. In the past, a head teacher's duties were restricted to administrative duties. But as time has passed, things have changed and the head teacher's position has become more challenging. In addition, a teacher is undoubtedly a prominent figure at school. Ultimately, nevertheless, it is the responsibility of the head teacher to ensure that the best academic results are possible in the classroom (Leithwood & Jantzi, 2006). Training for institutional heads is usually omitted when they initiate working (Cummings & Worley, 2005).

Johnsrud, Heck & Rosser (2000) shown that self-assurance is a behavioural response to a work setting that disturbs people's routine. Therefore, unless they are motivated to work for it, a genuinely experienced, talented, and properly skillful individual from any association will not attain success.

Mackenzie (2007) resolute three stratum of teacher morale individual, institutional, and occupational that heads of the school need to grasp due to their connection to teachers' morale. Individual morale refers to the state of the instructor and serves as the footing for all other levels of morale. Regular instructive activities are the foundation of institutional morale. The other two levels are associated to occupational morale. The complete spirit of what mentors typically refer to as "teacher morale" was accredited and encapsulated by mentioned three levels.



Connors (2000) discovered that low morale among teachers is imitated in the pupils they teach. In the long run, low morale can lower students' success and promote fatigue. Employee morale is severely wedged by leadership culture, command, and control, according to Iszatt (2009). According to Leithwood & Sun (2012), teachers' pressure levels rise, their morale declines, and their dedication to schools becomes a problem when they believe their workload exceeds that of their peers.

According to Nguni, Slegers, and Denessen (2006) favouritism detrimental staff morale. It fosters enmity against coworkers and the management. These excitements have an impact on their enactment and motivation to carry out their duties. As a consequence, institutional decline and annihilation are facilitated by favouritism.

According to Kouzes and Posner (2017), head teachers' leadership can either positively or negatively impact educators' morale. A head who transfers well with their staff is a blessing. Additionally, one of the fundamental duties that head teachers must carry out with careful attention is to acknowledge the achievements of the teachers in a school venue. Employees work more efficiently as a organized team when they are treated fairly and with dignity. According to Western (2008), squat teacher morale and teacher attendance are squeezed by school leadership. Furthermore, Leithwood and Jantzi (2006) suggested that head teachers' behaviours are accountable for both high teacher absenteeism and low teacher morale.

According to Kouzes and Posner (2017), a leader who boosts teamwork achieves greater success as a result of the collaboration. Employee excitement, inspiration, and morale all rise as a result.

Listening makes teacher to boost morale, caring staff make them less possible that educators will reduce absenteeism when times get well again by Hallinger (2010).

Day and Sammons (2014) delineate leadership as a procedure of influence to complete institutional goals through transformation. According to Raza & Ahmed (2017), the situation, the followers, and the leader's work all influence the best leadership style. An authoritarian superior takes total controller of his workplace by giving orders to his team and making them follow them. The employee's inventiveness and creativity are diminished by these behaviours. They have formal, documented communications with the staff. Leaders are at the top of the hierarchy under this model, while employees are at the bottom.

Employee morale is greatly obstructed by a leader's style (Khuong and Hoang, 2015). According to Dugan (2017), autocratic leaders neglect the aids of their employees, pretend to divide them, and lessen their sense of involvement. Employees will be unhappy if there is too much direct control, and all employee input will be suppressed. Additionally, being a successful autocratic leader involves careful consideration of when and how to make demands of the staff (Gupton, 2010).

According to Goleman (2006), a democratic leadership style integrates others in the decision-making process. According to (Mills, 2007), a democrati style encourages utilising the abilities, knowledge, and ideas of others. Even so, the leader who employs this approach still has the last say in choices. The democratic leadership style encourages staff members to embrace changes more readily when an organization wishes to make inner adjustments. Since they are fundamental to the procedure. Additionally, this approach works especially well when choices must be made and carried out quickly while sustaining strong employee morale (Henson, 2012).

Laissez-faire leadership intentions to provide people with fewer direction. They use less palpable methods to gain control. They believe that if people are given the freedom to complete

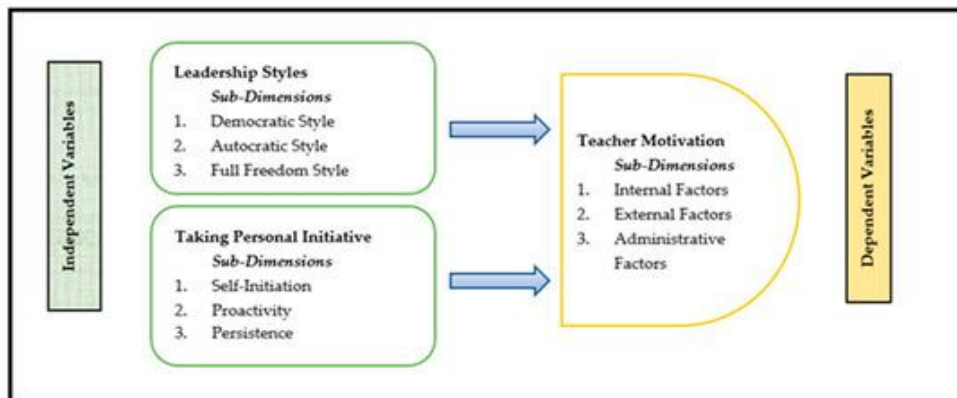


their duties in their individual methods, they will succeed. This type of leader stays detached and lets individual members make some decisions (Chris, 2015). This leadership gives talented and motivated workers the opportunity to comprehend their greatest potential. Additionally, according to Callejas et al. (2016), this leadership supports to boost team morale at work.

Conceptual Framework of Leadership Styles



Leadership Styles Effect on Teachers Moral



Methodology

Research design

Data was gathered using a quantitative research methodology (Creswell, 2013).

Population

The study's population entailed of government primary school head teachers, Mardan.

Sample

All 32 heads were given a questionnaire to fill in order to learn more about their leadership philosophies. To decide which head in Mardan government primary schools was using numerous leadership philosophies, data could be assembled from 22 female heads of the school.

Sampling

Non-probability selection was used for facts gathering. Convenience sampling was used as only 22 of the 32 female heads of government primary schools could spare their valued time to complete the leadership styles questionnaire due to the other head teachers' frenetic schedules.



Research Tools

The leadership styles of school heads were determined by means of a leadership style questionnaire. The 18 items on the questionnaire were planned to measure democratic, authoritarian, and laissez-faire leadership philosophies.

Data Analysis

A five-point Likert scale used to measure the questionnaire items. The descriptive statistical technique was used to analyse and tabularize the examined data. Six precise questions on the leadership style questionnaire were added up to conclude the results. The answers to questions a, b, f, j, o and p were assembled for authoritarian rule. To decide the democratic leadership style score. The answers to questions d, e, h, k, k and r were potted. The answers to items c, g, i, l, m and q have been abridged for the laissez-faire leadership style.

Leadership style with score of (26-30) of the institute head is known as a very best (high range) in that leadership style, whereas (21-25) score is measured as only best in that leadership style. Nonetheless, the score of (16-20) in leadership is considered as a normal (moderate) range and (11-15) marks in management style of institute head is reflected as a low range. A head teacher's score between 26 and 30 is observed a very high score range in that leadership style, whilst a score between 21 and 25 is viewed as a high range. Nonetheless, a head teacher's leadership style score between 16 and 20 is stared as a moderate range, while a score between 11 and 15 is seen as a low range. Additionally, the school head teacher's score of (6–10) in any management style is viewed as quite low.

The results of each school head teacher's leadership style are presented in the following tables.

Table 1 School A's scores for the head/ teachers' leadership styles.

AuthoritarianLSQ	Scores	DemocraticLSQ	Scores	Laissez-faireLSQ	Scores
a	5	d	5	c	3
b	4	e	4	f	1
f	2	h	4	i	3
j	4	k	5	l	4
o	5	k	5	m	3
p	2	r	5	q	2
Total	22	Total	28	Total	16

Note: leader ship questions (LSQ)

The head of school A ensured a score of 16 for laissez-faire leadership style and 22 for authoritarian style. In compare, 28 uses a democratic leadership line. Following the addition, it was revealed that the school's A falls into the democratic leadership style grouping. As head of the school A scores are within the enormously high range of (26–30). Authoritarian and laissez-faire leadership styles were the least popular, while democratic leadership was the most predominant. It certifies Cherry's (2010) findings that people can speak up under a democratic Table 2. The head teacher's / teachers' leadership style scores for School B

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-fare LSQ	Scores
a	5	d	4	c	5



b	3	e	4	f	2
f	3	h	5	i	3
j	2	k	4	l	2
o	4	k	5	m	2
p	3	r	4	q	4
Total	20	Total	26	Total	18

The head at school B received an authoritarian leadership style mark of 20 and a laissez-faire leadership style cut of 18. In divergence, she received a democratic leadership style score of 26. The results of the calculation specify that school B's score falls into the democratic leadership style grouping. The head scores at school B fall within the extremely high range of (26–30).

According to the recent study, democratic leaders consign duties to their staff members. Task allocation increases teachers' morale and helps them feel esteemed. This supports the findings of Psychometrics Canada (2010), which suggested that effective leaders communicate with employees more casually, distribute assignments based on talents rather than office politics, and show respect for those who are more capable.

Table 3. The head teacher's / teachers' leadership style scores for School C.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	3	d	4	c	3
b	3	e	5	f	4
f	5	h	5	i	5
j	4	k	4	l	4
o	5	k	5	m	5
p	5	r	5	q	4
Total	25	Total	28	Total	25

The head teacher at school C expected a score of 25 for both laissez-faire and authoritarian leadership. In compare, she received a score of 28 for democratic leadership style. According to the calculation, school C's score falls into the democratic leadership style class. She drops into the extremely high range of 26 to 30 in this category.

She does, quiet, fall short of the democratic leadership style in both authoritarian and laissez-faire teaching styles. The predilection recommends that institute principal using all leadership philosophies depending on situation. Findings is in line with Bell & Mjoli (2014), according to them democratic leadership style allows the heads and instructors to build relationships created on trust.

Table 4. The head teacher's / teachers' leadership style scores for School D.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	1	d	2	c	4
b	2	e	4	f	2
f	5	h	3	i	1
j	5	k	3	l	1



o	4	k	5	m	2
p	2	r	2	q	4
Total	19	Total	19	Total	14

In reports of authoritarian and democratic leadership styles, the head teacher at school D received scores of 19 and 14, respectively. The results of the computation show that both authoritarian and democratic leadership styles fall under the category of school D. She scored between 16 and 20 in both authoritarian and democratic leadership classes, which is a moderate range.

Table 5. The head teacher's / teachers' leadership style scores for School E.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	2	d	4	c	3
b	3	e	4	f	2
f	4	h	3	i	5
j	2	k	4	l	5
o	4	k	5	m	3
p	3	r	4	q	2
Total	18	Total	24	Total	20

The school head of E acknowledged a score of 20 for laissez-faire leadership and 18 for authoritarian leadership. In contrast, she received a score of 24 for democratic leadership. According to the computation, school E's score falls into the democratic leadership style category. Authoritarian and laissez-faire leadership styles are the least shared, while democratic leadership is the rifest among the head of school E. These results support by Marzano, Waters, and McNulty (2005) that good institute leaders adopt two-way communication inside the institute.

Table 6. The head teacher's / teachers' leadership style scores for School F.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	4	d	4	c	2
b	3	e	3	f	2
f	4	h	4	i	2
j	3	k	4	l	2
o	4	k	4	m	2
p	4	r	5	q	3
Total	22	Total	24	Total	13



The institution leader of school F expected score of 22 for authoritarian management and 13 for laissez-faire management. Additionally, she recorded 24 for democratic leadership. The calculation's results indicate that the school's F score belongs to the group of democratic leadership styles. In this category, she is in the high range of 21 to 25.

Her authoritarian leadership style score, however, is not much lower than her second one management style score. This propensity shows the heads of school F has been using both leadership styles in accordance with the statuses. Even so, democratic leadership still has a higher score range than authoritarian leadership. According to Leithwood & Jantzi (2006), the head teacher is responsible for producing an setting in the classroom where the greatest educational successes are attainable.

Table 7. The head teacher's / teachers' leadership style scores for School G.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	3	d	5	c	1
b	4	e	3	f	2
f	4	h	4	i	5
j	5	k	2	l	2
o	4	k	5	m	4
p	5	r	3	q	4
Total	25	Total	22	Total	18

The head of school G had a notch of 18 for laissez-faire leadership style and 25 for authoritarian leadership style. In contrast, she acknowledged a score of 22 for democratic leadership style. According to data, the school's F score falls into the authoritarian leadership style class. She falls classified the high range of 21–25. Her democratic leadership style score, however, after the authoritarian leadership type by a small margin. This partiality indicates that she has been using both leadership philosophies dependent on the situation. According to research by Williams & Cummings (2005), professional support for the head and teachers contributes to a positive learning environment.

Table 8: The head teacher's / teachers' leadership style scores for School H.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	2	d	4	c	3
b	4	e	4	f	2



f	2	h	3	i	3
j	4	k	4	l	4
o	4	k	4	m	3
p	3	r	4	q	4
Total	19	Total	23	Total	19

The head teacher at school H acknowledged a score of 19 for authoritarian leadership and 19 for laissez-faire leadership. In compare, her democratic leadership style mark was 23. The outcomes of the calculation showed that school H's score falls into the democratic leadership style group. She falls into the high range of 21–25 in this category. She does, however, fall short of the democratic leadership style in terms of authoritarian and laissez-faire leadership styles. It is determined that morale is a behavioural reply to a setting at work that affects employees' presentation. According to Johnsrud, Heck and Rosser (2000), experienced, skilled and appropriately expert instructor from any school will achieve success.

Table 9. The head teacher's / teachers' leadership style scores for School I.

Authoritarian LSQ	Marks	Democratic LSQ	Marks	Laissez-faire LSQ	Marks
a	3	d	5	c	4
b	4	e	5	f	5
f	5	h	4	i	5
j	5	k	5	l	4
o	1	k	1	m	2
p	5	r	1	q	5
Total	23	Total	22	Total	25

The principal of school I got score of 25 for laissez-faire leadership and 23 for authoritarian leadership. In contrast, 22 uses a democratic leadership approach. The results of the calculation displayed that the school I score falls into the laissez-faire leadership style group. She falls inside the high range of 21–25. This proposes that she has been using all three leadership philosophies in some state of affairs. This upholds Tingum's (2017) findings that a leader can boost morale and productivity by taking into account each employee's motivations.

Table 10. The head teacher's / teachers' leadership style scores for School K.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	2	d	4	c	5
b	4	e	5	f	3
f	3	h	4	i	4
j	1	k	3	l	4
o	4	k	3	m	3
p	5	r	4	q	2
Total	19	Total	23	Total	20



The school head of K received a score of 20 for laissez-faire leadership style and 19 for authoritarian leadership style. In contrast, she acknowledged a democratic leadership style score of 23. The consequences of the computation show that school K's score drops into the democratic leadership style group. She falls into the upper range of 21 to 25 in this group. To detect three layers of teacher morale: individual, institutional, and occupational that head teachers need to comprehend due to their association to educators' morale. According to Mackenzie (2007), these three levels agreed and combined the entire essence of what tutors typically refer to as teacher morale.

Table 11. The head teacher's / teachers' leadership style scores for School L.

Authoritarian LSQ	Scores	Democratic LSQ	Scores	Laissez-faire LSQ	Scores
a	2	d	4	c	2
b	2	e	5	f	5
f	3	h	4	i	4
j	5	k	4	l	4
o	4	k	4	m	4
p	5	r	4	q	3
Total	21	Total	25	Total	22

The head teacher at school L got scores of 22 for laissez-faire leadership and 21 for authoritarian leadership. In contrast, 25 have a democratic leadership style. According to facts, the school's L score cascades into the democratic leadership style category which is (21–25). Laissez-faire and authoritarian leadership styles were the least common among the institute leaders of school L's management philosophies, while democratic leadership was the most dominant. When instructors are disheartened, it shows in the pupils they are teaching. Low morale can eventually result in more exhaust and lower academic presentation (Connors, 2000).

Conclusions

The aim of present research was to describe that in what way institution manager manage leadership style to exaggerate the morale of public school educators. According to this study, teachers' morale is pointedly stuck by democratic leadership approaches. As head teacher of the school was smearing democratic leadership techniques, which had a valuable power on the teachers' morale. It may be indirect that a number of elements, including good communication, faith, motivation, work delegation, and involvement in decision-making, donated to the high morale of Government Primary School teachers. This survey also revealed that teachers were excited about their work and job performance because of the accessibility of teaching and learning resources, head teacher support, and appreciation of their hard work. Teachers in the current study stated strong morale due to their interpersonal associations with head teachers and colleagues, in addition to the aforesaid essentials that boost teachers' morale.

Recommendations

1. To improve school head teachers' understanding of leadership styles, the Federal Directorate of Education should hold leadership training workshops. Additionally, in



order to boost teacher morale, teachers ought to be encouraged to implement democratic leadership styles in their schools.

2. As a researcher, I would advise using a big population for this study if it were to be repeated. Including all school levels and grades would also help with the data's greater generalisation.

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