


THE LEADERSHIP STYLES OF ADMINISTRATORS AND THE PROFESSIONAL EFFECTIVENESS OF TEACHERS - ENLIGHTEN INNOVATION AND CREATIVE LEARNING AMONG EDUCATIONAL INSTITUTIONS

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 20 February 2023</p> <p>Accepted 04 May 2023</p>	<p>Purpose: Any organization's leadership effectiveness is a determining factor in whether or not it is successful. Effective leadership is essential in today's society since job switching and/or attrition rates are on the rise due to the increasingly competitive environment. Optimal productivity and effectiveness in achieving of organization's objectives are ensured by effective good leadership. The purpose of this research is to summarise and analyse administrative leadership styles and teacher effectiveness in educational institutions.</p>
<p>Keywords:</p> <p>Effective Leadership; Leadership Styles; Educators; Administrators; Teacher Effectiveness.</p>	<p>Theoretical Framework: It contains many studies undertaken by various scholars on administrative leadership styles, teacher effectiveness and their performance in educational institutions.</p> <p>Design / Methodology / Approach: This is the review article. The secondary sources used to develop this study were journals and publications. In order to convey the significance of the research issue, a descriptive research design is used to interpret the data and findings.</p>
	<p>Findings: Teachers' effectiveness is totally impacted by the leadership style of educational institutions of the administrators. The effectiveness of teachers was found to be influenced by the leadership styles used by administrators of educational institutions. According to research, school administrators who employ transformational leadership are the most successful to improve teachers' effectiveness, whereas autocratic (dictatorial) and laissez-fair (unchallenged) leadership was proven to have a negative effect on teachers' performance and effectiveness.</p> <p>Research, Practical and Social implications: Employee morale, productivity, the speed of decision-making, and other important areas are all impacted by a leader's style on the organization. Successful leaders do this by thoroughly analyzing issues, evaluating the competence of their staff, weighing their options, and coming to a well-informed decision.</p> <p>Originality/ Value: The study's contribution is in assisting administrators and teaches in identifying effective teaching methods and leadership styles and putting them into practice in the workplace.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i5.1996</p>

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OS ESTILOS DE LIDERANÇA DOS ADMINISTRADORES E A EFICÁCIA PROFISSIONAL DOS PROFESSORES - ILUMINAR A INOVAÇÃO E A APRENDIZAGEM CRIATIVA NAS INSTITUIÇÕES DE ENSINO

RESUMO

Propósito: A eficácia da liderança de qualquer organização é um fator determinante para seu sucesso ou não. A liderança eficaz é essencial na sociedade de hoje, uma vez que as taxas de mudança de emprego e/ou atrito estão aumentando devido ao ambiente cada vez mais competitivo. A produtividade e a eficácia ideais na consecução dos objetivos da organização são garantidas por uma boa liderança eficaz. O objetivo desta pesquisa é resumir e analisar estilos de liderança administrativa e eficácia do professor em instituições de ensino.

Referencial Teórico: Contém muitos estudos realizados por vários estudiosos sobre estilos de liderança administrativa, eficácia do professor e seu desempenho em instituições de ensino.

Desenho/Metodologia/Abordagem: Este é o artigo de revisão. As fontes secundárias utilizadas para desenvolver este estudo foram revistas e publicações. Para transmitir o significado do problema de pesquisa, um projeto de pesquisa descritivo é usado para interpretar os dados e descobertas.

Resultados: A eficácia dos professores é totalmente impactada pelo estilo de liderança das instituições de ensino dos administradores. A eficácia dos professores foi influenciada pelos estilos de liderança usados pelos administradores das instituições educacionais. De acordo com a pesquisa, os administradores escolares que empregam liderança transformacional são os mais bem-sucedidos em melhorar a eficácia dos professores, enquanto a liderança autocrática (ditatorial) e laissez-fair (incontestável) provou ter um efeito negativo no desempenho e na eficácia dos professores.

Implicações de pesquisa, práticas e sociais: o moral dos funcionários, a produtividade, a velocidade da tomada de decisões e outras áreas importantes são todas afetadas pelo estilo de um líder na organização. Os líderes bem-sucedidos fazem isso analisando minuciosamente os problemas, avaliando a competência de sua equipe, avaliando suas opções e chegando a uma decisão bem informada.

Originalidade/Valor: A contribuição do estudo está em auxiliar administradores e docentes a identificar métodos eficazes de ensino e estilos de liderança e colocá-los em prática no ambiente de trabalho.

Palavras-chave: Liderança Eficaz, Estilos de Liderança, Educadores, Administradores, Eficácia Docente.

LOS ESTILOS DE LIDERAZGO DE LOS ADMINISTRADORES Y LA EFICACIA PROFESIONAL DE LOS DOCENTES - ILUMINAR LA INNOVACIÓN Y EL APRENDIZAJE CREATIVO EN LAS INSTITUCIONES EDUCATIVAS

RESUMEN

Propósito: La eficacia del liderazgo de cualquier organización es un factor determinante para que tenga éxito o no. El liderazgo efectivo es esencial en la sociedad actual, ya que las tasas de cambio de trabajo y/o deserción van en aumento debido al entorno cada vez más competitivo. La productividad y la eficacia óptimas en el logro de los objetivos de la organización están garantizadas por un buen liderazgo eficaz. El propósito de esta investigación es resumir y analizar los estilos de liderazgo administrativo y la eficacia docente en las instituciones educativas.

Marco Teórico: Contiene numerosos estudios realizados por diversos estudiosos sobre los estilos de liderazgo administrativo, la eficacia docente y su desempeño en las instituciones educativas.

Diseño / Metodología / Enfoque: Este es el artículo de revisión. Las fuentes secundarias utilizadas para desarrollar este estudio fueron revistas y publicaciones. Para transmitir la importancia del problema de investigación, se utiliza un diseño de investigación descriptivo para interpretar los datos y los hallazgos.

Hallazgos: La efectividad de los docentes está totalmente impactada por el estilo de liderazgo de las instituciones educativas de los administradores. Se encontró que la efectividad de los maestros está influenciada por los estilos de liderazgo utilizados por los administradores de las instituciones educativas. Según la investigación, los administradores escolares que emplean el liderazgo transformacional son los más exitosos para mejorar la eficacia de los docentes, mientras que se demostró que el liderazgo autocrático (dictatorial) y laissez-fair (no cuestionado) tiene un efecto negativo en el desempeño y la eficacia de los docentes.

Implicaciones de investigación, prácticas y sociales: la moral de los empleados, la productividad, la velocidad de la toma de decisiones y otras áreas importantes se ven afectadas por el estilo de un líder en la organización. Los líderes exitosos hacen esto analizando a fondo los problemas, evaluando la competencia de su personal, sopesando sus opciones y tomando una decisión bien informada.

Originalidad/Valor: La contribución del estudio es ayudar a los administradores y maestros a identificar métodos de enseñanza y estilos de liderazgo efectivos y ponerlos en práctica en el lugar de trabajo.

Palabras clave: Liderazgo Efectivo, Estilos de Liderazgo, Educadores, Administradores, Eficacia Docente.

INTRODUCTION

Leadership is the practice of motivating team members to contribute successfully to the accomplishment or attainment of an organizational goal. It involves the acts of persuading, inspiring, and guiding individuals inside a company to perform in accordance with expectations or above them to accomplish predetermined goals of the organization. Hence, in order to accomplish this, leaders must employ one or a combination of the types that make up their leadership styles. Leadership, according to Jovindan and House (2001), is the ability to persuade others to contribute to the success of an organization. According to Cuban (1988), influence is used to inspire and motivate people to accomplish the aims and objectives of an organization.

According to Nanjundeswaras and Swamy (2014), a good leader will exert influence in a way that will help the group achieve its objectives. Thus, various leadership philosophies do have an impact on an organization's effectiveness. Adeyemi (2003) defined leadership as the processes by which one person (the leader) persuades others to pursue a common objective. It involves encouraging a group of individuals to work towards a common objective. Leadership, according to Adesina (2011) and Kiboss (2014), is the capacity to accomplish tasks with the aid of others who are a part of the same system, organization, or institution. Hence, leadership is an activity where the leader influences, inspires, and motivates people to carry out tasks in accordance with established standards, thereby enabling the organization to achieve its goals.

The study by Alzghoul et al., (2023), adds to the body of knowledge on strategic management and leadership. According to this study, Knowledge Oriented Leadership (KOL) had a moderate impact on the relationship between Strategic Thinking (ST) and employee creativity. In strategic management, ST competency fosters employee innovation, which is essential in the volatile environment of today. According to the findings, strategic thinking fosters employee creativity. Yet, the causal relationship between strategic thinking and employee creativity is moderated by knowledge-oriented leadership.

Success in every organization is largely dependent on how well its leadership performs. Good leadership is crucial in today's society because of the rising attrition rates and/or job switching rates brought on by the more intensely competitive environment. Effective competent leadership ensures maximum productivity and effectiveness in attaining the organization's goals. Taking these factors into consideration, this study emphasizes the significance of teacher effectiveness and leadership styles, defining them more clearly.

The role of teacher leadership is essential in bringing out the effectiveness of fellow teachers' performance in the educational institutions. If administrators and teachers learn the different kinds of leadership styles, they could easily manage the situations and produce better outcomes. This study is the need of the hour in highlighting the effective leadership and ensuring the best results from the teachers and the stakeholders and finally achieving the objectives of the educational institutions. Successful leaders possess good morale which leads them to have maximum productivity and finest decision making. This study exclusively portrays teacher effectiveness and leadership styles which are to be learnt by every teachers and administrators in the educational institutions.

The objective of this study is not only in summarizing but also in analyzing administrative leadership styles and teacher effectiveness in educational institutions.

RQ 1: What are the different leadership styles and how best one can summarize the leadership styles being followed in the educational institutions?

RQ 2: How to analyze the administrative leadership styles and teacher effectiveness in educational institutions?

LITERATURE REVIEW

Teacher Effectiveness

Human resources are crucial for the proper execution of any educational programmes. The most important resource for ensuring the effective implementation of educational goals and procedures in the classroom is the teacher. Teachers facilitate learning, therefore poor management on the side of school administrations may undermine the implementation of an excellent curriculum. Since effective instructors are necessary to meet the goals of learning for national development, human resource management in education is based on those goals.

Teachers are directly impacted by the leadership styles of school administrators in terms of their ability to carry out the tasks or responsibilities that have been assigned to them. According to the findings of their research, Bogler (2001) and Fullan (2002), successful school administrators are believed to have a particular leadership style when carrying out their administrative duties. According to Alagereband (1997), school administrators' leadership styles have an impact on both the efficacy and effectiveness of teaching professionals.

Leadership Styles

Women lead in a more relationally focused manner than males do, according to Eagly and Johnson's 1990 study on gender and leadership style. In contrast to men, who tend to lead in a more autocratic manner, women were said to lead in a more democratic or participatory manner.

A study was done by Flood et al. (2000) to determine the effectiveness of the top management team, consensus decision making, and the chief executive leadership style. They talked about how, of the four leadership styles they had studied—authoritarian, transactional, transformational, and laissez-faire—transformational leadership was found to be very significant and beneficial to the team, while laissez-faire leadership was significantly detrimental to effective team management.

It was concluded that female leaders are more effective than male leaders due to transformational and transactional styles, because Eagly and Johannesen (2001) discussed that women leaders are more transformational and transactional than men.

Lok and Crawford (2004) found that while organisational culture alone had a negative effect on job satisfaction, when combined with it, leadership style had a positive effect on both commitment and job satisfaction. This was made possible by an innovative culture.

The fourth wave of teacher leadership was highlighted by Pounder (2006) in his research on transformational classroom leadership: teacher leaders utilise transformational leadership in the classroom, which elevates them to the status of model instructors. The transformational leadership philosophies seem to be well-liked, and as a result, they promote high levels of student happiness in the classroom, which in turn encourages extra effort from the students for the sake of their education.

According to Korkmaz's (2007) research, principals' transformational leadership style indirectly affects teachers' job satisfaction, which in turn indirectly affects the school's overall health. This study also found that transformational leadership style has a positive impact on teachers' job satisfaction. This research was conducted to determine the effects of leadership styles on organizational health in Turkish schools.

According to Buciuniene & Skudiene's (2008) research on the effect of leadership styles on workers' organizational commitment in Lithuanian manufacturing firms, transformational leadership style and effectiveness are positively correlated with both normative and non-normative employee commitments. Laissez-faire leadership philosophies were found to have a negative impact on workers' commitment.

Ekaterini (2010) indicated that four leadership styles, which include fundamental traits like the branches, types, years, and level of education, are interconnected with dedication, satisfaction, communication, and effectiveness.

In terms of leadership styles, Salahuddin (2010) discovered that there are both differences and commonalities among generations. In a research she conducted at a local community college in the Southwest of Texas on the effect of generational disparities on leadership style and organisational effectiveness, she also demonstrated how important it is for employees to engage with one another. The conclusion reached was that communication is necessary to close the communication gap.

In a study of the effectiveness of different head teachers in managing public primary schools in the Bomet District of Kenya, Sigilai (2010) found that head teachers favoured democratic leadership methods and laissez-faire leadership approaches were the least popular. Yet, it was noted that there was no connection between the efficacy of head teachers in managing the school and their leadership philosophies. The majority of head teachers are deemed to be ineffective in managing school funds, according to the study's findings.

In their study on the subject, Suleman Sabir and Adil Sohail (2011) stressed the beneficial effect that leadership style has on organisational commitment. Employee satisfaction is higher if the organisation lives up to their expectations, which also include the company culture, and if that culture upholds the importance of the individuals that make up the organisation. They are therefore more dedicated to the company.

In their study to determine how leadership style affected organizational performance in the Ikosi-Ketu Council Development Area, Timothy & Victoria (2011) found that performance was improved by transactional leadership whereas it was little affected by transformational leadership. It was stated that enhancing performance in small scale firms required more of a transactional style of leadership than a transformative approach. For small businesses with a high likelihood of transitioning to transformational leadership as the companies grow, transactional leadership style is advised.

There is a significant positive correlation between leadership style and organisational success, according to research by Ojokuku, Odetayo, and Sajuyigbe (2012). It was also discovered that leadership style factors, which explained 23% of the variance in performance, collectively predicted organisational performance. Both democratic and transformational leadership styles are recommended for use in order for the bank management to be capable of competing with others around the world.

Chaudhry et al. (2012) found that while laissez-faire leadership had low levels of motivation due to management's lack of interference, transformational leadership had a strong positive association with commitment. This was the result of their investigation into the effects of transactional and laissez-faire leadership on employee motivation in Pakistan's banking industry. When compared to other leadership philosophies, laissez-faire was found to be ineffective at increasing employee engagement, despite the fact that it has positive relationships.

Bhattiet al. (2012) found that according to a study on the effects of democratic and autocratic leadership styles on job satisfaction in both public and private schools in Lahore, teachers at private schools are less satisfied with their employment than teachers in public schools.

Saudi nurses were moderately comfortable in their jobs and reported higher levels of satisfaction with leaders who exhibited transformational style leadership, according to Abualrub and Alghamdi's (2012) study on the influence of leadership styles on nurses' satisfaction and intention to stay in the profession. Nonetheless, it was noted that the best type of leadership for increasing employee work satisfaction is transformational leadership.

Boateng (2012) highlighted how principals were successful in carrying out their responsibilities utilizing transactional and transformational leadership styles in the technical and vocational institutions studied in Ghana to determine leadership style and principle effectiveness. Principals are typically more transactional than transformative, according to a discussion on the topic.

Researchers found a favourable correlation between students' academic performance and achievement and head teachers' leadership styles in a study by Karori et al. (2013) to ascertain the effect of head teachers' leadership styles on examination performance in public and elementary schools in Kikuyu District, Kenya. They also discovered that there was no association between the head teachers' gender, marital status, or age and their leadership styles, and that teachers viewed their head teachers as a positive influence. The most effective leadership style should be used by head teachers in order to enhance teaching and learning.

Somech (2014) came with a finding that in functionally diverse teams, participatory leadership style fosters team initiative through reflection. Leadership style and team process affect performance and innovation in diverse teams. When functional heterogeneity was low, but not when it was large, leadership was found to be particularly successful in fostering team reflection. The performance of team roles suffered as a result of this leadership approach.

Principals with moral values are more likely to adopt transformational leadership styles, according to research by Jamal (2014) on the leadership styles and value systems of school principals. It was shown that school principals' value systems respond very favourably to transformational leadership.

Teachers in primary schools use both transactional and transformational leadership styles, according to Lin and Chuang's (2014) study on the impact of leadership style on kids' willingness to learn. The two leadership philosophies stated above were shown to have a moderately positive association with students' enthusiasm to study, and the rate of variance between the transformational and transactional philosophies was 52.60 percent.

In the study Leadership style: school perspective in Cameroon, Wirba (2015) discussed principals in Cameroon are using transformational leadership styles despite no training or selection criteria. It was also investigated whether all principals believe they are transformative leaders, and whether teachers feel the same way about their principals.

In their study to determine the impact of students' learning styles and instructors' perceived leadership styles on academic achievement, Cuciac et al. (2015) discovered that students thought their professors' leadership styles were more transactional than transformative. It also shows that the two leadership styles can be evaluated based on how well children succeed academically. In a study conducted to determine the association between physical education instructors' leadership styles and assertiveness, Sukan et al. (2016) found that transformational leadership styles and ages have a positive relationship.

Teacher Effectiveness

Dinham (2005) discovered that leadership is the most important component for achieving outstanding educational results in a study to identify the major leadership for such outcomes. We talked about how teachers, who strive to provide students with superior educational outcomes, are greatly impacted by the leadership of principals.

Transformational leadership, according to Ross and Gray (2006), boosts teachers' collective effectiveness, dedication, and student performance. It has been demonstrated that higher levels of overall student achievement are related to an increase in transformational leadership approaches in educational institutions. It was shown that teachers' perceptions of their collective potential and their commitment to the organisational values and principles are likely to be positively impacted by principals who employ a transformational style of leadership.

According to a study by Niu Wang and Cheng (2009), which was conducted to determine the effectiveness of a moral benevolent leader: proving the interactions of paternalistic leadership's dimensions, benevolent and moral leaders produce better results for their subordinates than do those who employ other leadership styles.

In their study of the efficacy of male and female educational leaders who used the invitational leadership style, Burns and Martin (2010) found no gender-based disparities and substantial variations in the ways that invitational leadership attributes were used in effective schools. The main impacting characteristics of leadership were found to be respect and trust, with trust being the primary influencing component according to the principle.

The most successful leadership style in Europe is entrepreneurial leadership, according to research by Brauckmann (2011) that validated the leadership styles of a holistic leadership theoretical framework. In contrast, participatory leadership style has been positively linked to low-performing schools in the majority of countries, despite being less common in Europe.

Graham (2017) found that activities in professional learning communities that bring together groups of teachers who are assigned to teach the same subject at the same grade level have the potential to increase teacher effectiveness. Its potential is influenced by a variety of variables, including as organisational and leadership practises, the specifics of professional development, and other variables.

The research conducted by Mahdzir et al. (2022) looked at middle managers globally as well as university publications in the public and private sectors. According to ATLAS.ti 22's code-to-network analysis, the overview of middle managers and universities indicated patterns, trends, problems, and barriers. By methodically locating the thematic codes inside 36 publications from 2012 to 2021 and analyzing the publication trends, this study made a significant contribution to the pattern analysis of middle managers and universities.

MATERIAL AND METHODOLOGY

This study was conducted solely using review articles. The secondary sources such research articles published in the national and international journals, policy related papers and other similar publications of the study themes are referred, researched and documented here. As this is the review article, the descriptive research design is solely employed in this review paper to analyse the data and comprehend the findings and conclusions.

RESULTS AND DISCUSSIONS

Leadership Styles and Teacher Effectiveness

Demir (2008) found that the use of transformational leadership by school principals accurately predicted 35% of the collective efficacy of the teachers with respect to their perceptions. This finding was supported by research on collaborative culture and teachers' self-efficacy as moderators of transformational leadership and collective efficacy. It was also demonstrated that the employment of transformational leadership philosophies in settings where teachers display somewhat high levels of positive collective efficacy is necessary to be able to explain why school principals' collective efficacy is high.

Kurt (2009) found that teachers' collective efficacy was significantly and moderately predicted by school administrators' transformational leadership styles in his study contrasting the transactional and transformational styles of leadership among school principals and teachers' perceptions of their own efficacy.

According to Akan's (2013) study, there is a fairly positive correlation between these three characteristics when looking at the leadership styles of school principals and the overall effectiveness of teachers in the province of Erzurum. Furthermore, it was found that school principals' laissez-faire, transactional, and transformational leadership styles could accurately predict each teacher's total effectiveness.

Although there is no one leadership style that is superior to another, Ogunyinka and Adedoyin's (2013) investigation into the leadership styles and productivity of school principals in the Ado-Ekiti Local Government discovered that male principals' styles are more productive than female principals' styles.

In their investigation of the relationship between primary school head teachers' democratic styles of leadership and teacher job satisfaction in Ekiti State, Nigeria, Adeyemi (2013) and colleagues identified a substantial correlation between these two variables. According to the study's findings, head teachers of elementary schools in the state of Ekiti are advised to utilise a democratic style of leadership to improve teachers' job satisfaction.

Okoroji, Anyanwu, and Ukpere (2014) noted in their study on the impact of leadership styles on the teaching and learning process in the Owerri Local Government that a teacher's leadership style contributes to the teaching and learning process, making educational goals and objectives achievable. Both students' and teachers' leadership styles are variables that contribute to the growth of knowledge. The optimum leadership approach for the teaching and learning process among students in the classroom was determined to be democratic leadership,

according to this group. Further research found that compared to male instructors, who frequently adopt an autocratic style of leadership, female educators exhibit more democratic leadership.

Haruni and Mafwimbo (2014) found that democratic leadership style was the most preferred type of leadership because it increases teachers' job satisfaction in their study on the impact of leadership styles on teachers' work happiness in primary schools in Songea and Morogoro Districts. It went on to say that democratic leadership was the best at fostering high work satisfaction among elementary school teachers.

According to Emmanouil et al. (2014)'s study on the subject, educational leaders' involvement in classroom instruction has a positive impact on the educational process. Leadership policy is also a significant element in instructors' efficacy. Nonetheless, it was mentioned that leadership policy actually helps to empower teachers.

In a study conducted to ascertain the influence of principal's leadership styles on school teachers' job satisfaction of secondary schools in the Jaffna District, Nadarasa (2014) discovered that democratic leadership has a positive impact on job satisfaction and autocratic leadership has a negative impact on teachers' job satisfaction. As a result of the study's findings, it was determined that democratic leadership style is one way for teachers to feel satisfied in their work and that principals should use it.

In their study of the relationship between secondary school teachers' job satisfaction and principals' leadership styles in Kenya's Nandi South District, Kiboss & Jemiryott (2014) found that since principals' leadership styles have a significant impact on the working conditions in schools; teachers are happy in their positions. In the Nandi South District, democratic leadership reigned, and most teachers reported being content with their jobs given the style of leadership in situ, according to the data presented.

In their investigation into the link between leadership style and teacher job satisfaction in Mogadishu's secondary schools, Yassin & Abdulkadir (2015) found that the three leadership styles of transactional, transformational, and laissez-faire all significantly improve the job satisfaction of secondary school teachers. It was discovered that laissez-faire leadership was the type of leadership that contributed to teachers' job satisfaction because teachers value leaders who offer them the flexibility to decide how to complete their own work and who respect their right to autonomy.

Mahdy (2016) discovered that most leaders have democratic perspectives on leadership because they involve their employees, give them the freedom to use their own strategies, and

involve them in decision-making, all of which promote employees' professional growth. This research was conducted in the private Al Salam School in Dubai. The topic of how a transformational leadership style improves employees' performance was also covered.

Nyenyembe et al. (2016) discovered that teachers were happier in their jobs when they were closely watched, if their head worked closely with them, and if attention was paid to their personal well-being in their study of leadership style and teachers' job satisfaction in Songia District. It was observed that secondary school principals deploy both transactional and transformational leadership approaches, with the latter being more prevalent.

The impact of administrators' and teachers' leadership philosophies in secondary schools was examined by Uthman & Kassim (2016), who found that transformational leadership styles are more successful at enhancing the capacity of both teachers and students. It was stated how behaviours and leadership styles related favourably to the educational environment. Certain leadership styles, however, were not linked to academic success and achievement. It was also specified that leaders often fail to get involved with issues until they become serious because they avoid doing so.

In their study on the impact of leadership philosophies on teachers' performance in Tanzania's Arusha District's primary schools, Masare, David, and Obadia (2017) found that democratic leadership philosophies improve teachers' performance, and that this improvement is inversely proportional to the level of democratic style. It shows a significant association between teachers' performance and transformational leadership style. The impact of leadership philosophies on teachers' performance was also mentioned.

The impact of principals' styles of leadership on teachers' job performance in public secondary schools in Kieni West Sub-county was studied by Wachira, Gitumu, and Mbugua (2017). They found that principals use a variety of leadership styles and that a supportive leadership style affects teachers' performance.

According to Arya (2017), supportive and participatory leadership styles have a significant impact on teachers' effectiveness, with both leadership styles expected to have a 56.8 percent impact. This was found in a study done to determine the relationship between principal leadership styles and teacher effectiveness. In order to increase teachers' productivity, it was determined that school administrators needed to strengthen their participative and supportive leadership styles.

According to Supriyanto et al. (2023), empowerment leadership directly influences organizational innovation, knowledge sharing mediates the impact of empowerment leadership

on individual creativity but fails to do so for organizational innovation, and psychological empowerment fails to moderate the relationship between variables. Leadership that empowers others has a direct impact on organizational innovation. To promote innovation at work, leadership strategies must be implemented, including raising the number of international publications and collaborations as well as the qualifications of instructors. As a result, management is one of the factors that determine how successful universities are. Sharing of knowledge acts as a mediator between empowerment leadership and employees' creative thinking. EL, on the other hand, tends to raise KS, which boosts lecturers' originality. Individual creativity was unable to balance out the impact of empowering leadership on organizational innovation. As a result, leadership has little impact on a subordinate's creativity since this conduct solely concerns itself with offering new concepts. Because it is a form of intrinsic motivation in which leaders provide followers opportunity to voice their ideas, psychological empowerment failed to moderate the impact of leadership on individual creativity. Although it requires the respect of the followers, leadership encourages organizational innovation. An employee can develop sensitivity to a leader's conduct because of this, and they can also start to believe that their rights and interests are not at fault. For organizations to be creative and innovative, leadership is crucial. Because of the increased scrutiny given to employees' activities at work, management is able to shift employees' mindsets. Organizational innovation is thus influenced both directly and indirectly by leadership.

CONCLUSION

It should be noted that almost all research revealed a relationship between leadership style and work effectiveness, suggesting that school administrators' leadership style affects teachers' productivity. Depending on the leadership style employed or accepted by the leaders, the outcome here could be either favourable or negative. According to the review of the available literature, a greater proportion of studies concluded that transformational leadership was the best or most effective style because it significantly improved teachers' efficacy and school administrators' ability to carry out their leadership responsibilities, which in turn increased teachers' collective efficacy and commitment to the educational mission. The more democratic school administrators are, the more they have an impact on teacher performance and are found to be very effective at boosting teacher effectiveness as well as classroom teaching and learning. Transactional leadership style has also discovered to be relatively advantageous in enhancing teacher effectiveness, despite autocratic and laissez-faire leadership

styles and other forms of leadership styles being less impactful in this regard yet helpful and optimal in specific circumstances. In light of this, Ogunyinka and Adedoyin (2013) came to the conclusion that no style of leadership is better than another. Given the foregoing, it is imperative to conduct research on situational leadership style and how it affects both teachers' and school administrators' performance, as each situation necessitates a certain type of leadership that may not be appropriate in another. Furthermore, based on this review, it is clear that little research has been done on this or a related topic. As a result, more has to be done in various regions of the world.

The performance of teachers' jobs is influenced by a variety of factors. However, this study does not capture and document teacher skills, attitudes, subject knowledge, instructional strategies, personal traits, or classroom management.

Future research on teachers' personalities, relationships with students, and effectiveness in delivering material could have an impact on how well they do their jobs.

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