

# Impact of Head Teachers' Democratic Leadership Style on Teachers' Performance at Public Secondary Schools

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## Abstract

*This paper generally aims to examine the impact of head teachers' Democratic leadership styles on teachers' performance at the public secondary schools. Leadership is a perilous and central problem for all administrations and institutions round the world. Many nations in the world have attempted to highlight and emphasize the perception of effective headship in a variety of ways in their organizations regular events, programs, and presentations. In Pakistan, there is a rapid and growing awareness of leadership in a various sectors and fields, in tandem with a sharp increase in the number of teachers, universities, colleges, and schools, as well as others involved directly or indirectly in the educational domain. The study specifically aims to investigate the impact of Head teachers' Democratic leadership styles on Teachers' Performance at public secondary schools and to examine the difference between Head teachers' Democratic leadership styles and Teachers' Performance at public secondary schools. This research applied descriptive survey design having quantitative approach. The Likert scale five-point was used as a tool to collect the response from representative of the group of interest of the researcher. It revealed that the head teachers' Democratic leadership styles have positive impact on teachers' performance and there is also a strong correlation between the variables.*

**Keywords:** Head Teacher; Teacher; Leadership; Democratic Leadership Style; Teachers' Performance.

## 1. Introduction

Language Leadership is considered to be a worldwide phenomenon. It is a basic need of an organization to meet the desired goals with mutual cooperation smoothly without interruption. Democratic leadership plays a crucial role in the flourishing of democracy. According to Iqbal (2021) democratic leadership is such a kind of leadership in which each and every individual's opinion is given equal weightage. The beauty of democracy is hidden behind the democratic leadership. All the individuals of an

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organization are encouraged to share their views about the betterment of an organization. The same opinion is put under discussion and if found useful, is practically enforced and driven into to achieve better organizational goals. This act of mutual cooperation encourages each individual to own the organization and use all the possible resources and skills to get better results (Iqbal et al., 2021).

Democratic leadership is also called as participatory leadership in which each member is responsible to participate in all matters of an organization. Being a responsible member of the organization, every member is required to participate not only physically but feedback is also desired to be given on all internal and external matters of an organization, which leads an organization to meet all the desired goals on time (Dolly & Nonyelum, 2018).

Democratic leadership is a leadership style in which all the individuals in an institution are involved actively in decision making. A democratic leadership is never found centralized in decision making, the decisions of an organization are taken with mutual understanding which makes democratic leadership more unique (Toriquel, Jony, Alam, & Amin, 2019).

Democratic leadership is labelled to be an effective leadership style on the account of mutual decision making and encouraging each individual of the group to own the organization. This kind of leadership narrates the continuous improved productivity, gratification, participation, and commitment (Chukwusa, 2019).

## **1.2 Statement of the Problem**

Leadership is a way to lead different individuals for achieving institutional goals. Simultaneously democratic leadership is such a way of leadership in which an institution flourishes under a committed and organized leadership. It inspires mutual cooperation and is almost based on mutual decision-making policy. An important aspect of making democratic style significant is that the mainstream of the leaders are of the view that the democratic leadership style develops collaboration between heads and employees (Sharma & Singh, 2013). Those leaders, who encourage cooperation between the workers, realize that the final decision-making authority should be team workers rather than others (Tibagwa, Onen & Oonyu, 2016). The leaders associated with multiple fields of life distinguish those different individuals having minor competency but additionally collaborative when they are involved to work on the combined goals. They almost reach on the conclusion that mutual decision-making is better than centralized decisions (Toriquel et al., 2019). It is observed that the democratic leaders engage their individuals in the decision-making process which results in better institutional goals. Different studies advocate that the democratic leaders are often of the opinion that they are the owners of the organization and work untiredly for the better productivity. Hence, the current study aims to investigate the impact of the head teachers' leadership style on teachers' performance at public secondary schools in Hyderabad District.

### 1.3 Objectives of the Study

1. To investigate the impact of democratic leadership style on teachers' performance at public secondary schools
2. To examine the relationship between democratic leadership style and teachers' performance at public secondary schools

### 1.4 Hypotheses of the Study

**H01** There is no significant impact of democratic leadership style on teachers' performance at public secondary schools

**H02** There is no significant relationship between democratic leadership style and teachers' performance at public secondary schools

## 2. Conceptual Framework

Kurt Lewin identified the Democratic leadership. The aim of this research is to explore the impacts of the Head teachers' Democratic leadership style on the teachers' performance. Head teachers' Democratic leadership style is an independent variable and teachers' performance is a dependent variable. The impact, relation and difference between Democratic leadership and teachers' performance have been investigated.

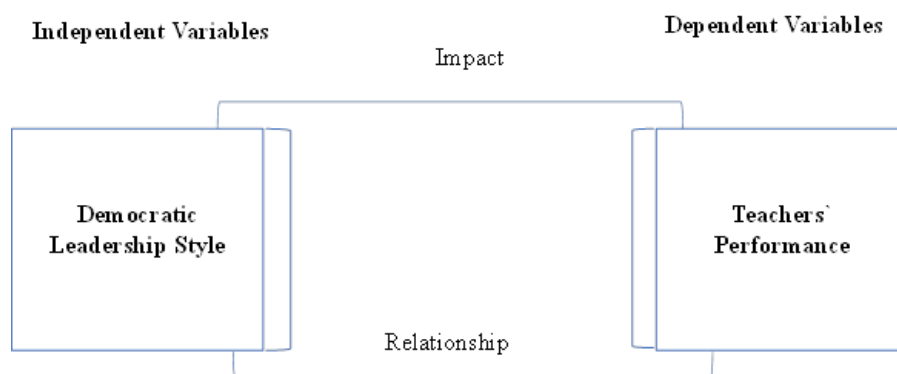


Figure 1. (Kurt Lewin, Democratic/Participatory)

### 2.1 Significance of the Study

- This study will be helpful for the heads of the institutions to understand and apply democratic leadership style.
- The teachers can find this research study useful to understand the democratic leadership style.
- This study will be helpful for the students to understand and avail the opportunities of learning under democratic leadership style.
- This study will be helpful for policy makers to provide the training opportunities of democratic leadership style.

### 2.2 Delimitations of the Study

The scope of the study was limited to all the public secondary schools of district Hyderabad, Sindh.

### 3. Literature Review

Democratic leadership is the name of cooperation, collaboration, mutual communication and collective decision-making. Authorities are almost delegated to the subordinates with complete support and are encouraged to participate, which results in enthusiastic collaboration with zeal and zest. This leadership style has a vision to make every individual responsible to own the institution. In this way an effective and sustainable institution can be stabilized. Moreover, the follower satisfaction is highly emphasized in the democratic leadership and they are almost satisfied of their performance and trust them (Obilor, 2020). The quality of democratic leadership is the mutual decision; all the members of the organization are involved to give their input on immediate basis whenever critical situations emerge to be faced with. Each and every individual's opinion is given equal weightage and the majority of the relevant opinion is considered to be a final decision (Dyczkowska & Dyczkowski, 2018). In the democratic leaderships the subordinates are supported and encouraged to be involved in all matters of an institution (Jay, 2014). Leadership that lets the subordinates to do their own work with collaboration and coordination encourages their desire to own their institutions (Val & Kemp, 2012). Democratic leadership is the name of mutual decision making (Sharma & Singh, 2013). The decisions in the democratic leadership are made with mutual sharing of the ideas and opinions. The decisions are finalized keeping in view the suggestions of the majority, that helps to carry out all the matters of an institution with shared responsibilities and results in better institutional outcomes (Yeh, 2013). The perspective of democratic leadership is to find an environment where all the individuals necessarily be given equal importance for findings the ways towards the solutions of the problems faced by the institution. All the individuals associated to the institution should be given an opportunity to express his ideas and innovative techniques for the better institutional outcomes. All the individuals should be on one page to make a final decision (Soomro et al, 2020). The team should be built and assigned task to achieve the desired goals. The freedom of expression should be provoked and facilitated to share their input for better results. The problem-solving techniques should be applied that help to solve the matters on the spot. The spirit of belongingness needs to be on its extent (Tibagwa et al, 2016). Democratic leadership is also known as the participatory leadership, this kind of leadership helps the individuals to share their ideas, opinions and their views with an equal contribution about the improvement/development of an institution. The democratic leadership style helps to run the institutional matter with a mutual decision in which all the members of an institution perform their responsibilities with soul and heart. Every individual strives to take sincere efforts for better productivity. All the institutional matters are discussed while keeping all the aspects in view either negative or positive. Every individual associated with the institutional is given equal importance and their shared contribution is equally treated. In the last all the suggestions are reviewed to reach a final decision where all the members

equally agree on single point in the shape of a final decision. These kinds of practices help to develop the feel of ownership among all the members of the institution and results in a better team that proves to be effective for a successful institution. The democratic leadership approach helps leaders to involve all the members of the institution to have their equal contribution to run the institutional matters effectively. The democratic leadership provides equal opportunities to all the members to bring innovative ideas that prove to be provoking the institutional outcomes. The creative ideas can help to improve the teaching and learning process than can result in better students' academic achievement. Those individuals who are keen to work hard and try to introduce new ideas and seek to improve their productivity can better result under democratic leadership style (Mckimm & Swanwick, 2013).

### **3.1 Decision making**

Decision making is the way of making selections of opinions/views that are most relevant and result oriented by recognizing a decision, collecting information, and judging alternative solutions for better outcomes of an organization. A stepwise decision-making process can assist to make more cautious and worth decisions by establishing pertinent information and defining alternatives. The most satisfying alternative possible in this approach increases the chances of success in achieving organizational goals (Laghari, Siddiqui & Shaheen, 2021).

### **3.2 Subordinates` Involvement**

Involvement of subordinates in decision making refers to the opinion, input and suggestions shared by the members for the betterment of the organization. (Kshirsagar & Ramgade, 2021). The work system that systematically allows the individuals to own the organization with full of enthusiasm for making the organization more effective and stronger (Laghari, Siddiqui & Khowaja, 2020). A successful organization always stands on the shoulders of its workers. The workers` effective skills and abilities help to flourish an organization (Rasool, 2019). The utilization of human resources in a proper way is the key to success of an organization. The proper engagement and application of the skills and abilities of the subordinates can only be possible with democratic leadership which inspires and motivates individuals that helps to involve the subordinates with full of enthusiasm, zeal and zest (Khosrow, 2014).

### **3.3 Ideas and inputs**

Input of creative ideas refers to the conceptual skills of an individual, shared for the betterment of an institution (Weinberger, 2018). It is pertinent to give an equal importance to all the members of an organization. Creative members of the organization can help in introducing the innovative ideas that can boost up the entire essence of the organization by a prominent increase in the productivity. The physical and mental contribution of an individual with the

soul and heart has the key role in the democratic leadership (Novlette & Morgan, 2015). The ideas and input of subordinates are given an eminent preference in all the matters of an organization in democratic or participatory leadership (Nazim & Nazim, 2016).

### **3.4 Employees' Participation**

Employees' participation is considered to be the action which is taken to bring the positive changes for the betterment of an organization (Lone, 2009). In the democratic leadership, employees' participation in the organizational matters is highly encouraged and the subordinates are helped and supported to solve their routine matters with mutual cooperation (Thomas, 2019).

### **3.5 Motivational Factor**

Motivational factor is a source of inspiration contributed by the leaders with effective communication for better output from different individuals working in an organization (Soomro, Buriro & Charan, 2020). Those leaders who possess the interpersonal skills can better understand the subordinates mental state which help them to explore their desire and lenience. These interpersonal skills of the heads of the institution can better lead them to inspire their team and help them in encouraging their subordinates as per their nature which results in increasing their level of interest and ownership to the institution. These leadership practices help to enhance the institutional outcomes. A charismatic leadership is one which inspires the followers and helps them to solve their matters with their expertise and support them to achieve their desired goals (Bevins, 2018).

### **3.6 Participation and Skill Sharing**

Participation and skill sharing is a practice to involve the employees to polish their skills and attributes for enhancing a competent environment in an organization (Katz, 1955). The team work with keen interest can better result in organizational productivity. In participatory/democratic leadership coordination, cooperation and collaboration is highly encouraged and supported for the better interests of an organization (Tan, 2014).

### **3.7 Mediation**

These are the skills of a leader for conflict management. This is probably the most obvious similarity which is broad and covers a number of concepts (Malik, 2011). Charismatic leadership has a key role to enhance the employees' involvement; this helps an institution to achieve the desired goals (Ibrahim & Al-Taneiji, 2012).

### **3.8 Work with Subordinates**

It is a characteristic and an attribute of a leader to inspire the co-workers for institutional betterment (Bevins, 2018). The employees' satisfaction is always a prominent priority of an organization. The successful organization is one

which inspires the employees and assists them in all their matters of life. Democratic leadership is one which works on the lower level on human resources which is an essential factor to lead an organization to success. The employees' work performance can be improved with the help of motivation and inspiration which supports to develop emotional attachment of an employee with the institution (Banasiak & Karezmarzyk, 2018).

#### 4. Methodology

A survey method of research study was conducted. A survey approach is more appropriate for the collection of the data from the large population or the sample (Creswell, 2008).

##### 4.1 Research Design

A cross sectional design, descriptive type and survey method with quantitative approach under the positivism philosophical paradigm was used to conduct this research study.

##### 4.2 Population and Sample

Group of interest of the study was consisting of all the public secondary schools of District Hyderabad. Random sampling method was used to select the representatives of the study (L.R Gay, 2012). Rule of thumb was used according to the John Curry professor of educational research (2006) for the selection of sample.

Sr #	District	Schools	Head Teachers	Teachers
3	Hyderabad	66	66	2907

##### 4.3 Determining Sample size

According to the rule of thumb if the population of the study is less than 100, overall population will be selected as sample; therefore, all the schools and head teachers were selected as sample. Whereas the number of teachers was more than 1000, hence 5% of the population from teachers was selected as sample.

Sr #	District	Schools	Head Teachers	Teachers
3	Hyderabad	66	66	153

##### 4.4 Research Tool

Likert scale five-point was used for the data collection.

##### 4.5 Data Analysis

For the purpose of data analysis (inferential statistics), the Statistical Package for Social Science (SPSS) software 23, was used.

##### 4.6 Objectives

1. To investigate the impact of democratic leadership style on teachers' performance at public secondary schools.

#### 4.7 Hypothesis

1. There is no significant impact of democratic leadership style on teachers' performance at public secondary schools.

Following table shows the impact of Head Teachers' Democratic leadership style (DLS), on Teachers' Performance (TP).

Hypotheses	Regression Weight	Beta Coefficient	R Square	F	p-value	Hypotheses A/R
Ho	DLS -----TP	.592	.262	41.861	.000 <sup>b</sup>	Rejected

The dependent variable TP was regressed on predicting variable DLS to test the hypothesis Ho. While the TP significantly predicted DLS,  $F = 41.861$ ,  $P < 0.001$ , which indicates that DLS can play a significant role in shaping TP ( $B = .592$ ,  $p < .001$ ). These results clearly direct positive affect of the DLS. Moreover, the R square = .262, depicts that the model explains 26.2% of variance in DLS. Hence, the null hypothesis according to the results of the analysis was rejected. Henceforth, the alternative hypothesis; there is a significant impact of head teacher' Democratic leadership style on teachers' performance was accepted. It is hence proved that the democratic leadership is a key source to develop the spirit of doing something different for better institutional outcomes in the form better teachers' performance.

#### 4.8 Objectives

2. To examine the relationship between democratic leadership style and teachers' performance at public secondary schools.

#### 4.9 Hypothesis

2. There is no significant relationship between democratic leadership style and teachers' performance at public secondary schools.

Following table shows the Relationship between Democratic Leadership style and Teachers' Performance (TP).

Correlation Analysis Table		DLS	TP
DLS	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000
	N	66	66
TP	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	
	N	153	153

Correlation is significant at the 0.01 level (2-tailed).



The correlation analysis showing results .538 and Sig- .000 revealed that the null hypothesis is rejected. Hence, the alternative hypothesis; there is a significant relationship between Head teachers' Democratic Leadership style and Teachers' Performance is approved. It is hence revealed that there is a strong association between the variables better the leadership better can be teachers' performance. The democratic leadership helps in enhancing the spiritual attachment of the teachers to bring a positive change in the learners during the teaching and learning process for better students' academic achievement.

### **5. Findings**

The statistical results disclose that the democratic leadership has a positive influence on the teachers' performance along with the strong correlation between the variables. It is also instigated that there is a significant difference between the variables. The democratic leadership is found to be more effective style of leadership which boosts up the interpersonal skills of the team. Henceforth, this style is found more effective and authentic source of workers inspiration and attachment with the organization that enhances the emotional attachment in workers to own the organization with soul and heart which are aligned with the findings of Laghari et al, (2021). Further, the study on the Impact of Headteachers' Conceptual Skills on Teacher's Performance at Public Secondary Schools advocates that the head teachers' interpersonal skills play a vital role in enhancing teachers' performance by motivating them on their different efforts undertaken to enhance the institutional outcomes (Laghari et al., 2021). This research study also reveals that the democratic style of leadership helps leaders to remove the communication gaps and lead by inspiring the individuals for better achievements of institutional goals. It is also revealed that the head teacher has a leading role in the institution hence, it is pertinent to have an inspirational attitude that help in enhancing the teachers' devotion towards the field of teaching that can prove to be result oriented in end of the teaching and learning process. Moreover, it was further revealed that the head teachers' leadership style can boost up the teachers' performance which is actual cause of institutional success.

### **6. Conclusion**

It is concluded based on the findings of the research study that the democratic leadership style is more effective and inspiring source of teachers' performance. When a teacher is given equal importance in all matters of the institution, his/her devotion with the institution increases and their attention towards the productivity of the teaching and learning process increases in the form of better students' academic achievement. Moreover, their performance upsurges as they feel emotionally attached with the institution and own it with their inside feelings enthusiastically, which chains with the findings of Banasiak & Karezmarzyk, (2018) in their study of Teacher as leader and manager: competences of modern educator. The study by Banasiak &

Karezmazyk (2018) also revealed that the teacher can better perform with collaboration of the head teacher in all institutional matters for better students learning outcomes. It is advocated in their research findings that the democratic leadership inspires the individuals to own the organization; hence they work more effectively with zeal and zest.

### **7. Recommendations**

- The school education and literacy department should focus on head teachers' leadership style which can prove to be an effective source to bring positive changes in the betterment of the institutional outcomes.
- Heads of the institutions should ensure their proactive role in inspiring and motivating teachers on their smaller deeds which can shape up teachers' confidence and interest to work more effectively
- Policy makers should arrange trainings regarding leadership styles which can support to develop head teachers' leadership skills and help to run institutional matters more smoothly and effectively.
- Researchers should conduct research on democratic style to uncover the hidden facts and benefits of Democratic leadership style.
- Teacher should be provided with convenient environment where they could feel free to communicate with other teachers and stake holders to deal with different institutional matters for better outcomes.
- Administrators, especially in education department, should follow the democratic leadership style to motivate head teachers, teachers and other staff with effective interpersonal skills which can lead the institution towards developing a better teaching and learning environment.

### **8. Suggestions for Further Research**

The research work on leadership styles has not been done to the extent in Pakistan that it could be claimed to have more positive impact on subordinates' performance, as the ground realities in different areas has nuance. Therefore, it is suggested that the research in different areas of the country should be conducted so that the findings could help to facilitate the administrators and policy makers to plan effectively for future implications. Simultaneously, the population, area, research tools and research methods should have smaller difference so that it could be possible to reach on the better implication.

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