The Leadership Style of School Principal and Performance of Teachers

Sithy Safeena M.G.H.[1] & Samsudeen Thowfeek Ahamed[2]

[1]Department of Management, Faculty of Management and Commerce,
South Eastern University of Sri Lanka.

[2]Sri Lanka Institute of Advanced Technological Education (SLIATE)- Hardy, Ampara.

Correspondence: ssafeena@seu.ac.lk

Abstract

Research in leadership is inconclusive and inconsistent throughout many decades. Some leaders are highly devoted to using a democratic leadership style and have achieved remarkable success in their field. On the other hand, some are using an autocratic leadership style, had considerable success with their ideology and approach. Hence, it is challenging to conclude that a particular leadership style is upright. Therefore, the objective of this study was to investigate the influence of the Leadership style of school principal on Tecahers' performance. Primary and Secondary data were collected for this purpose using structured Questinaire; the data were gathered from a sample of 257 Teachers from the Kalmunai Educational Zone that consists of Sammanthurai, Kalmuani, Akkaraipathu, and Thirukovil Educational Zones. The simple random sampling technique was to select the appropriate respondents, and the data were then analyzed using SPSS software with correlation and regression analysis. Findings revealed that democratic and change-oriented leadership styles were significantly influenced the performance of school teachers. A notable finding of this study was that the autocratic leadership style was not an influential factor for teachers' performance. However, the findings further revealed no significant difference between the demographic characteristics of teachers and their performance. Interestingly, principals' demographic characteristics play a significant role in accomplishing tasks from the teachers. This study contributes to several stakeholders such as the Provincial Education Office and the Ministry of Education in Sri Lanka. The implication of this study is relevant for the scholar who pursues their work in leadership and employee performance.

Keywords: Autocratic leadership style, change-oriented leadership style, democratic leadership style, school teachers' performance

1. Introduction

The chaotic and unpredictable environment change has made many organizations follow continuous direction, modification, and adaptability. Effective leadership is devotedly required during these changes to guide the business through challenging transformations (Gunawardena, 2015). Leaders build motivation systems to foster the best performance from their staff and help them find potential hires (Jay, 2014). In recent years, education has also changed profoundly in terms of scope and diversity as the development is dramatic with the dynamic change process. Primary and Secondary school education becomes a crucial hub for a society to develop with required knowledge and skills. Hence, school teachers' performance is vital to students' education, dissemination of knowledge, outcome, and many

more aspects. The principal must ensure the performance of teachers through effective leadership. One way to describe the influential role of school principals is to say that they have been educated to use the wide range of approaches employed in their administration procedures (Alagheband, 1997). Nevertheless, the role played by Principals is a crucial aspect in primary and secondary schools that boosts student and teacher performance, consequently promoting improved work outcomes for teachers (Yenenew, 2012). As educational leaders, Principals have a significant influence on school achievement through the support of many stakeholders (Crum & Sherman, 2008).

Previous studies have investigated the leadership style and job performance of teachers in a different context. Ibukun, (1997) claimed that the principal's primary responsibility is to establish a favorable environment for teachers to achieve desired improvements among students. Such accomplishments in secondary schools depend on three distinct leadership styles: Autocratic, Democratic, and Change-oriented (Lunenberg & Ornstein, 1991). Meanwhile, (Albugami, 2020) documented that the most commonly used leadership style is contingent compensation, although individual consideration significantly influences teachers' performance. In another study, Sukmaswati, Lian and Wardiah (2020) indicated that a principal's leadership style influences student achievement; in addition, both leadership style and teacher's performance also jointly influence student achievement. On the other hand, Gronn, (2000) argued that some School Principals struggle with adequately managing their teachers to accomplish work. This scrap could be interpreted as a leadership vulnerability, which is a severe concern over the accountability of the leadership style.

In the same vein, it is argued that different types of leadership may have a diverse influence on employee contentment and performance, while other styles could affect employees' performance negatively (Dumdum et al., 2013; Wang et al., 2011). For instance, people with the ability to inspire others tend to perform better (Gil et al., 2005). Every role/task a leader undertakes for the organization's smooth operation and the enhancement of performance (Ezeuwa, 2005). It is influencing individuals such that they strive gladly and joyfully toward their goals. However, leadership influences employees' job performance, and leadership are influenced by the context and environment (Fulop and Mark, 2013). In contrast, a principal's leadership style and teacher performance have been a source of debate among researchers (Nwadian, 1998; Adeyemi, 2006). Hence, the argument continues whether the Principals' leadership style influences teachers' performance in primary and secondary schools. The inconsistent findings and the controversy about scientific evidence for leadership style and employee performance provoked the researcher to ignite the investigation into the Principals leadership style in public schools and Teachers' performance.

On the other hand, whether we like it or not, we live in an era of revolution — rapid change and commercial upheaval (Morgan Philips Group, 2020). Today, businesses and organizations face stiff global competition, diverse customer expectations, the need to restructure and using human resources. New managerial talents are required for increased employee performance, achieving organizational goals (Maitlis & Christianson, 2014). New technology and digital learning continuously transform primary and secondary school work and administrative processes among employees. These transformations also required significant changes on all school teachers to enhance students' outcomes and attitudes. The challenge leadership here is to balance several types of teachers' behavior and find which behavior component is most useful in a given situation to obtain the best performance from them. There has been an increase in recent research that indicates that a change orientation may be a core component of leadership (Amanchukwu et al., 2015). Moreover, Mikkelsen and Olsen, (2019) found that change-oriented leadership influences employees' work performance directly and indirectly. They further suggested that a high level of change-oriented leadership increases the employees' job involvement, which

improves employees' work performance. The investigation of change-oriented leadership is critical nowadays because of the tremendous rate of change in public and private schools.

However, Teachers' performance might be labeled in numerous methods to demonstrate accomplishing or doing a given assignment (Robert Tim, 1998). The most influential part of employees' performance is setting proper work strategies and delegating responsibilities in schools. Teachers foster a culture of collaboration and creative problem solving, establishing an effective mechanism for curriculum implementation, and having instructional leadership qualities that hold them accountable for students' success (Yenenew, 2012). They will next work on setting plans for effective teaching, communicating those plans, continuously monitoring students' progress, and closely working with parents. Thus, it suggests that both principal and school teachers perform a leadership role in their respective domains as a chain. Hence, Teachers are valuable resources for the educational development utilize by principals, so every principal is responsible for teachers' performance (Adepoju ,1996). The principal's leadership style is critical in school administration, as the principal controls the school's resources and ensures that they are used effectively to accomplish educational goals (Adeyemi, 2006)

Despite the fact that leadership is an essential characteristic in both public and private educational environments, which has been strangely overlooked to help highlight its significance in many developing countries. In contrast, only a few studies focused on the concept of principals leadership style and teachers' performance (Albugami, 2020; Chen, 2017). These studies were mainly investigated the three important leadership styles; Democratic, Autictarict, and Laize friendly (Jay, 2014). However, no study so has been examined the change-oriented leadership style in school settings. Thus, this research intends to address this gap to examine the effect of leadership style has on the influence that teachers' peers have on their performance in public primary and secondary schools. Teachers' performance is a vital component of the students' outcome (Curricula and Co-Curricula) in the school, which heavily impacts countries' education. It has a chain of effects from childhood education to the country's economic development.

Therefore, the present research attempts to investigate the influences of principal leadership style and teachers' performance in the government schools that come under the purview of the Zonal Educational Office-Kalmunai. Thus, this study contributes to the extent of literature by investigating the role of three important leadership styles, Autoctractic, Democratic, and Change Oriented, in facilitating teachers' performance in the government schools of Sri Lank. The principal was seen as a leader cum administrator in Sri Lanka's environment (Nawastheen, 2019). Therefore, the concern of this investigation was to characterize the three types of leadership styles of principals that influence the teachers' performance to bring novel contributions to various stakeholders. Hence, this study will be helpful to the school principals as well as to all the public members for emerging leadership practices in their organizations. It will lead to having a favorable effect on the teachers' performance. It is concluded that the principals are a center pin for the continued improvement in education. This means the well-being of the societies can also be strengthened towards a prolonged period.

1.1 Statement of Problem

Managing School can be viewed as a universal problem; mainly, these problems were found in attracting and retaining highly qualified candidates for leadership roles (Davis, Darling, Lapointe & Meyerson, 2005). Besides, they argued that the present principals are frequently ill-organized and incompetently maintained to coordinate schools to recover education while handling all of the other stresses of the job. In addition to this, the Ministry of Education in Sri Lanka (2009) stated that principals are the instructional leaders, accentuating on serving teachers to propel their schoolroom execution and brand scholastic preparing as their school's most elevated importance. In single direction, Abbellajay (2014) said

that principals need to have the speculative information, capacity, and edible contributions in school leadership and administration or potentially ought to have a framework of responsibility for practices on school authority and the board in order to show enthusiastic and usable administration style in school advancement plans.

Along these lines, Principals as educational pioneers show a fundamental part in the school's accomplishment through teachers' presentations. Study culture of teamwork and inventive problem resolution sets a suitable program execution mechanism and owns a leadership superiority that takes accountability for teachers' performance and student accomplishment. Further, advance and interconnect plans for operative education among the teachers and staff associates, screen pupils learning development, and carefully work with communal (MOE, 2009).In this case, teachers' presentation of some schools is feeble compared with other schools within the Kalmunai Educational Zone.

According to National Education Commission (NEC, 2019), the most recent new reforms of the new curriculum were intended to improve primarily on secondary school programs. In contrast, the most important conclusions from the study of (Nawastheen, 2019) were that the educational system in Sri Lanka has seen a lot of significant changes over time and that the project's planned aims were not met due to the lack of preparedness on the part of the stakeholders, specifically the teachers. Therefore, this issue must be seen from the leadership style standpoint that the principals have exercised over a long period. A pilot survey was done in supporting this debate among selected ten teachers in the Kalmunai Educational Zone. Their responses were shocked that there are no substantial judgments or other motives that affect teachers' performance, and the important purpose is the principal's leadership style. Therefore, these issues must be addressed through scientific investigation.

2. Literature Review

2.1 Theories of Leadership

The leadership literature demonstrates that theories have been refined and improved over time and that none of them are absolutely irrelevant; instead, their significance is context-dependent (Zakeer Ahmed et al., 2016). It must be important to distinguish leadership theory and leadership style, the scholar develops the former, and the latter is the practice in a particular context (Zakeer Ahmed et al., 2016). Many leadership theories distinguish between leaders who prioritize output and job tasks and prioritize employee connections (Borgmann et al., 2016). The Flexible Leadership Theory adds to our understanding of the importance of encouraging and supporting change in companies (Yukl, 2009, 2013; Yukl et al., 2002). Meanwhile, Charry (2012) selected eight important leadership theories after noting that scholarly interest in leadership expanded dramatically throughout the early twentieth century. These theories are; Great-Man Theory, Trait Theory, Contingency Theories (Situational), Style and Behavior Theory, Process Leadership Theory, Transactional Theory and Transformational Theory. On the otherh hand, different authors investigated varities of leadership styles in a different context and theses types are: Trassactional leadership style, transformational leadership, autocratic leadership style, democratic leadership style, and Chanage-orientedleadership style.

Leadership is just as varied as people's conceptions of direction because leaders are as unique as the characteristics that differentiate them from non-leaders. The traditional trait or personality theories have been supplanted by situation theories, which suggest that the specific leadership in which someone practices influences that individual's leadership skills and traits (Selosho & Atang, 2014). However, this study uses the Path-goal theory introduced by House & Terrence (1974), which states to raise employee

motivation, empowerment, and overall satisfaction, to increase employee performance. According to this belief, a great leader should help team members increase their overall performance by clarifying goals and defining them. The path-goal theory is best understood as a process in which leaders select certain behaviors that are most appropriate for their employees' needs in order to effectively guide employees along their route to completing their daily job activities. Hence, this theory is aligned with the democratic and change-oriented leadership style that could be investigated in the school setting.

2.2 Definition of Leadership

There are different schools of thought on what it means to be a leader, and One is the ability to influence and direct employees to carry out their tasks with full accountability. Goldman (2002) believes that leadership is how a leader impacts behavior in his subordinates to obtain organizational goals. The way to ensure energetic and creative work is to create an atmosphere where employees can perform their duties with excitement. The term leadership could be defined in a number of ways; the Definition of Oxford leadership is the Act of controlling a cluster of individuals or an organization or the capability to do route direction, authority, regulate, management, and more. Meanwhile, Yukl, (2013) defines leadership as "the process of persuading others to understand and agree on what needs to be done and how it should be done, as well as the process of assisting individual and communal efforts to achieve common objectives." Although several leadership styles are being practiced and studied in a different context, this study particularly investigates, as per the previous findings, the Democratic leadership style, Autocratic leadership, and Change-oriented leadership style. Thus, the following sections describe each leadership style and its empirical findings on the employees' performance.

2.3 Autocratic Leadership Style

This leadership style is excessively task-oriented while neglecting the well-being of the organization's people. This principal represents the worst-case situation for the employees and would be the best technique in difficult situations. When all hope is lost, a determined and dictatorial leadership can bring about long-term success (Edirisinghe, 2020). The style of autocratic leadership could work well to believe that power and influence can corrupt people to some extent. Autocratic leadership is required to govern in an overtroubled environment or circumstances. This form of leadership frequently includes one person making decisions and also allows for a fast-moving dynamics environment. Despite the autocratic style being disliked, it may be a natural system in specific situations, particularly when the leader is under time pressure and groups are unable to think beyond the box.

Autocratic and Authoritarian styles define the category of leaders who provide imagine prompt respect without disagreement (Iqbal, Anwar & Haiden,2015). Its emphasis of influence is with the director, and they alone brand conclusions and have the authority for defining rules, measures, labor tasks, and regulating rewards or penalties (Mullins, 2005). The leader guides team relates in transit things ought to be done and does not protect solid station of correspondence among oneself and the associates. To make clear who has authority, the individual in issue neither designates anyone as a partner in policymaking nor allows others to join in (John, 2002). Applying this concept of leadership is characterized by authoritarian leadership when bosses wield decisive influence over staff. Even if their proposals are in the most significant interest of the organization or team, staff and team members may not have much of an opportunity to offer them. Once a decision has been reached, work can begin immediately to implement it. Most personnel feel taken advantage of because of the way they are treated. When decisions have to be made swiftly and with little resistance, an autocratic leadership style is best.

H1: There is a substantial impact of Autocratic leadership style of principal on performance of teachers in the Kalmaunai Educational Zone

2.4 Democratic Leadership Style

Democratic leadership is the model for the best and most ethical leadership style. It is person and task-focused. However, a leader must possess personnel, social and mental norms (morals, values, and ethics), an atmosphere conducive to professional development, and financial stability. When the prerequisites for staff members and the organization are not being met, democratic leadership effectiveness is problematic and seems questionable in these conditions (Edirisinghe, 2020). According to Goldman (2002), democratic-based organizations generally have six faces to accomplish work from subordinates. Democratic leaders pave the way to make activities are collaboratives because Projects and decisions need high engagement as it involves team participation. Moreover, Democratic leaders make the final decisions, but employees are involved in the decision-making process, which has numerous advantages. Because they are more involved, team members have a higher level of job satisfaction and productivity, which improves employee performance.

Another thing is that the Democratic leadership offers many benefits, and team members are more involved and satisfied because of it. It also develops employees' skills. People are motivated by more than simply financial incentives when they work as a team. Elective leadership is riskier in instances where speed or efficiency are required. Staff members can submit ideas and solicit opinions during a crisis (Ibara, 2010). Hence, the democratic leaders highly favorable towards the goal achievement through effective productivity from employees. In addition, it could also be described that Democratic leadership is also known as participative leadership or shared leadership, which could be applied to every institution, from private corporations to schools to governments. As a result, the following hypothesis has developed in this study.

H2: There is a substantial impact of Democratic leadership style of principal on performance of teachers in the Kalmaunai Educational Zone.

2.5 The Change Oriented Leadership Style

Change-oriented leadership behavior theory, on the other hand, holds that a leader is held responsible for determining what changes are required in the environment, monitoring the situation to identify changes, and building the involvement and commitment of followers in order to implement changes (Gil, et al., 2005; Mikkelsen & Olsen, 2019; Yukl, 2013 & 2019). Change-oriented leadership behaviors include observing and interpreting the environment, visualizing new opportunities for the organization, proposing new and creative solutions, and trying new approaches to improve outcomes. Change-oriented leadership behavior may be defined as conducting organizational change by using sensemaking techniques. Employees who consider support, trust, and justice to be associated with positive emotions will feel joyful and cooperative. The attitudes and emotions of employees that improve their job performance greatly depend on their perceptions of and interpretation of change processes (Maitlis & Christianson, 2014). This leadership style follows the contingency theory, where there are no hard and fast rules as to which leadership skills perform the best; instead, it is selecting a leadership style that matches the company and helps employees use their unique talents (Haleem, 2020). In addition, transformational leadership and charismatic leadership theories explain change-oriented leadership to a certain extent (Ahamed & Haleem, 2020). Therefore, change-oriented leadership is best suited to the government school and leadership style to bets the performance of employees. Thus, the following hypothesis was developed.

H3: There is a substantial impact of Change-Oriented leadership style of principal on performance of teachers in the Kalmunai Educational Zone.

2.6 Empirical Findings of Leadership Styles and Employee Performance

Most of the initial studies related to leadership and performance concentrated on discovering personality traits of fruitful leaders and how it donates to organization wise performance. To support this argument, Osabiya (2005) found a significant relationship between leadership style and employee performance in achieving company goals and objectives. According to (Harikaran and Jeevaraj, 2015), the concept of leadership is recognized as a critical component of each company's growth because it influences employee performance. On the other hand, Mikkelsen & Olsen, (2019) found that change-oriented leadership influences employees' work performance directly and indirectly. Contrarily, the study conducted by Gill et al. (2005) revealed that the influence of change-oriented leaders on group results offers strong empirical support for the suggested paradigm. In contrast, (Yukl, 2009, 2013) found that change-oriented leadership improves company performance despite widespread agreement. Additionally, (Sirén et al., 2016) discovered that CEOs with change-oriented leadership styles improve business performance. Instead, organizations with CEOs that reflect obsessive enthusiasm lack the corresponding performance boosts.

On the other hand, the study of Shafie et al. (2013) findings revealed that development-oriented and pragmatic-oriented leadership styles have a good influence on employee performance, but noninterference negatively influences employee performance. Very recently, (Omkar Dastane, 2020) found that transformational, Change-oriented, and democratic leadership are directly correlated with employee performance in Malaysia. In contrast, autocratic leadership and employee performance had no association. Meanwhile, gender moderated transformational and Change-oriented leadership styles on employee performance but not autocratic leadership. In contrast, Transformational leadership among men has a greater influence on employee performance. Therefore, leadership is understood to include persuading and description as well as the capability to classify, confirm, and restart the morals of the group the leader represents. Moreover, administrative proficiency, practical skills, social literateness, and other pertinent knowledge and skills are not adequate qualities for the leaders devoted to community facilities. An actual leader has the accountability to offer direction and distribute the expertise to the worker to lead them for improved performance and make them skilled for upholding the condition.

2.7 Leadership and Performance of Teachers

There are several discussions on the connections between leadership styles and performance. Previous studies show a strong connection between leadership styles and organizational performance positively or negatively (Wang et al., 2011). Validating this phenomenon, Alageheband (1997) found that the principal's leadership style significantly affects the efficiency and effectiveness of the teachers in the school. Meanwhile, Ayene (2016) investigated the issue and outlines that teachers influence improving students' learning. The method that the principals work with persons and circles the show for human relations will change which school he guides (Enguland, 2007). Interestingly, Ayene (2016) exposed that all leadership types, except directive leadership, had a favorable influence on teachers' performance, supporting leadership being the most common. Meanwhile, David and Obadia (2017) discovered a significant association between transformational leadership style and the performance of primary school teachers. In contrast to the majority of studies, (Ibrahim, 2013) research found that the principal's leadership style has a favorable effect on his effectiveness. While there was no correlation with academic achievement, on the

other hand, concluded that gender and level of the school influence the principal's leadership style and effectiveness

On the other hand, Dastane (2020) discovered that individual consideration leadership style greatly influences teachers' performance, whereas contingent reward leadership style is the most commonly used. Furthermore, the study discovers that gender, as a moderating element, impacts the main leadership style and varies related to gender variations. Menawhile, Saǧnak (2016) found that the principal with democratic leadership style inspires teachers in exploring new possibilities, finding new information, and improve their performance. Thus, it could be concluded that democratic leadership behavior influences change-oriented organizational citizenship behavior. Jay (2014) found that Leadership style and teaching performance are linked; the key leadership style of school principal was communication, decision-making, and delegation of duties. It suggests that the School principal must be a wise decision-maker and a persuasive communicator. He recommended that although democratic approaches should be employed in the leadership styles of public secondary schools, principals should adhere to a blend of both approaches.

Further, the definition of democratic leadership indicates that a principal or headteacher may adopt in order to make others feel consulted and involved, such as staff and students. This has little chance of influencing schooling with the larger view, more relevant to education, sees democratic leadership as having a far more expansive and ambitious purpose (Maitlis & Christianson, 2014).

As a result, in the Kalmuani Educational Zone, the researcher decides to look for a significant association between leadership styles of Principal and school teacher's performance.

2.8 Conceptual Framework

The conceptual model is a diagram that describes the variables to be analyzed by the researcher. This study mainly emphasizes that assessing the principal's leadership styles has a significant relationship with the teachers' Performance of the Kalmuani Educational Zone. Also, it focuses on conceptualizing the research variables. The theoretical model in Figure 1 shows that the independent variable is abstracted as containing three leadership styles they are democratic, autocratic, and change-oriented. In addition to that, the researcher has taken gender, age, civil status, numbers of dependent, numbers of the year in service in permanency, and indicated in the conceptual framework to identify the significant difference between teacher performance, leadership style, and demographic factors.
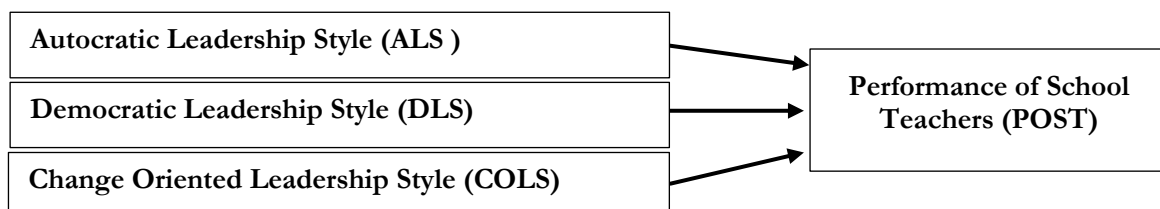
Leadership Styles

| Autocratic Leadership Style (ALS) |
| Democratic Leadership Style (DLS) |
| Change Oriented Leadership Style (COLS) |

Performance of School Teachers (POST)

Figure 1: Conceptual framework

3. Research Methodology

The governments' schools are grouped according to grades and streams, according to the School Census (2017). There are three different streams that all Senior Secondary Schools (grades 1 to 13) follow: 1A (Year 1 - Grade 1), 1B (Year 1 - Grade 2), and 1C (Year 1 - Grade 3). Just as there are 1C colleges, there are also 1C schools with classes from grade 1 through grade 13 and solely provide Arts and Commerce

programs. A Type II junior school provides lessons from Grade 1 to Grade 11. Type III schools, which start from Grade 1 to 5, are referred to as primary schools. Furthermore, the National Schools are administered directly by the Ministry of Education, while the provinces have Provincial Councils. The several schools created a complex and challenging management scenario for the country (Ginige, 2002).

Therefore, the population for this data is based on the government schools (Senior secondary and Junior) controlled by the Zonal Education Office- Kalmuani, which consists of Sammanthurai, Akkaraipattu, Thirukovil, and Kalmunai Educational Zones. The Kalmunai Educational Zone comes under the eastern province, and it has the provincial schools and national schools in the Kalmunai Educational Zone. The total numbers of both seniors and Junior Schools in the Kalmunai Educational Zone are 264, and the total number of principals and teachers, 274 and 5669, respectively (Zonal Educational Office-Kalmunai, 2020).

Table 1: Number of Schools comes under Zonal Education Office- Kalmunai

School type	No.of Schools in Akkaraippathu	No.of Schools in Samanthurai	No.of Schools in Kalmunai	No.of Schools in Thirukovil	Total
1AB	09	06	10	03	28
1C	05	12	12	05	34
Type 2	37	24	21	11	93
Type 3	35	29	22	23	109
Total	86	71	65	42	264

Source: Zonal Education Office-Kalmunai

3.1 Research Design

The study worked descriptive investigation technique by joining measurable subjective methods with high stress on measurable as the foremost technique through close-ended queries. The measurable methodology was highlighted because examining the principal leadership style and teachers' performances of schools in the Kalmuani Educational Zone may be perceived by assembling extensive quantifiable data in an official, structured and strict manner. Additionally, the subjective method was combined in the research with data gathered through interviews, paper investigation, and open-ended inquiries. Hereafter, it aids in authorizing and validate the measurable data. Consequently, the strategy was supported because the impacts of school authority styles were very much assumed from the view audit of school Principal and educating staff.

3.2 Sampling Design

The study chooses the simple random sampling techniques. Because the population includes all elements, and each element has an equal probability of being picked, simple random sampling means that all elements are evaluated. Each element has an equal probability of being picked. According to Sekaran & Bougie (2016), if the population is known researcher can choose a probability sampling technique. In their book, Sekearn & Bougie suggested a sampling frame table developed by Krejcie & Morgan (1970). Accordingly, if the total population close to 6000, the sample could be selected 361. Hence, the sample was sent to all the selected teachers from 264 schools.

3.3 Data Collection and Questionnaire

To examine the principal leadership style and performance of teachers' primary, the structured questionnaire was sent to all 361 teachers representing 264 schools consisting of 5669 teachers. The addresses of the sample respondents were collected from Division Directors of Education (DDE) of Kalmuna, Sammanthurai, Akkaraipathu, and Thirukovil educational zones. The questionnaire was sent to all selected samples via post and the recommendation letter obtained from DDEs in th respective zonal education offcie was also attached. This process will enhance the response rate from the teachers as they feel it comes from a top-down approach. In addition, the personal contact of the researcher has also been utilized in order to elicit a sufficient number of responses. Subsequently, the researcher received 263 completed questionnaires with much hard work and dedication within the speculative time. However, 257 questionnaires were in the usable condition, which represents the response rate of 71% that could be taken for data analysis. The questionnaire contains three main parts: Part I - personal information and part II&III – research information. Part I includes gender, civil status, number of family members, numbers of years in service. Part II&III refers to the study variables: Principal leadership styles and teachers' performance, respectively. Information was gained through closed-ended declarations with a level of agreeableness evaluated with 5 points Likert scale of 1-5 from every individual client's point of view. Respondents' level of agreeableness with statements in the Likert's scale is 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly Agree. All in all, 266 data were collected from the sample respondents

4. Data Presentation and Analysis

4.1 Descriptive Statistics

Descriptive statistics summarize data into a form that might aid in describing a set of circumstances. This figure includes frequencies, a single summary number, and a percentage table. Descriptive statistics were used to gauge the proportion of each variable in the sample that each respondent agreed with (Hair, 2010). For this study, the researcher's mean and standard deviation are utilized to determine central tendency and dispersion. The following tables present descriptive statistics.

Table 2: Result of Descriptive Statistics of dependent and independent variables

Measures	N	Mini	Max	Mean	SD	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
ALS	257	1.00	5.00	2.4410	1.04825	.668	.152	-.426	.303
DLS	257	1.31	5.00	3.9701	.62581	-.963	.152	1.655	.303
COLS	257	1.20	5.00	3.4498	.66074	-.447	.152	1.428	.303
POST	257	1.60	5.00	4.2675	.50476	-.845	.152	1.800	.303
Valid N	257								

As shown in the descriptive statistics, all independent and dependent variables' mean value is closer to the median value, probably data symmetry is assumed. Besides, skewness and kurtosis are values fallen -1 to 2. As a result, the data must be symmetrical. It follows that the data is mesokurtic. The sample size is 257, and hence, the Kolmogorov-Smirnov test was utilized. The p-value of the test is over 0.05 (Shapiro & Wilk, 1965). Frequency distribution analysis shows that the variables of this study were approximately

normally distributed, and the Normality of the data can be assumed. The table-1 displays the summary of the normality test applied to the variables.

4.2 Analysis of Reliability and Validity.

A reliability and validity analysis of the item scales were where Cronbach's alpha *(a) value and* KMO measure of Sampling Adequacy statistics were assessed for each variable with item-scales. The reliability of the measures was well above the minimum threshold of 0.60 in every case. Thus, it can be concluded that all the independent and dependent variables show the reliability of the data, and it can be used for further analysis. On the other hand, the rule of thumb for KMO value is 0.5 for principal component analysis to be accepted. Hence, factor analysis is appropriate for the data where all the KMO values were well above 0.5, ensuring sample adequacy. Further, the KMO-test ensured the validity of the instrument at a satisfactory level. The reliability and validity of the test are reported in table 3.

Table 3: Results of Reliability and validity analysis

Variables	No of Items	Cronbach's alpha	(KMO)	Sig.
ALS	07	0.882	0.908	0.000
DLS	08	0.608	0.644	0.000
COLS	06	0.812	0.830	0.000
POST	14	0.849	0.871	0.000

4.3 Correlation Analysis

The Pearson correlation analysis between variables (Independent & Dependent) indicates the statistical significance at 1% and 5% level, respectively. Correlation analysis was used to measure the strength of association between Autocratic, Democratic, and Change-Oriented Leadership style of principals and performance of teachers. Correlation values of more than 0.3 are said to indicate a sizable level of association. Thus, the correlation analysis results of this study indicate that three independent variables are positively correlated with the dependent variable ($p < 0.05$), at a 1% significant level. The correlation table of all variables are displayed in Table 4.

Table 4: Correlation between Leadership style and PST

		ALS	DLS	COLS	POST
ALS	Pearson Correlation	1			
	Sig. (2-tailed)				
DLS	Pearson Correlation	.024	1		
	Sig. (2-tailed)	.697			
COLS	Pearson Correlation	-.059	.435**	1	
	Sig. (2-tailed)	.349	.000		
POST	Pearson Correlation	.124*	.479**	.260**	1
	Sig. (2-tailed)	.048	.000	.000	
	N	257	257	257	257

*. Correlation is significant at the 0.05 level (2-tailed).

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

As per table 4, the Pearson correlation coefficient between the three leadership styles of principals and teachers' performance indicates a significant positive relationship between principal leadership styles and teachers' performance in the Zonal Education Kalmunai. The r-value between Autocratic leadership style and School Teachers Performance is r=0.124, p=0.048 (p<0.05) significant 0.05 level. It indicates that there is a significant association between Autocratic leadership style and School Teachers Performance. However, the r-value not lies between 0.3 and 0.7, which states the weaker association between Autocratic leadership style and School Teachers Performance. On the other hand, Democratic leadership style and School Teachers Performance has the value of r=0.479, p=0.000 (P<0.01) significant 0.01 level. Since the r-value lies between 0.3 and 0.8, indicating a strong significant association between Democratic leadership style of principals and School Teachers performance.

Meanwhile, Change-oriented leadership style has the value of r= 0.260, p=0.000 (p<0.01) significant 0.01 level. The r-value here also not fallen between 0.3 to 0.8, demonstrating a moderate level of correlation but higher than the Autocratic leadership style. The correlation analysis ensured that Democratic leadership styles and Change-oriented leadership have a constructive association with the teachers' performance at 0.01 significant level. Even though the Autocratic leadership style shows a significant association with teachers' performance at 0.05 level, the strength of the relationship is low compared to the former two leadership styles. However, it does not mean that these leadership styles impact the school's performance; amidst, the correlation exists. Therefore, the data should then have to perform the regression analysis to elicit the impact or influence of the exogenous variables on endogenous variables. Thus, the regression test was performed, and the result is as follows.

4.4 Multiple Regression Analysis

The regression analysis was conducted to reveal how the leadership style of school principals influences school teachers' performance. Since more than one independent variable is included in a regression equation, the model is called a Multiple Regression model (Aczel et al., 2006). In multiple regressions, further tests necessary for determining which variables are essential. The *F* test tells us whether a relationship exists between Y and at least one of the Xi, and *k* ensuing t-tests tell us which of the Xi variables are essential and should be included in the regression equation. Accordingly, the Regression analysis was used to examine the percentage variation in the dependent variable (Teachers' performance) being explained by the changes in the independent variables (Three leadership styles). Thus, the teachers' performance changes can explain that Autocratic, Democratic, and Change-oriented leadership styles were statistically significant. The test results of the model summary are shown in Table 5 below

Table 5: Model Summary (ALS,DLS,COLS and POST)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505a	.255	.246	.43837

a. Predictors: (Constant), ALS, DLS, COLS)

As per the above model, the regression results indicated that the three predictors explained 25.5% of the variance (R^2=0.255, F = 28.804, p<.01). Hence, it could be articulated that Autocratic, Democratic, and Change-oriented leadership styles have significantly predicted school teachers' performance (β = 2.46, *p*<.01). Thus, an ANOVA table was used to explain the significance of the model below in table 6.

Table 6: Analysis of Variance (ANOVA) for ALS, DLS, COLS, and POST

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.606	3	5.535	28.804	.000b
	Residual	48.619	253	.192		
	Total	65.226	256			

a. Dependent Variable: POST

b. Predictors: (Constant), DLS, ALS, COLS

The p-value from the ANOVA table is less than 0.001 (p<0.001), which means that at least one of the three variables: Autocratic, Democratic, and Change-oriented leadership styles, can be used to construct the model for school teachers' performance. Further, regression overall significance of each variable is illustrated as follows in table 7..

Table 7: Regression results between ALS, DLS, COLS, and POST

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.463	.204		12.096	.000
	ALS	.041	.046	.054	.899	.370
	DLS	.374	.049	.464	7.671	.000
	COLS	.072	.026	.149	2.744	.006

a. Dependent Variable: POST

The linear regression equation for this study constructed as follows

$$POST = \alpha \; \beta 2 \; (DLS) + \beta 3 \; (COLS) + \upsilon$$

Hence, the equation for the regression line is:

$$Y \; (POST) = 2.463 + 0.374 \; (DLS) + 0.072 \; (COLS) + \upsilon$$

The regression equation can be predicted and described as follows. For every 1% increase in Autocratic, Democratic, and Change-oriented leadership styles, the school teachers' performance is expected to increase by 4.1%, 37.4%, and 7.2%, respectively. Moreover, The 95% confidence interval (CI) for two variables: Democratic, and Change-oriented leadership styles, are significant at 1% and 5% levels, respectively. The values are not fallen within the 0 intervals. Hence, again indicating the level of Democratic and Change-oriented leadership styles are a significant predictor in school teachers' performance. The VIF values are below 5, indicating that there is no problem of multicollinearity. In contrast, Autocratic leadership is concerned that the value is insignificant, indicating that it is not a significant predictor for school teachers' performance.

4.5 Hypotehsis Testing

After the data analysis, hypotheses were tested to make sure the assertion in the light of the data analyzed. The most common policy in statistical hypothesis testing is establishing a significance level, denoted by α, and rejecting H_0 when the *p*-value falls below a significant level. The hypotheses were tested at 1%, 5%,

10% confidence level (α = 0.05) and explained one by one. The following table shows the rejection and acceptance of the hypothesis.

Table 8: Hypothesis Testing – Managers behavioral characteristics and financing decision

Variables	Hypothesis	Sig	$a = \%$	Accept/ Rejected
Imact of Autocratic Leadership style of principal on performance of teachers.	H1	0.370	0.10	Rejected
Impact of Democratic Leadership stype of principal on performance of teachers	H2	0.000	0.01	Accept
Impact of Change-Oriented Leadership of principal on performance of teachers	H3	0.006	0.05	Accept

Note: Significant *p<.10, ** p<.05, *** p<.01,

5. Findings of the Study

The result of correlation and coefficient showed that both Change-oriented and democratic leadership styles have a significant constructive connection with teachers' performance. On the contrary, the correlation coefficient result showed no considerable connection between autocratic style and teachers' performance. As long as the impact of the leadership styles on teachers' performance, the result of regression analysis exhibited a substantial effect of democratic leadership style and Change-oriented leadership style on teachers' performance. Subsequently, there was not a substantial effect of autocratic style on teachers' performance. Notedly, the autocratic style does not have an impact on teachers' performance in Kalmunai Educational Zone.

Moreover, the democratic style has a more constructive effect (40.8%) on the performance of teachers, which indicates that if the principal uses a more democratic leadership style, the performance of teachers will be more and vice versa. Meanwhile, it is faster and harmless to speak with the teachers via phone than other interaction styles like discussions or distributing to some other teachers to pass data to the wanted teachers. Eventually, the findings of objective four state that there is a significant difference between demographic characteristics and teachers' performance.

The independent sample t-test and one-way ANOVA test showed no significant difference between all demographic characteristics (Gender, Age, Civil status, number of children(s), and length of service) and teachers' performance. It explained that the teachers' performance is equal, since whatever the demographic characteristics that the teachers have to maintain the profession of teaching governance and those who failed to maintain the governance and inner quality aspects in relation to developing efficiency and effectiveness of students as well as the school they will not consider as an identical and respectable person within the society because teachers are anticipated to encourage students' hypothetical development as well as more students' social, emotive and ethical growth and to protect students health and well-being in the culture.

6. Conclusion

The finding shows that change-oriented and democratic styles have a significant positive connection with teachers' performance. Different leadership styles have a positive impact on the performance of teachers. In any case, there is no significant relationship between autocratic leadership style on the performance of teachers in the Kalmuani Educational Zone. Even though both these styles (Change-oriented and Democratic) have a significant constructive relation with teachers' performance, the findings show no significant difference between demographic characteristics and the teachers' performance. When interviews were held with principals in the way, the teachers are included in decision creation. All of them replied by stating that they establish workforce conferences in which teachers partake in policymaking, location meeting plan, discussion of thoughts and opinions that say the method to track the schools. This factor encourages harmony, collaboration, cooperation, and hardworking among teachers, which improves teachers' performance. This aspects shows that teachers' presentation in the review region was elevated since aptitudes improve capability and speed. This is because principals are ready that if they assign teachers obligations they have no information about, such duties will probably be finished. Further, principals inadequately in transit will follow when the appointment of obligations, principals said that they usually delegate teachers' commitments they know about, to upgrade their performance.

7. Recommendation

The scholar recommends using a mostly democratic style in these school management to boost teachers' performance because this style has most effective since the principals who use democratic leadership style considered teachers thoughts and educated in the administration of training standards for the horizontal running of the institutions. Also, it creates a conducive environment that will help in improving the performance of teachers. It can be recommended to the administrators of Kalmuani Educational Zone and principals by increasing the participation with teachers in policymaking, situation meeting schedule, discussion of ideas and opinions of how to track the schools. These factors will advance solidarity, participation, collaboration, and persevering among teachers, which improves teachers' performance.

It can be recommended that principals in schools who use more Lesley of democratic leadership style can increase democratic leadership in their schools. Those who already use it can increase the level of democratic leadership strategies into their administration. Also, it can be recommended that those who use more Autocratic leadership strategies can discourage using autocratic styles in their schools since it has no positive impact on teachers' performance. In most situations, autocratic leadership styles do not increase teachers' performance because autocratic leadership can apply to those working on a short-term basis, limited staff, violation of rules and regulations in the school. Further, it can be recommended that principals who want to use the change-oriented leadership style should consider when teachers have adequate skills, experts, and independence to succeed in their performance. Subsequently, they have to avoid a Change-Oriented leadership style on teacher performance when the teachers are lack role awareness, Poor involvement with tasks, and Low accountability.

It can be recommended that the teachers who use less than the expected level of the internet for their lesson plan preparation and teaching resource have to increase the internet usage to increase their performance in the school. Further, it can be recommended that the teachers can increase the maximum level of performance by developing the following performance activities such as giving the test, recording the lesson taught and not taught, giving homework, conducting the examination, and gardening activities. The researcher recommended that school principals split their idea with other shareholders in the school as this improves teachers' performance. They must be talented at connecting the vision to the workforce

of what their schools should be developed. It can be recommended that the increase of teachers' performance will enhance the achievement of the vision of "personal society with excellent knowledge, skills and attitude" of the students in the school and Kalmuani Educational Zone.

Reference

Abbellajay, O. (2014). *Principals' Leadership Styles and Teachers' Performance in Senior Secondary Schools in Gambella region*, Nigeria.

Ahamed, A.R.M., & Haleem, A. (2020). A Study on Occupational Stress in Business Process Outsourcing (BPO) Industry. *KALAM-International Research Journal Faculty of Arts and Culture*, *13*(1), 22-43.

Alagheband, M. (1997). The study of relationship between supervisor educational philosophy and their practice. *Tehran University*, Iran.

Albugami, H. F. (2020). the Impact of Principal Leadership Styles on Teachers Performance in Public Elementary Schools in Jeddah, Kingdom of Saudi Arabia. *European Journal of Economic and Financial Research*, *3*(6), 48–65.

Adeyemi, T.O. (2006). Fundamentals of Educational Management. *Lagos: Atlantic Associated Publishers*. 21-60.

Adepoju, T.L. (1996). The factors militating against effective planning and implementation of educational policies in Nigeria. *A paper presented at the WAEC monthly seminar, WAEC National Secretariat Yaba, Lagos, February 28.*

Amanchukwu, R.N., Nwachukw, O.P., & Stanley, G.J. (2015). A review of leadership theories, principals, and styles and their relevance to educational management. *Management.* 25(1), 6-14, doi:10.5923.j.mm.20150501.02

Ayene, T. M. (2016). Principals' Leadership style and their effects on teachers' performance in the Tigray Region of Ethiopia.

Borgmann, L., Rowold, J. & Bormann, K.C. (2016), "Integrating leadership research: a metanalytical test of Yukl's meta-categories of leadership," *Personnel Review*, 45, 1340-1366.

Charry, K. (2012). Leadership Theories - 8 Major Leadership Theories. Retrieved March 23, 2014, fromhttp://psychology.about.com/od/leadership/p/leadtheories.htm

Chen, Y.-G. (2017). Exploring differences from principals' leaderships and teachers' teaching performances in public and private schools. *The Journal of International Management Studies*, *12*(2), 65–81. http://www.jimsjournal.org/8 Yi-Gean Chen.pdf

Crum, K. S. & Sherman, W. H. (2008). Facilitating High Achievement: High School Principals" Reflections on their Successful Leadership Practices. Journal of Educational Administration. 46(5), 562-580.

David, A. O. A. & Obadia, M. (2017). Effect of leadership styles on teacher's performance in primary schools in Arusha District Tanzania. *International Journal of Educational Policy Research and Review*. 4(4).

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). Developing successful principals. *Stanford Educational Leadership Institute, Ed.). Retrieved May 20*, 2020. Retrieved:http://seli.stanford.edu/research/documents/SELI_slsresearch_review.pd

Dumdum, U.R., Lowe, K.B. & Avolio, B.J. (2013), "A meta-analysis of transformational and transactional leadership correlates of effectiveness and satisfaction: an update and extension", Transformational and Charismatic Leadership: The Road Ahead 10th Anniversary Edition, *Emerald Publishing Limited*, London, 39-70.

Edirisinghe, P. (2020). Leadership styles! What characteristics make them effective?. *Daily ft.* retrieved June 24: https://www.ft.lk/columns/Leadership-styles-What-characteristics-make-them-effective/4-715219

Englund, T. (2007). *Education as communication: deliberative conversations as an opportunity.*

Ezeuwa, L. (2005). Issues in Educational Management. *Enugu-Hipuks Additional Press.*

Fulop, L. & Mark, A. (2013), "Leading in healthcare–foregrounding context," Leadership, Vol. 9 No. 2, pp. 151-161.

Gronn, P. (2000). Distributed properties: A new architecture for leadership. *Educational Management & Administration 28(3), 317-338.*

Gill, F., Gil, F., Rico, R., Alcover, C.M. & Barrasa, Á. (2005), "Change-oriented leadership, satisfaction and performance in workgroups: effects of team climate and group potency," *Journal of Managerial Psychology*, 20 (3/4), 312-328.

Ginige, Indira Lilamani. 2002. Education Research for Policy and Practice: Secondary Education Reforms in Sri Lanka. Educational Research for Policy and Practice 1:65-77 Online: http://www.springerlink.com/content/n311651205065134/fulltext.pdf

Goldman, E. (2002). *The significance of leadership style.* Educational Leadership, 55(7), 20-22

Gunawardena, G.N., (2015, June 25) "Transformational leadership." *Daily Mirror online.*

Haleem, A. (2020). Top Management Andexternal Expert Supports In Implementing Accounting Information Systemin Enterprise Resource Planning Environment. *Journal of Business Management*, 03 (02), 248-271

Harikaran,S.,& Jeevaraj.L. (2015). Leadership Style of Principals and Teacher's Behavior in Kilinochchi Zone Schools. *European Journal of Business and Management*, 7(7).

House, R. J. & Terrence, R. M.(1974). Path-goal theory of leadership, journal of Contemporary business. 5, 81-97.

Ibara, E. C. (2010). Perspectives in Educational Administration. Port Harcourt, Nigeria: Rodi Printing and Publishing.

Ibrahim A. (2013). Principal leadership style, school performance, and principal effectiveness in Dubai schools. *International Journal of Research Studies in Education*, 2 (1), 41-54.

Ibukun, W.O. (1997): Educational Management Theory and Practice, Ado-Ekiti Banigboye and Co. Press (Nig.) Ltd

Iqbal.N., Anwar.S, & Haiden.N, (2015). Effect of leadership style on employee performance research article, *Arabian Journal of Business and Management Review*. 5(5). doi:10.4172/2223-5833.1000146.

Jay, A. (2014). *the Principal's Leadership Style and Teachers Performance in Secondary Schools of Gambella Regional State Institute of Education and Professional Development Studies Department of Educational Planning and Management*. 1–97.

John, C.M. (2002). *Million Leaders Mandate. Notebook one*. Equip Publishers, America.

Lunenberg, F.C. & Ornstein, A.C. (1991). *Educational Administration Concepts and Practices*. Belmont, C.A.: Wadsworth.

Maitlis, S.&Christianson, M. (2014), "Sensemaking in organizations: taking stock and moving forward," *The Academy of Management Annals*, 8 (1), 57-125.

Mikkelsen, A., & Olsen, E. (2019). The influence of change-oriented leadership on work performance and job satisfaction in hospitals – the mediating roles of learning demands and job involvement. *Leadership in Health Services*, *32*(1), 37–53.

Ministry of Education, 2017. School Census Report, 2017, Isurupaya, Retrieved from http://www.statistics.gov.lk/education/School%20Census%20Report_2017.pdf

Ministry of Education, MOE. (2009). The Development of Education: National Report. Ministry of Education, Online.

Mullins, L.J . (2005). *Management and Organisational Behaviour*. Seventh edition prentice Hall.

Morgan Philips Group. (2020). *The new world of work. Leadership in a rapidly changing environment*. 1–16.

Nawastheen, F. M. (2019). Educational and Curriculum Changes in Sri Lanka: in Light of Literature. *Muallim Journal of Social Science and Humanities*, *3*(3), 342–361.

National, Education Commission. (2010). Towards a New Education Act for General Education in Sri Lanka.: National Education Commission.

Nwadian M.(1998). *Educational management for sub-Saharan African. Benin City*: Nigeria Society for Educational Planning, 22-34.

Omkar Dastane. (2020). Impact of Leadership Styles on Employee Performance: a Moderating Role of Gender. *Australian Journal of Business and Management Research*, *November*.

Osabiya Babatunde, (2005).The Impact of Leadership Style on Employee's Performance in an organization.

Robert, H. & H. Tim, (1998). *Essential Manager "s Manual*. A korkling Kindersley Book. Colour Scan, Singapore.

Sağnak, M. (2016). Participative Leadership and Change-Oriented Organizational Citizenship: The Mediating Effect of Intrinsic Motivation. *Eurasian Journal of Educational Research*, *16*(62), 181–194.

Sekaran, U., & Bougie, R. (2016). Research methods for business: A skill-building approach. John Wiley & Sons.

Selosho, J.M., & Atang, A.N. (2014). Impact of principal leadership style on performance Management. *Mediterranean Journal of social science*, 5(3), 2039-2117.

Shafie, B., Baghersalimi, S., & Barghi, V. (2013). The Relationship between Leadership Style and Employee Performance : Case Study of Real Estate Registration Organization of Tehran Province. *Singaporean Journal of Business, Economics and Management Studies*, *2*(5), 21–29.

Sirén, C., Patel, P. C., & Wincent, J. (2016). How do harmonious passion and obsessive passion moderate the influence of a CEO's change-oriented leadership on company performance? *Leadership Quarterly*, *27*(4), 653–670.

Sukmaswati, I., Lian, B. & Wardiah, D. (2020). The Influence of Principal's Leadership and Teacher's Performance on Student' Achievement. International Journal of Progressive Sciences and Technologies (IJPSAT). 20 (1), 247-254.

Wang, G., Oh, I.S., Courtright, S.H. & Colbert, A.E. (2011), "Transformational leadership and performance across criteria and levels: a Meta-analytic review of 25 years of research", *Group & Organization Management*, 36 (2), 223-270.

Yenenew, A.(2012).*Effectiveness" Principal Instructional Leadership in Preparatory Schools in South Wollo Zone*; Unpublished MA. Thesis. Addis Ababa University, Ethiopia.

Yukl, G., Gordon, A. & Taber, T. (2002), "A hierarchical taxonomy of leadership behavior: Integrating a half-century of behavior research", Journal of Leadership and Organizational Studies, Vol. 9, pp. 15-32.

Yukl, G. (2004), "Tridimensional leadership theory: a road-map for flexible, adaptive leaders," in Burke, R.J. and Cooper, C. (Eds), Leading in Turbulent Times, Blackwell, Oxford, pp. 75-91.

Yukl, G. (2009). Leading organizational learning: Reflections on theory and research. The Leadership Quarterly, 20, 49–53.

Yukl, G. (2013), Leadership in Organizations, Pearson, Boston, MA.

Yukl, G., Mahsud, R., Prussia, G. & Hassan, S. (2019), "Effectiveness of broad and specific leadership behaviors," Personnel Review, 48 (3), 774-783.

Zakeer Ahmed, K., Allah, N., & Irfanullah, K. (2016). Leadership theories and styles: A literature review. *Journal of Resources Development and Management*, 16(1), 1–7.