

A Study on Different Types of Leadership Styles and Teacher Performance

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Abstract – The leadership styles of head instructors and teacher performance of secondary schools in Karnataka. It was a blended report that utilized both the subjective and quantitative strategies. It received a connection overview research structure that aided in building up the relationship of leadership styles and teacher performance. In such manner, information for this examination was gathered on the autonomous variable, which was leadership styles, and that of the reliant variable, which was Teacher performance. The connection between the two factors was explored so as to decide the quality of their relationship and the coefficients of assurance existing between them.

Key Words: Teacher Performance, Leadership, School Performance

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INTRODUCTION

TYPES OF LEADERSHIP STYLES

Democratic Leadership Styles

Majority rule leadership alludes to a circumstance where there is equivalent work among leaders and adherents. just associations regularly have the accompanying six attributes: approaches are controlled by a gathering of associations, specialized and work performance measures are talked about so they are comprehended by all, leaders give guidance to individuals concerning actualizing assignments, individuals are allowed to pick with whom they work, the gathering decides the appropriation of errands, and leaders attempt to be objective in giving commendation and analysis. Leaders utilizing a majority rule style of leadership assemble accord through cooperation, yet these leaders likewise anticipate a more elevated level of greatness and self course. From my own experience I have seen that these leaders have the opportunity to tune in and share thoughts with their supporters. They additionally will in general be increasingly adaptable and are receptive to one's needs. They can persuade educators to partake in basic leadership and are deferential. [1]The law based style of leadership underscores gathering and leader support really taking shape of approaches. Choices about authoritative matters are landed at after interview and correspondence with different individuals in the association. The leader endeavors however much as could be expected to make every individual feel that he is a significant individual from

the association. Correspondence is multidirectional while thoughts are traded among workers and the leader. In this style of leadership, a high level of staff confidence is constantly upgraded. As such, discussion, collaboration and interest are the regular key attributes of effective schools. a leader can carry on in various manners in various circumstances.[2]

Directive Style

Directive leadership style is like the undertaking focused style. The leader who uses this kind of leadership style furnishes instructors with explicit rules, rules and guidelines as to arranging, sorting out and performing exercises. This style is regarded to be proper when the subordinate's capacity is low and additionally the undertaking to be performed is mind boggling or equivocal. Employment fulfillment is expanded when the leader gives more directives.

Supportive Style

Supportive leadership style is all the more a relationship-situated style. It requires the leader to be receptive and amicable. He/she shows worry for the prosperity and individual needs of the subordinates. He/she makes a genuinely supportive atmosphere. This style is powerful when subordinates need self-assurance; take a shot at disappointing or unpleasant assignments and when work doesn't give work fulfillment.

Participative Style

The leader who utilizes this style counsels with subordinates for thoughts and pays attention to their thoughts when deciding. This style is successful when subordinates are very much spurred and capable.

Consultative Styles

The leader has significant yet not finish certainty and trust in the representatives. Albeit general choices are made by the leader, he/she looks for the assessments of the workers, however he settles on an official choice. The representatives have uplifting frames of mind toward the association, the director and their work. At the point when the representatives feel that enough meeting has not occurred, they freely acknowledge orders from the administrator, however here and there secretly oppose the request by resistance, particularly when the chief chooses lion's share rules rule. Correspondence streams from and to the chain of command. The chief counsels through significant channels, with subordinates. They thus counsel with him/her on issues they might want to bring to his/her consideration. Control is predominantly at the top. Center the executives typically delegates undertakings to control subordinates at lower levels. This is done as far as examination, assessment and supervision. Subordinates see control as a method for keeping up the set standard.

Achievement-Oriented Style

The leader defines testing however reachable objectives for the subordinates. He/she pushes work improvement sets elevated requirements for subordinates and rewards them when the desires are met. That is, the leader gives both high directive (structure) and high supportive (thought) conduct. This style functions admirably with accomplishment situated subordinates.

Autocratic Leadership Styles

Autocratic leadership alludes to a framework that gives full strengthening to the leader with negligible interest from the adherents. autocratic leaders will in general have the accompanying five attributes: they don't counsel individuals from the association in the basic leadership process, the leaders set all approaches, the leader predetermines the strategies for work, the leader decides the obligations of devotees, and the leader indicates specialized and performance assessment models. Since this style of leadership normally just includes one individual choosing, it allows fast basic leadership. Despite the fact that the autocratic style is moderately disagreeable, in specific conditions it tends to be a viable procedure, particularly when the leader is lacking in time and when adherents are not gainful. The autocratic leadership style is otherwise called

the tyrant style of leadership Power and basic leadership live in the autocratic leader. The leader coordinates bunch individuals in transit things ought to be done and doesn't keep up clear channel of correspondence between oneself and the subordinates. The person in question doesn't designate authority nor does grant subordinate to partake in approach making.

Laissez-Faire Leadership Styles

Laissez-Faire leadership is when leaders are hands-off and permit bunch individuals to settle on the choices. With this style, opportunities are completely controlled by bunch objectives, systems, and working techniques. Leaders once in a while intercede. Laissez-faire style is depicted the best style, particularly where adherents are adult and profoundly energetic. Laissez-faire leadership style enables total opportunity to collective choice without the leader's support. In this manner, subordinates are allowed to do what they like. The job of the leader is simply to supply materials. The leader doesn't meddle with or take an interest over the span of occasions controlled by the gathering.[3]

LEADERSHIP STYLES AND SCHOOL PERFORMANCE

While the connection between's school leadership and school performance seems, by all accounts, to be moderately basic and clear in principle, by and by it is characteristically intricate and eccentric. Research on this connection gives blended outcomes. From one perspective, there are ponders which affirm the presence of a connection between school leadership style and school performance. For instance, Headmaster could make a school atmosphere that improves the profitability of the two instructors and understudies and that the leadership style of the chief can encourage or confine school viability. more than 40 exact investigations directed somewhere in the range of 1980 and 1995 and reasoned that Headmaster practiced a quantifiable and measurably noteworthy, however little, backhanded effect on school viability and understudy accomplishment. Thus, school leadership has a positive and important impact on understudy accomplishment and Waters, viable school leadership generously builds understudy accomplishment. Utilizing a way investigation, Kruger, school leaders in a roundabout way impact understudy results and school culture. [4]With regards to Cyprus, direct impacts of the key's leadership style on understudy accomplishment and the resolution that "the essential human leadership casing influences understudy accomplishment". The solid relational relations in the Cyprus instruction framework were a principle purpose behind the noteworthiness of the human leadership outline. Besides, the little size of grade schools in Cyprus and the idea of elementary schools contrasted with

secondary schools grant the advancement of solid relational relations.

A leadership style has discovered that ladies are somewhat more grounded in relationship-situated supportive styles, while men score higher in enlightening and controlling styles, for instance, offered a quantitative blend of 45 examinations on transformational, value-based, and laissez-faire leadership styles, looking at ladies and men. They found that ladies scored higher than men in transformational leadership and unexpected reward, though men scored higher than ladies in dynamic and aloof administration by-exemption and on laissez-faire leadership. Besides, ladies delivered impressively preferable results over men on the entirety of the three result estimates that the Multifactor Leadership: the additional exertion they propelled from subordinates, the fulfillment that individuals communicated about their leadership, and their general adequacy in driving. that female school Headmaster' effect understudy accomplishment more than male school Headmaster. They contend that relational relations establish a progressively essential issue of reference of the administrative style of ladies and enable them to display an increasingly majority rule and participative style. Then again, a few studies found no connection between school leadership styles and adequacy of schools, for instance, was to decide if the act of value-based and transformational leadership practices reliably add to more elevated levels of understudy accomplishment as reflected in the consequences of state administered tests. He found no measurably huge correlation connection between the leaders' properties as dictated Leadership Practices Inventory overview instrument and resultant understudy accomplishment as controlled by state sanctioned test outcomes. It was finished up, in any case, that transformational leadership was identified with expanded instructor fulfillment, more prominent impression of head adequacy, and expanded ability with respect to educators to give additional exertion. This end was in accordance with finding that transformational leadership for the most part produces more noteworthy adherent adequacy and fulfillment than value-based leadership, albeit viable leaders positively perform utilizing the two styles.[4]

The reality remains that transformational leadership concentrates more on the connection among leaders and devotees than on the instructive work of school leadership. The nature of these connections, as expressed above, isn't unequivocally prescient of the nature of understudy results. Instructional leadership goes past building collegial groups, a steadfast and strong staff, and sharing a rousing vision to concentrate such connections on some unmistakable educational work. In this unique situation, a subjective quantitative investigation of 24 schools and found that transformational leadership is a fundamental yet inadequate condition for instructional leadership (with the focal point of the

head on curricular and instructional issues that straightforwardly influence understudy accomplishment. When transformational leadership and instructional leadership exist together in a coordinated type of leadership, the effect on school performance, estimated by the nature of its teaching method and the accomplishment of its understudies, is considerable. likewise found that the correlation among instructional and transformational leadership demonstrated that the effect of the previous is three to multiple times that of the last regarding understudy accomplishment. The issue with instructional leadership, in any case, is that in numerous schools the chief isn't the instructive master; Headmaster regularly have less mastery than the instructors they direct. Additionally, a few Headmaster see their job to be regulatory and, accordingly, they intentionally separation themselves from the study hall condition and leave instructive issues to instructors, ace educators, and administrators. [5]This idea is additionally convoluted by the way that the vitals' power is seriously constrained as he/she possesses a center administration position. In many school frameworks, a definitive position exists with the senior managers in the locale or divisional office. Many school Headmaster are so immersed in the administrative and regulatory assignments of every day school life that they once in a while have the opportunity to lead others in the regions of instructing and learning.

COMMUNICATION AND TEACHERS PERFORMANCES

Oxford (2005) characterizes communication as a procedure of passing on data starting with one individual then onto the next. communication as a method for passing on data starting with one level then onto the next. This might be from base to top or through and through degrees of the board. communication as a method for passing on data about the viability of specific work practices and it is thought to play out a few capacities. For instance, it is directive, by explaining explicit practices that should be performed; it is inspirational, as it invigorates more prominent exertion; and it is mistake revising, as it gives data about the degree of blunder being made. In any case, the significance of communication in establishments of learning has as a rule been undermined particularly when all is said in done secondary schools.[6]

communication without anyone else can prompt more significant level of performance in the event that it is appropriately utilized. He further affirms that communication enables the individual to follow how well he/she is doing in connection to the objective, so that if important, changes in exertion can be made. He further shows that communication might be in type of notices, phone calls, messages, posting sees, composing letters and sending E-mail or fax. Tragically, these methods of communication are not appropriately applied in fields of instruction all the

more especially when all is said in done secondary schools in these zones of Gambella Regional State. The idea of communication in leadership is profoundly disguised. They tried to depict how it is utilized, worked and accordingly focused on its significance. They contended that data is typically imparted to workers in type of updates, gatherings and phone calls to upgrade their performance. These thoughts are upheld who communicated that for performance to be viable, it is significant for managers to impart on what can anyone do how it is to be finished. He included that communication might be displayed straightforwardly or by implication to people to lift up their performance[7]. Notwithstanding, he stressed that great directing and direction for individual may come because of good and open communication gave by heads of human asset divisions or heads of establishments like Headmaster. This idea of communication is upheld way objective hypothesis that stipulates that for subordinates to perform well the leader needs to control or direct them through verbal or composed communication in type of notification, notices or gatherings. The hypothesis further anxieties that through communication mistakes are recognized and remedied. It likewise encourages one to know how well or terrible the person in question is playing out a given errand. This upgrades performance in any association or organization of show presents the upsides of communication in leadership process as were gotten from an overview led by the performance the executives in (1997). The favorable circumstances distinguished incorporate; people get wide point of view of how they are seen by others than beforehand conceivable. Communication further expands consciousness of and pertinence of capabilities, gives individuals an increasingly adjusted perspective on performance lastly it explains to employees' basic performance viewpoints. This view has an association with research directed the executives research bunch which distinguished that one reason why communication is essential to help various human asset procedures, for example, evaluation, resourcing and progression arranging Communication in this manner turns out to be more than conveying messages, it turns into an interchange between on-screen characters.[8] Contingent upon how communication is directed, in what conditions and with what on-screen characters, it can convey various results. The communication quality is subject to both the on-screen characters, for example, Headmaster and instructors, and the real circumstance and its requirements.

Where they found that the 51 associations secured by the exploration utilized communication channels get data about advancement needs. Armstrong (2003) further notes that communication is regularly unknown and might be exhibited to people or supervisors or both the individual and the chief. In any case, he noticed that a few associations don't mastermind communication to be mysterious; it

relied upon the school performance. The more open, the way of life is, the more open communication is probably going to be uncovered to the subordinates. One reason why communication is significant is that it underpins various human asset supplies. Be that as it may, these researchers don't show how Headmaster communication to the school personnel could be utilized to upgrade educator performance in secondary schools. Therefore a hole left for this investigation to under-take. In a related view, communication as leadership conduct numerous multiple times has been misused and has would in general lessen its legitimate importance in leadership. [9] Territories in which it has been misused incorporate; training supervisors not being candid and frequently give wrong communication to instructors. Ordinarily Headmaster" endow their data to junior staff who regularly report wrongly to their associates. In spite of the fact that Narayana discoveries uncovered a great deal similarly as communication and educator performance in secondary schools were concerned, her principle spotlight was not on the secondary schools.

It is imperative to presume that, the possibility of communication is significant in leadership; where communication is genuinely drilled; the leadership will in general be law based while where it is denied to the subordinates, the leadership style gets autocratic. Then again, a few leaders leave communication as a through and through freedom. It could conceivably be conveyed to the subordinates. Such leadership style is laissez-faire. It is tragic, be that as it may, that the possibility of communication as a leadership conduct had not been completely investigated but its qualities if very much oversaw can't be denied. It ought to be noticed that not all the above investigations were decidedly corresponded between leaders' communication with the school personnel and instructor performance. This left an exploration hole for this examination to embrace. Also, none of the investigations were done with regards to Ethiopia explicitly in Gambella Region. To close such holes, this investigation considered head communication with the school personnel as a factor affecting educator performance in secondary schools.

Assortments of factors are associating which implies that communication is made in the genuine minute and consequently difficult to anticipate. Communication inside an association varies in some regard from other communication forms. Associations have destinations to satisfy and anticipated that outcomes should accomplish. How the undertakings and gatherings are sorted out are other auxiliary essentials that add to how communication is led. Associations are reliant on the on-screen characters and their history, qualities and dispositions. Communication in associations saw as social frameworks are regularly expected to add to make an expert and responsive network. Instances of components in a responsive network

that necessities support in the communication procedure is completeness that invite decent variety, solid fundamental beliefs, shared trust and care, collaboration and investment, and confirmation. contends that schools can be depicted as inexactly coupled frameworks. Approximately coupled frameworks, require significantly more sense making and communication than firmly coupled frameworks.

The more individuals and thought extraordinary an association gets the more significant the communication procedures. Perspectives demonstrated that exploration about communication in school settings are justified Communication is a procedure of making and trading messages. The procedure incorporates a few key components, for example, arrange, reliance, relationship, condition, vulnerability and messages. Communication is firmly associated with authoritative structure and culture. Communication can be utilized to break down and reflect just as influence what's going on in the association. Communication is here observed as an unavoidable job as opposed to an individual expertise. In practically all school exercises, communication assumes a significant job. How and what we talk about both build and structure our world. communication assumes a urgent job in our day by day lives. To explain our thoughts, sentiments, feelings and abilities we impart with verbal as well as with non-verbal strategies. These are fundamental in instructing learning process. Educators can use an assortment of verbal and non-verbal aptitudes to help students' perception of troublesome ideas.

DECISION-MAKING AND TEACHER PERFORMANCE

Decision-making alludes to a training by which the two bosses and subordinates mutually sit together to examine the best approach to run the association. Association in decision-making is a run of the mill normal for participatory sort of leadership. While absence of contribution in decision making depicts autocratic leadership style, laissez-faire is depicted when leaders may hesitantly include subordinates in decision making process. Characterizes participative leadership style as a method for including singular cooperation in decision making. just leadership style as one where subordinates are counseled and their criticism is taken into the decision making process. This is in accordance with Path-objective hypothesis that stipulates that the two leaders (Headmaster) and subordinates ought to include themselves in decision making if an association is to accomplish its objectives. He included that when objectives are set together, the subordinates (instructors) become submitted; fearless and educated about the set objectives in this way making them perform well. Subsequently, this model supports dynamic investment by subordinates included, expands imagination and duty, and creates gifts and abilities of colleagues.

UNESCO (2006) recognized that instructors performance as being adversely influenced by absence of take part in decision. UNESCO, (2006) study in Ethiopia demonstrated that "There is a solid feeling of good ways from local and national-level decisions that are in the long run conveyed to educators as changeless decisions, frequently separated from their day by day circumstance". Without sufficient communication or discussion, instructors lose assurance to perform well and even some vibe disappointed and progressively inadequate in their jobs. In spite of the fact that UNESCO, (2006) discoveries were great, the examination was done in the center Regions however not in the fringe district like Gambella and all the more explicitly broad secondary schools. This left logical hole for this investigation to fill the hole. On other hand, where instructors are not associated with administration, result to educators acting as though they are outsiders inside the school condition. [10]In this manner, most educators don't place in their best to have full feeling of duty and commitment to the school. Educators who are not fulfilled in the work environment are bound to leave the calling where instructors are sufficiently engaged with decision making process, there head and the acknowledgment of school objective will be simple, lack of care and restriction inside the school will be limited. Be that as it may, if instructors can get support from their head and from neighborhood guardians, on the off chance that they are associated with the decision-making process, and on the off chance that they work inside a positive school atmosphere and culture, they are bound to succeed and stay in the calling.

On one hand, the assessment that numerous individuals accepted that staff support in decision making prompts better and which is important for endurance in an inexorably aggressive world. fatigue (bluntness) and disappointment (unsettling influence) at work is regularly the consequence of an employee's absence of inclusion in decision making forms with the organization's objectives and an inclination that their thoughts are not needed or tuned in to. He further expounded that staff turnover increments as employee's walkout of the entryway for all the more fascinating occupations. this reality and saw contribution of representatives in decision making as strengthening while a disregard of representatives in decision making was viewed as a presumption that laborers are undiscovered assets with information and experience and an enthusiasm for getting included, managers need to give openings and structures to their association. He additionally expected that participative decision making is probably going to prompt occupation fulfillment and better quality decisions and that increases are accessible both to bosses or expanded proficiency and laborers or employment fulfillment, in short an everybody wins situation. Staff collaboration is accepted to be an unquestionable resource for the school Headmaster while inclusion in decision making process by the educators could facilitate the

principal's mounting issues the same number of heads would be assembled to mentally tackle issues that could have stayed unsolved by the Headmaster alone. contribution in decision-making as a capacity so expansive in scope that nobody individual can or ought to do. He further said including educators in decision-making procedure resembles when two men collaborate to roll a stone that neither could have rolled. Numerous supervisors express a conviction that contribution of laborers in decision-making will improve the nature of laborers decision making in the association.

DELEGATION OF DUTIES AND TEACHERS PERFORMANCES

Delegation as the way toward giving rights, specialists and duties to the individuals of lower rank. While, delegation is the demonstration of contributing with power to represent another. delegation as the "passing on the others of an offer in the basic components of the executives procedure". a gander at delegation as a procedure of splitting absolute work and giving piece of it to subordinates. Delegation is the place a leader moves control, obligation, authority and decision making systems to subordinates working in different divisions of some random association. delegation as an administration ability that supports a style of leadership which enable the staff to utilize and build up their aptitudes and information to maximum capacity and as a unique apparatus for persuading and preparing the group to understand their maximum capacity. delegation is the procedure of a chief/official splitting his all out remaining task at hand and giving piece of it to subordinates. He distinguished that compelling delegation is effective, spurring and formative towards work performance. Delegation as a leadership conduct is profoundly upheld way objective hypothesis that stipulates that for appropriate performance of the subordinates and objective accomplishment, the leader needs to convey various assignments to subordinates as per aptitudes, capacities, information, interests, gifts and experience. Where the subordinates become confounded, the leader needs to come and direct them, he further evacuates hindrances to make room for better performance. This spurs and fulfills the laborers, so they acknowledge the leader's conduct in this way performing admirably. Basing on the way objective hypothesis in this manner, the leader who doesn't designate duties to subordinates is autocratic while one, who makes delegation of duties as an integral part of the association, is a vote based leader. Then again, the leaders who accept delegation as an unrestrained choice to whoever may like or dislike. Such leadership style is laissez-faire.

CONCLUSION

The findings of the investigation in this manner, lead to the end that headmasters' leadership style is a basic variable in teachers' job performance in the two chose senior secondary schools. It is additionally presumed that a blend mix of leadership style is the best style of leadership that could upgrade teachers' job performance.

The leadership styles in most senior secondary schools prompts low confidence among teachers and this influence their performance contrarily at the auxiliary school in Bengaluru Rural, Urban and Chikaballapur District, Karnataka.

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