Impact of Principal Leadership Styles on the Effectiveness of Schools: A Revisiting Review of the Literature (2018-2022)

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Review Article

ABSTRACT

Education research is mostly focused on school effectiveness. The majority of the study in this field
has been on school effectiveness in terms of academic success and leadership. This research
aims to examine the link between school leadership and school effectiveness. Only journal papers
from SCOPUS were used in this conceptual and content-related analysis were examined. A
number of important themes arose from the content analysis, which led to more conclusive
conclusions that highlighted the importance of leadership styles and school defects in the creation
of exceptional schools. The smooth operation of the school depends on the principal's leadership
style.

1. INTRODUCTION

The promotion of development, modernization, and innovation in capacity building and teaching methods is typically credited to leadership and educational environments as crucial mediators, Zidi, C., Kooli, C., & Jamrah, A. [1]. School leadership is a major force for change and

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success in education, but if it is not effectively managed, it may also be a source of failure [2,3]. Strong ability to continually lead relates the school's mission and vision to its operations is the cornerstone of successful institutions [4,5]. It is crucial to give schools strong leadership now that organisational performance has improved and national educational goals have been accomplished. The fundamentals of good leadership in schools that improve students' academic performance are teachers and principals [3,6,7]. Principals' direct and indirect influences on student achievement, however, have been found to be controversial in the past, with both proponents and detractors arguing for their legitimacy [8,9,10], (Wu et al., 2020b). Teachers are mostly responsible for the personal and intellectual growth of their students in educational institutions [11]. Additionally, the academic success of students is heavily influenced by the guidance and instruction provided by teachers (Sebastian and Allensworth, 2019).

Better classroom management and education offered by school administrators who are held accountable for promoting and enhancing these innovations stand to tremendously benefit both teachers and students [12,13,6,14] (Keddie, 2015). It has long been established that a company's leaders' behaviour and leadership style affect how well their employees perform on the job [15,16,17], (Younas et al. 2022). According to a substantial amount of data, there is a direct teacher work performance and principal leadership philosophies refer to [18,19,20]. According to a detailed examination of scientific studies, students perform better when their professors share a vision and collaborate with them to attain that objective [21]. As a result, principals have a big influence on teachers' performance both in the classroom and outside of it, which directly affects student accomplishment [22]. Teachers frequently name school administrators as the most significant sources of support for enhancing their work performance and assisting them in resolving challenges they have in the workplace [23,20,24].

Naturally, the difficulties are prepared for by good leaders and expectations they will encounter in the future (Tomlinson, 2004; Phuc et al., 2021). School principals are attempting to improve teacher abilities by increasing the level of oversight they have over them, according to Tobin (2014). It is likely that these two connected variables improve the worth of educational

development over the globe. In spite of this, a leader's poor leadership style may prevent teachers from reaching the common good they desire [25]. More and more instructors are quitting their jobs because of the bad behavior of school administrators [26] Due to a lack of leadership from the school's principal, some students and teachers are not receiving the best education possible (Oplatka and Arar, 2018). As a result, schools' performance and results are suffering as a result of a lack of effective leadership and qualified teachers. The National Education Plans and Policies of Pakistan clearly define the function of the teacher in the educational system Demir and Qureshi, 2019; Rizvi and Khamis, 2020; Punjab Government, 2012; It is regrettable that due to a number of underlying problems, teacher skill has been continuously dropping and social acceptance and perception of teachers have been worse in Pakistan over the past few years (Aslam, 2013a,b; Zü and Colleagues, 2017). Because of the localised conflict and the political nature of teacher transfers and appointments, teachers' effectiveness and professionalism are frequently recognised (Ali, 2011; Chaudary and Imran, 2012; Nadeem et al., 2013) [27]. Teachers in Pakistan do not have the same levels of intellectual freedom, power, independence, or contentment as those in other professions. [28,29], (Malik et al. 2011), Ali 2018, etc.). It's fascinating to see how frequently the local instructors are criticised in the mainstream media for their work. Local and international scholars are compelled to concentrate on these issues in their study due to the teacher shortage, declining teacher status, and decreasing job satisfaction and passion (Ali, 2018; Rizvi and Khamis, 2020). This paper aims to review the connection between leadership styles and school effectiveness.

2. METHODS

This study reviews the relevant literature on leadership styles and the development of effective schools by looking at reliable sources of books, journals, theses, and dissertations. This study is intended for all readers who are interested in learning more and who wish to do a more thorough investigation of transformational and instructional leadership styles for effective schools (2018). Before going into the field to gather the required data, the author undertook a research of this literature after deciding on the issue and formulating the problem. Using the keywords leadership, school principals, and effective schools, data is gathered by searching

worldwide and national publications and papers on Google Scholar. Search ranges from 2016-2021.

3. EDUCATIONAL LEADERSHIP

3.1 Concepts of Leadership

Through the practice of leadership, a person may solicit the assistance and backing of others in achieving a common aim [30] (Praszkier, 2017). Leadership is described as the continuous interplay of supporters, peers, superiors, job, setting, and ethos by Avolio, Walumbwa, and Weber [31]. This term is far broader and encompasses all aspects of leadership. Today, a number of viewpoints demonstrate that leadership is more than just a personal quality or characteristic but a shared, purposeful, relational, global, and complex social dynamic [32], (Yulk, 2010). Other behaviors are also deemed crucial, despite the fact that the aforementioned leadership behaviors are still important for team leadership. Most behavioral theories include leadership in many groups and teams, including executive teams (Yulk, 2010). Leadership theories have advanced significantly over time, from using characteristic philosophy, behavioural theory, the theory of contingencies, and the theory of transactions and transformations the Great Man Theory (Halaychik, 2010; Khan, Bhat, & Hussanie, 2017). Initially, companies, private enterprises, and military groups were the main holders of the term "leadership" (Gonzales, 2016; Stewart, 2006). However, the role of leadership in schools was quickly acknowledged by school organizations, who then acted appropriately. Hallinger and Murphy created the concept of Pedagogical Concept in a school throughout the 1980s context as a consequence of this [33]. Most of their efforts were focused on improving the school. This persisted right up to the early 1990s. The created transformative and experiential frameworks from the work of Burn, Bass, and Avolio were first applied in a classroom setting by Leithwood and Jantzi (1999) in the 1990s (Stewart, 2006). Schools successfully adapted to the military environment, and this was followed by a rise in the number of empirical investigations. The most fascinating facets of the phenomenon and the researchers' own experiences are frequently used to explain leadership. For instance, Seashore et al. (2010a) assert that effective leadership requires establishing meaningful organisational objectives that are shared by all members of the organisation as well as taking all necessary steps to motivate and assist employees in achieving

those objectives. It all boils down to persuasion and purpose, in a nutshell. Hulpia and Devos (2010) define leadership techniques as social contact, team involvement, the calibre and allocation of leadership duties, and participatory selection. According to (Yulk, 2010), a researcher's objectives may modify the notion of leadership. the act of supporting both individual and team efforts to attain mutual objectives as well as the process of persuading others to comprehend and concur on the what and how it ought to be done. The actions taken by the group or organisation to influence and promote decision-making are also included in the definition of the term to ensure that they are ready to tackle present issues [34-41]. Overall, the literature study will attempt to exhaust all relevant studies to provide the best operational description of the qualities of successful leadership that will inspire students to achieve.

3.2 Relevant Current Leadership Theories in the Education Setting

3.2.1 Instructional leadership

Early research on successful schools led to the development of instructional leadership models in the 1980s. One benefit of this approach is the principal's use of directive leadership that is focused on curriculum and teaching, which is a characteristic of schools that successfully educate pupils from poor urban communities (Lloyd, & Rowe, 2008), [42], (Robinson, 2007). Identification of the school's goal, management of the instructional programme, and creation of a supportive learning environment are the three main goals of instructional leadership, according to Hallinger (2003). It is strongly supported by empirical data. His most recent research indicates that the principal of the school has a significant influence on how well the school performs as measured by student progress [43-47].

However, there is still a great deal of uncertainty about the precise actions of the guiding principles that affect pupils' academic performance. The opponents of this idea claim that principals can't manage such extensive tasks since they are responsible for a lot of arduous administrative tasks, as well as the unrealistic expectation that they will be subject matter experts in every field [48], (Seashore et al., 2010a). It is also asserted that instructional leadership only indirectly influences student accomplishment, making it inadequate to fully account for the improvement in student

achievement at the school level. Additionally, it is seen to be inadequate to base the positive effects on students of the instructional leadership conduct of a secondary school principal success merely on a small number of study results. It may be argued that it is unreasonable to "count the few votes" in support of a secondary school principal having a positive effect on students' academic development [49-56]. However, it might still be necessary to change the research design in place of remaining with "outliers" investigations, creating counter experiments using controlled trials, pre- and post-tests, for instance (Gaziel, 2017). Whatever the justifications, this paradigm significantly influenced perceptions of the 1980s and 1990s which saw good principal leadership. The majority of important leadership academies quickly adopted this model as their preferred one, reflecting its expanding popularity, at least in the United States (Hallinger, 2003).

Local managers of schools still choose instructional leadership. Since the district is where the majority of educational training is conducted, it is clear that the education ministry strongly supports it. In government papers like the Malaysia Education Blueprint 2013–2025, low-performing district officials are described (Ministry of Education, 2011). as those who haven't successfully implemented instructional leadership in their districts. In an effort to make teachers more effective and engaging, districts are frequently reminded of the techniques and concepts of instructional leadership, such as the requirement to assess how their schools manage their curricula and to give priority to school-level monitoring. The district's education board also focuses on instructional leadership practices among school administrators so that they may be change agents and accomplish more (Hassan, Ahmad, & Boon, 2018). In order to favorably influence students' academic success, the development of teachers should be actively supported by school leaders who work as instructional leaders. They should organize, coordinate, and evaluate the teaching and learning process.

3.2.2 Change-oriented leadership

In its research on the academic, financial, and army sectors, [57] were the first to adopt the phrase transformative leadership. During that period, they carried out considerable study on what is presumed to as the original transformative leadership standard. The majority of their study is a result of the errors and weaknesses in Burns' earlier work. However, they also discovered data demonstrating the allure of transformative leadership and its capacity to inspire followers to go above and beyond what was expected of them. According to their study, a transformational leader promotes the expansion of teams and organizations while simultaneously raising followers' aspirations for success and self-improvement. These components, which are sometimes individual concern, intellectual stimulation, inspiring drive, and idealistic influence are collectively known as the "Four I's" [58,59], (Leithwood, 1994). Later, this was made available, refined, and adjusted for use in a classroom (Leithwood & Jantzi, 2006). According to the theoretical framework for transformational school leadership developed by Leithwood et al. (2004), all leaders should endeavor to increase student academic success by establishing direction, fostering employee growth, and reshaping the business. The greatest power to turn underperforming schools into high-performing one's rests with the principals, who may then have an impact on every area of the school. By convincing staff members, a leader may defend strongly held opinions while simultaneously supporting organisational change. to determine what changes are required, create a vision for the changes, then work with their counterparts to put the changes into action [60,61], (Leithwood & Jantzi, 2008). Although transformational leadership theories, according to Hallinger (2003), regard leadership as an organisational unit instead of a person, function performed by a single person. According to Kythereotis et al. (2011), managers who move from being managers to instructional leaders to transformational leaders may have a better learning outcome. Leithwood and Jantzi's (2008) research on transformational leadership's positive impact on students' academic performance in schools supports the notion that having strong leadership qualities. Transformational leaders move a school from its present state to its ideal future state, as the name suggests. To change underperforming schools into high-performing ones, transformational leaders were required (Jacobson, 2011). Shatzer et al. (2014) demonstrated that instructional leadership contributed 45.4% more to improvement than world changing leadership did, accounting for 29.0% of the difference in the explanation of student success. This is as opposed to transformative leaders' efficacy. Since Malaysian instructors are reputed to exhibit little imaginative

activity, it is necessary for a transformational leader to build creativity and in that specific school, there exists a spirit of innovation. (Ismail & Mydin, 2019). By utilising imaginative and unique approaches, Using teaching and learning methods, a teacher can create new ideas and convey the goals and needs of the curriculum. Finally, it is argued that teachers' innovative conduct may be encouraged through transformative passion and leadership [62].

3.2.3 Adaptive leadership

A practical, the adaptive leadership concept is built on a failsafe mechanism leadership style. Mission activity and interaction behaviour are two examples of common leadership behaviours. It was first released in the 1960s and has since undergone countless small and significant alterations to become a repeated series is prescribed ideas [63], (Gates, Blanchard, & Hersey, 1976; Vecchio, 1987). The recent studies discovered proof to back up the claim that the SLT's effectiveness depends on the follower self-rating and leader rating being consistent. According to a more recent modification of these theories (Thompson & Glas, 2018), follower self-rating plays a crucial mediating role in the link between leader behavior and effective function. Despite being widely accepted, the hypothesis is fairly ancient and hasn't yet been used in educational settings. Adaptive leadership has certain drawbacks while being widely used in leadership development and training. The bulk of school-based research shows that highly organised administrators had greater results with new instructors (Fernandez & Vecchio, 1997; Vecchio, 1987). Adaptive leadership is first attacked on the grounds that there haven't been many studies to illustrate its underlying presumptions and claims. Despite the fact that adaptive leadership aspects have been covered in multiple papers, the bulk of these research findings have not yet been made public. Adaptive leadership lacks a substantial body of research, which raises questions about its theoretical underpinnings. Second, there is uncertainty around the idea of the manner of subordinates' growth levels. Adaptive leadership of today's country is unusual in the educational framework. The concept's creators do not clarify how aptitude and devotion combine to create four distinct degrees of growth (Shonhiwa, 2016). It was shown in a research that it often included several leadership philosophies. Early on in a school's development, when controlling a divided labour while accomplishing goals necessitates an

authoritative style, the research revealed that Adaptive leadership is more appropriate. Also highlighted in the study's premise was the fact that just when a person held a variety of opinions, it did not necessarily follow that they would also adopt a strict leadership style. She realises the need to adapt her leadership style to the demands of the scenario when necessary, which may entail acting in opposition to their basic principles [64]. In conclusion, key elements of this method are the principal's managerial approach and flexibility in adapting to changing conditions times.

3.2.4 Decentralized leadership

A theoretical and philosophical framework for understanding leadership in the context of large organisations and among persons is known as decentralized leadership [65]. In the early 2000s, ideas from sociological, cognitive, psychological, and anthropological fields had an impact on the growth of dispersed leadership. According to Mikolci, Armstrong, and Spandagou (2016) and Spillane, Halverson, and Diamond (2001), it was fashioned as a conceptual and empirical agenda for researching institute guidance because understanding how school leadership functions requires a careful evaluation of school leaders' behaviours. operates. According to the methodology, seeing and describing leaders in action is inadequate. A study of how leaders think and act will be framed by a system of thought that will be used to behave must next be examined [66,67]. As a result, encourage educators to adopt a more dispersed leadership practice perspective, which is likely to have an effect on their academic achievement [64]. Both the activity theory and distributed cognition theories, it was discovered, emphasize how social environment influences human interaction and learning. Due to the interconnectedness of the person and its surroundings, human action is dispersed in an interconnected network of people, things, and circumstances (Spillane et al., 2001). Furthermore, it was that successful schools have more congruence among leadership' and instructors' ideals and behaviours, thereby being more likely to result in increased academic performance. [65]. A Malaysian study found that when this type of leadership is present, senior instructors are given the freedom to make their own decisions., but in practice, they lack confidence in doing so and constantly depend on others accepting their views. Another significant difficulty that principles have when distributing leadership duties and responsibilities is teachers'

aptitude, experience, expertise, and desire to do so (Tahir et al. 2016). We are hesitant to use this paradigm in the context of our school because of this. The premise the bulk of research refute the central tenet of dispersed leadership, which is that leadership can come from anyplace in the organisation. Most educators still think all power must be exercised hierarchically and in submission to the leadership (Nikolaros, 2015).

3.3 Concepts of School Effectiveness

Schools that focus on improving quality and implementing data-based upgrades are the most effective. When it comes to improving the standard of education, the focus shifts to how well students are doing in school. (Terosky, 2016). There has been an increase in pupils who have achieved good academic achievement as a result of applying school principle or at the very least, no decline in their performance. Teachers and principals who do a good job in their schools are called upon to do the same. It has been reported by (Lambersky, 2016) that the principal is a successful and engaging leader who communicates the school's vision to all students and staff on a regular basis. Administration, dedication, and guidance; tactical environment; expectations; school atmosphere; and government engagement all play a part in the effectiveness of schools, Demircioglu, [68]. All members have a high level of dedication and expectations for their organization's success as a result of this process, which focuses on the real organizational growth methods and efficient use of time. As a result of excellent instructional leadership from school administrators, teachers' Individual skills, strong motivation, suitable opportunities, environmental development, and a culture of innovation enhance productivity and professional education staff. Teachers, principals, and other members of the education community speak of attitudes that are consistent, b) committed, c) of high morals, d) broad and open-minded, e) honest, self-assured, and creative, and so forth. These attitudes are characterised by the relationship between planning and collegiality and are supported by good, strong, and adequate rules that are well-understood in the community. context of good, strong, and adequate planning. To achieve a harmonious and organized organizational climate relationship, the strategic setting, informal groups' collaborative participation, personal needs, and administrative objectives can all play an optimal role. It is important to have high standards for teachers and the effectiveness of their instruction,

as well as to pay attention to the physical conditions in which students can learn. In order to maintain and improve academic performance, a calm and work-oriented school climate must be established along with clear expectations for student behavior and academic development, all of which must be regularly assessed by school staff. Governing bodies play a key role in ensuring that schools are properly funded, and parents and the community also play a significant part in ensuring that students receive a quality education.

4. DISCUSSION

Many leadership theories, the academic achievement of pupils is seen to benefit from leadership styles such as instructional leadership, transformational leadership, adaptive leadership, and decentralized leadership. All things considered, everything comes to this following whenever a leader takes certain actions to encourage teachers and students to alter their attitude in accordance with the objective and aim whilst still showcasing positive outcomes regarding academic accomplishments: In Malaysia, the most popular method for improving failing schools is still instructional leadership. Organizing, coordinating, and assessing the educating and improving (T&L) process in the school, school leaders can work as instructional leaders who are proactively engaged in the training of teachers, according to the Ministry of Education Malaysia [69]. As opposed to that, all of the currently used models were created and improved in European environments, which raises concerns about their applicability for ours.

Furthermore, it states, there has only been a little amount of study addressing this subject in the context of Malaysia [70]. The demand for a unified leadership education theory is another trend that has evolved in the global environment. Recent research, like Hallinger's, reveals its tendency [71,72]. Thematic analysis of all the concepts found recurrent themes, including consequences on the principalship and sub-themes pertaining to the individual, society, and politics. Although, while incorporating leadership ideas, extreme caution should be used. Of fact, mixing leadership techniques without considering their theoretical compatibility might be dangerous. It is therefore inadequate to just add a part that is added to an established model to help create a brand-new field of research. A different approach to leadership than instructional and transformational leadership that could improve

theories and have a bigger influence on student achievement models now in use in our contexts may be called for by educational research (Shatzer et al. 2014).

5. CONCLUSION

This suggests that, to connect to whatever models we already have and adapt them to the educational setting, a qualitative method should be applied. Incorporating The best strategy will be to apply theory while making sure that it is appropriate for the country's circumstances [70]. Additionally, by developing a quality attitude, which can prevent repeating mistakes of earlier leadership studies and the need for a highly organized approach. Additionally, the discipline of leadership presently underutilizes qualitative approaches. The chosen technique has instead been quantitative surveys, despite the fact that the latter methodology falls short of capturing the enormous range, only a few numbers of extremely idealized and generalised traits are left. of the leadership phenomena [73]. The use of proper systems-thinking concepts and pragmatic strategies by a leader can also result in the adoption of a comprehensive plan for school principals. This will give managers of schools a more powerful and complete pragmatic foundation to employ as they see fit in many facets of daily school life.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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