

THE EFFECT OF PRINCIPALS' MANAGEMENT STYLES ON TEACHERS' PERFORMANCE IN PRIVATE PRIMARY SCHOOLS IN OMDURMAN LOCALITY IN SUDAN

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Abstract :

The aims of this study to identify the predominant management style practiced by principals in private primary schools in Omdurman locality; to analyse the relationship between management styles and teachers' performance; and to examine the effect of management style practiced by principals on teachers' performance. The study employed survey research designs using a questionnaire. 45 of teachers were selected using simple random sampling. The results indicate that the democratic management style is the predominant style practiced in private primary schools in Omdurman locality. Laissez-faire and autocratic management styles were not practiced by principals in private primary schools in Omdurman locality. The study also revealed that management styles were low and positively correlated with the teachers' performance. Management style had an effect on teachers' performance by the contribution of the democratic management style that caused 25.1% of the variance in the teachers' performance. The study recommended schools principals should be encouraged to continue on democratic management style with taking into account other management styles according to the situation.

Abstrak :

Penelitian ini bertujuan untuk mengidentifikasi gaya manajemen yang dilakukan oleh kepala sekolah di SD swasta di wilayah Omdurman; untuk menganalisis hubungan antara gaya manajemen dan kinerja guru; dan untuk menguji pengaruh gaya manajemen yang dilakukan kepala sekolah terhadap kinerja guru. Penelitian ini menggunakan desain penelitian survei dengan menggunakan kuesioner. Sebanyak 45 guru dipilih dengan menggunakan random sampling. Hasil penelitian menunjukkan bahwa gaya manajemen demokratis merupakan gaya yang paling dominan dipraktikkan di sekolah dasar swasta di wilayah Omdurman. Gaya manajemen laissez-faire dan otokratis tidak dipraktikkan oleh kepala sekolah di sekolah dasar swasta di wilayah Omdurman. Studi ini juga mengungkapkan bahwa gaya manajemen yang rendah dan berkorelasi positif dengan kinerja guru. Gaya manajemen berpengaruh terhadap kinerja guru dengan kontribusi gaya manajemen demokratis yang menyebabkan 25,1%

varians kinerja guru. Kajian tersebut merekomendasikan agar kepala sekolah didorong untuk melanjutkan gaya manajemen demokratis dengan memperhatikan gaya manajemen lain sesuai situasi.

INTRODUCTION

School management is the process of enlisting and guiding the talents and energies of teachers, students and parents towards achieving common educational aims (Aacha, 2010). Hoadley (2007) states that the principal or school head is commonly thought to be the school leader, school leadership may, however, include other people, such as members of a formal leadership team and others who contribute to the school's goals. The principal as the school head sets the tone for the school through varied leadership styles or behaviors displayed as leadership functions are carried out (Kootz, 1980). According to Adeyemi (2010) a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. Noe (2001) stated that a principal's leadership style has an effect on teachers as well as students.

Different experts have identified that different leadership styles have distinctive characteristics. Therefore, this study focus on the theory of the psychologist (Lewin, 1939) who identified three major leadership styles, namely, democratic, autocratic and laissez-faire styles. Leadership enables organizations to be more productive and profitable, but the extent of success depends on the style of the leader and the resultant environment created for employees to function well. Douglas (1996) claimed that decisions by leaders depend on these three leadership styles which are democratic, autocratic and laissez-fair. A democratic style is characterized by co-ordination, co-operation and collaboration. Yukl (2002) states that autocratic leadership style allows no participation in decision and laissez-fair which is also known as free-rein leadership style empowers subordinate to work with freedom and free-will.

A democratic leadership style is a style that can motivate "humanness," "teamwork" and "participation" of workers (Peteman, 2000). According to Goleman (2007) democratic leadership, which entails a participative leadership style, guides employees to participate in their groups and to make decisions. This allows group members to feel engaged in the organizational processes and enables them to feel more motivated and creative. A democratic leadership style requires leaders to collaborate with others, including discussing issues with teachers before making decisions. Leadership necessitates everyone's participation in order for all members to be involved in creating meaning and acting on that meaning (Harris, 2002).

Democratic leaders demonstrate consideration and concern for others by listening and understanding with empathy. According to Nzuve (2005) a democratic leader solicits ideas and opinions from workers. This style also aids in the development of employees' skills. Team members are motivated by more than just monetary rewards because they feel a part of something larger and

more meaningful. The risk of democratic leadership is that it will falter in situations where speed or efficiency are critical. During a crisis, for example, a team may waste valuable time gathering information. Another potential risk is team members who lack the necessary knowledge or expertise to provide high-quality input (Amanchukwu, 2015).

Durbin (1998) described autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. S/he tells the staff what to do and how to do it asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented. Shiu (2009) explained that, authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations. The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment. An autocratic leader is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers; focusing his/her attention on the product instead of making human needs the center of attention (Bogler, 2001). This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision (Cremer, 2006).

Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations. Subordinates of authoritarian leaders exhibit aggressive or apathetic behavior. Productivity is slightly higher under authoritarian leadership than under democratic leadership (Ornstein, 2012). The advantage of autocratic rule is that it is extremely efficient. Decisions are made quickly, and the work to put those decisions into action can begin right away. In terms of disadvantages, most employees dislike being treated in this manner. Autocratic leadership is frequently used in times of crisis, when decisions must be made quickly and without dissent (Amanchukwu, 2015).

The head teacher believes in *laissez-faire* leadership because everyone is responsible (Pont, 2008). According to Mbiti (2007) *laissez-faire* leadership style refers to style as a free-reign style where the leader doesn't lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods. Leaders who adopt the *laissez-faire* leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Shiu, 2009).

A *laissez-faire* leader is that has no clear goal and also gives no professional leadership to his group; he has no pattern of working, supervising and initiating notions (Shamaki, 2015). *Laissez-faire* leaders abdicate responsibilities and avoid making decisions, they may give teams complete freedom to do their work and set their own deadlines. *Laissez-faire* leaders usually allow their subordinate the power to make decisions about their work (Javed, 2012). A *laissez-faire* style is adopted when the leader hands over

his/her control responsibility to workers and can be considered as a resource person with passive participation. The laissez-faire leadership style gives complete freedom to followers to make decisions regarding any issue in the organization and to solve any problems they encounter on their own with very little guidance from their leader. However, working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction and performance (Kocker, 2009).

Teachers' job performance is the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). In the same way, Adeyemi (2010) states that teacher job performance can be described either in terms of activities that are performed by teachers themselves during a specific period of time in the school system to reach goals already set by the organization, or as the ability of teachers to make a considerable contribution to the teaching and learning process.

The school principal's leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school's principals because they are the backbone of the school system (Memo, 2019). Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meeting them. Many educators have expressed concern about how effective the principal is in fulfilling these roles (Aghenta, 2000). Ali (2013) discovered that leadership style has a significant impact on teacher performance in a study on principal's leadership style and school performance in Dubai. In addition, a study conducted in Kenya on the main effects of leadership styles on employee performance (Namusonge, 2012), discovered that leadership styles influence performance.

Bhatti (2012) in his study done to find the impact of democratic and autocratic styles of leadership on job satisfaction in both public and private schools of Lahore it was discovered that leadership style has a positive impact on teacher job satisfaction, and that private school teachers are less satisfied in their jobs than public school teachers. In his study of the impact of transactional and laissez-faire leadership on motivation in Pakistan's banking sector, Chaudhry (2012) discovered that transformational leadership has a strong positive association with commitment, whereas laissez-faire has a low level of motivation due to management's non-interference.

Nadarasa (2014) in the study done to find the influence of principal's leadership styles on school teachers' job satisfaction of secondary school of Jaffna District found that democratic leadership have positive impact on job satisfaction and autocratic leadership have negative impact on teachers' job satisfaction. Jemiryott (2014) in the study done to find the relationship between principals' leadership styles and secondary school teachers' job satisfaction in Nandi South District, Kenya found that the leadership styles of the principals have significant impact on the working conditions in school hence; teachers' are satisfied with their job. It was stated that democratic leadership styles were

dominant in Nandi South District, and the majority of teachers were satisfied with their jobs in relation to the leadership style in place.

Shamaki (2015) aimed to find out the appropriate leadership style that could make teachers to be effective in their job productivity. According to the rated items, democratic leadership styles contribute more to teachers' job productivity than autocratic leadership styles. Atsebeha (2016) examined the leadership styles adopted by school principals and their influence on the job performance of primary school teachers in the Tigray region of Ethiopia. The findings indicated a statistically significant relationship between the job performance of teachers and the leadership styles employed by the principals.

Mahdy (2016) in the research done to find the impact of leadership styles on teachers professional development in Al-salam private school in Dubai found that most leaders perspectives about the style of leadership were democratic because they involves their teachers and give them freedom to use their own strategies and teachers are involved in making decision, which help them to develop professionally. Masare (2017) aimed to investigate the effect of leadership styles on teachers' performance in primary schools in Arusha District. The more democratic leadership increases, the more teachers' performance increases. This implies that democratic leadership affect teachers' performance in a positive way. Respondents also agreed that there is a democratic leadership in primary schools.

Memo (2019) studied the relationships between principal's leadership style and school performance in Decha Woreda, Kaffa Zone. The study found that there is a strong positive (0.651) relationship between democratic leadership style and schools performance in Kaffa Zone Decha Woreda and it is the most commonly used style of leadership in selected secondary school. School principals should work in collaboration with the staff and other stake holders to improve school performance.

Since principals directly oversee teacher job performance, their leadership styles have a direct impact on the job performance of teachers. Day (2009) reveal that many researchers from different countries and various school settings have confirmed the influence that leadership styles have on school performance. Principals who make an important and assessable contribution to the success of their employees can lead their schools effectively and have the ability to improve themselves and their staff (Mulford, 2003). According to Adeyemi (2010) many principals do not consider their leadership styles as crucial in the teachers' job performance. Mohammed (2009) also, found that many principals in some schools localities in Sudan do not know their management style they are applying in schools. Hence some of them seem to find it difficult to effectively administer their schools. Accordingly, this is study is seeking to answer the following research questions:

1. What is the dominant management style practiced by principals in private primary schools in Omdurman locality?
2. What is the relationship between management styles and teachers' performance in private primary schools in Omdurman locality?

- How dose management style practiced by the principal's effect teachers' performance in private primary schools in Omdurman locality?

RESEARCH METHOD

The study used survey research designs. Survey research designs are quantitative research procedures in which investigators administer a survey to a sample or the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). Survey research was used in this study, because the researchers want to identify characteristics, frequencies, and categories of the variables of interest at the study context.

Therefore, from the total population 440 of teachers at the private primary schools in Omdurman locality, 45 teachers were surveyed. The teachers were selected by simple random sampling because in this type all members of the population stood a chance of being selected.

To answer the research questions, the researchers developed a questionnaire for this study after back to some related literature. The questionnaire comprised 25 items; five items for each management style (democratic, autocratic, and laissez-faire) ant ten items for teachers' performance. Respondents were asked to rate on a three-point Likert scale (1 = disagree, 2 = partially agree, and 3 = agree).

The reliability of the questionnaire was assessed by using Cronbach's Alpha coefficient, and the result of the reliability for the overall questionnaire and its sub-scales satisfied the acceptable criteria ($r= 0.70$). According to (Katou, 2008), the questionnaire will consider reliable if the Cronbach's Alpha coefficient is greater than 0.70. Therefore, the composite Crobancha's alpha of the questionnaire was 0.90. This means that the result of the reliability was very good; therefore, the questionnaire was valid to be applied.

FINDINGS AND DISCUSSION

1. Demographic characteristics of teachers

Participants' demographic characteristics have provided basic information about their distribution based on gender, qualification and years of service.

Table 1: Demographic characteristics of teachers

Variables	Categories	Frequency	Percent
Gender	Male	3	6.7
	Female	42	93.3
	Total	45	100.0
Scientific qualification	Secondary	8	17.8
	Bachelor	25	55.6
	Diploma	7	15.6
	Master	5	11.1
	Total	45	100.0

Professional qualification	Educational	39	86.7
	Non-educational	6	13.3
	Total	45	100.0
Years of experience	Less than 5	8	17.8
	5-10	15	33.3
	More than 10	22	48.9
	Total	45	100.0
Training courses	One training course	4	8.9
	Two training courses	6	13.3
	Three and above	35	77.8
	Total	45	100.0

Table 1 show that most of the respondents were females (93.3%) and only (6.7%) were males. In terms of scientific qualification, the majority of the teachers were holding bachelor degree (55.6%). Likewise, the majority of teachers were graduated from faculties of education (86.7%). The data in Table 1 also shows that the proportion of respondents increase with an increase in the interval years of experience ranging from (48.9%) with respondents over 10 years to (33.3%) for 5-10 years, to (17.8%) of those served less than 5 years. Training courses was another factor treated in this study. The data in Table 1 revealed that the majority of teachers had more than three training courses (77.8%).

2. Principals management styles in private primary schools in Omdurman locality

The management styles practiced by principals in private primary schools in Omdurman locality was the first research question, to this end one sample t-test was employed and the result is shown in Table 2.

Table 2: One sample t-test for the management styles practiced by principals

Management styles	Mean	Test value	Std. Deviation	T	Sig. (2-tailed)
Democratic style	12.6667	10	2.52262	7.091	.000
Autocratic style	9.3556	10	2.60380	-1.660-	.104
Laissez-faire style	9.7556	10	1.84829	-.887-	.380

N = 45, df= 44

The result in the table 2 shows that, the mean value of democratic management style was significantly higher than its respective test value which was (10) at $t(44) = 7.091$, $p < 0.05$. This result implies that the democratic management style is the predominant style practiced in private primary schools in Omdurman locality. This result agreed with the result of (Jemiryott, 2014), specified that democratic leadership styles was the dominant in Nandi South District and most teachers were satisfied with their jobs in relation to the style of leadership in place. (Shamaki, 2015), found out that among the leadership style, democratic style contribute more to teachers job productivity than

autocratic style as can be seen in rated items. (Mahdy, 2016), found that most leaders' perspectives about the style of leadership were democratic style in Al-salam private school in Dubai. (Masare, 2017), revealed that there is a democratic leadership in primary schools in Arusha District. (Memo, 2019), confirmed that democratic leadership style it is the most commonly used style of leadership in selected school in Kaffa Zone in Ethiopia. On the other hand, the mean values of the autocratic and Laissez-faire styles were not significant and less than the expected test value (10) with $t(44) = -1.660$; $-.887$; and $p > .05$. The meaning is that these two styles were not practiced by principals in private primary schools in Omdurman locality.

3. The relationship between management styles and teachers' performance in private primary schools in Omdurman locality

Investigating the relationship between management styles and teachers' performance in private primary schools in Omdurman locality was the second research question raised to be assessed. In this regard, Pearson correlation coefficient was used to investigate the nature of the relationship between management styles and teachers' performance as positive or negative or no relationship at all between them, and to measure the strength of a relationship between two variables. Considering that correlation of 0.90 to 1.00 Very high correlation; 0.70 to 0.90 High correlation; 0.50 to 0.70 Moderate correlation; 0.30 to 0.50 Low correlation; and 0.00 to 0.30 little if any correlation (Ott, 1993); (Ratner, 2009)) and the results shown in Table 3.

**Table 3: Pearson correlation matrix
between management styles and teachers' performance**

Variables	1	2	3	4	5
1 Democratic style	1				
2 Autocratic style	-.546**	1			
3 Laissez-faire style	-.252-	.453**	1		
4 Management styles	.182	.613**	.713**	1	
5 Teachers' performance	.496**	-.073-	-.027-	.312*	1

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

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

Table 3 presents the result obtained from a correlation analysis between management styles and teachers' performance. The results of correlation analysis revealed that, at 0.01 alpha level, the democratic management styles were low and positively correlated with the teachers' performance at $r = 0.496$; $p < 0.01$. Table 3 also, indicates that the aggregate management styles were low and positively correlated with the teachers' performance at $r = 0.312$; $p < 0.05$. The meaning is that as management styles increase by one level, the opportunity to have teachers' performance is fairly weak. In supporting this result, (Atsebeha, 2016), found a statistically significant relationship between the job performance of teachers and the leadership styles employed by the

principals. (Memo, 2019), found that there is a strong positive (0.651) relationship between democratic leadership style and schools performance in Kaffa Zone in Ethiopia. Moreover, the result of correlation analysis, in the same table, revealed that autocratic and Laissez-faire management styles were not correlated with the teachers' performance.

Table 4: ANOVA Test for management styles and teachers' performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	93.350	3	31.117	5.911	.002 ^b
Residual	215.850	41	5.265		
Total	309.200	44			

N = 45

The table 4 shows that, the dimensions of predictors' variables of management styles practices were entered into the regression model. The regression results indicated that the dimensions of management styles practices jointly significantly predicted the teachers' performance ($F_{(3, 41)} = 5.911$; $p < 0.05$). So, the result of ANOVA is significance. This means that the regression is significance and there is relationship between management styles and teachers' performance. To identify the predictor variables that explained a significant amount of the variance in the dependent variable, significance tests of the regression coefficients were conducted. The results of these significant tests are shown in table 5 below.

Table 5: Multiple regression analysis for the effect of management styles on teachers' performance

Predictors variables	Unstandardized	Standardized	t	Sig.
	Coefficients	Coefficients		
	B	Beta		
(Constant)	15.758		4.545	.000
Democratic style	.683	.650	4.173	.000
Autocratic style	.281	.276	1.633	.110
Laissez-faire style	.017	.012	.080	.937

$R^2 = .302$; Adjusted $R^2 = .251$

a. Dependent Variable: Teachers' performance

b. Predictors: (Constant), Laissez-faire style, Democratic style, Autocratic style

As it is shown in table 5, only the democratic management style was significant predictors of the teachers' performance. This style of management practices accounted for a statistically significant amount of variability in the teachers' performance ($R^2 = 0.302$, $F_{(3, 41)} = 5.911$; $p < 0.05$). Thus, it was likely to see that 25.1% of the variance in the teachers' performance is explained by the contributions of the democratic management style. For instance, the Beta coefficient (β) of 0.650 suggests that for every one unit increment of the democratic management style, there was a 0.650 unit of increment in the teachers' performance. In other words, it was revealed that the teachers' performance increased by 65.0% when the contribution of the democratic

management style increased by a unit. The rest two variables; Laissez-faire management style, autocratic management style were excluded by the model since it had no contribution to teachers' performance with their respective ($\beta = 0.276, 0.012$, and $\text{sig} = 0.110, 0.937 > 0.05$).

Therefore, it is clear that management style in terms of democratic style contribute more to teachers' job performance than autocratic and laissez-faire styles. The result of this study congruent with the result of, (Namusonge, 2012), found that the leadership styles influence the performance in Kenya. Ali (2013) in Dubai found that leadership style has a significant impact on teacher's performance. (Masare, 2017), revealed that democratic leadership affect teachers' performance in a positive way in Arusha District.

CONCLUSION

It is clear that school performance depends on the contributions of the schools principals' style. Therefore, this study aimed to identify the dominant management style practiced by principals in private primary schools in Omdurman locality; to analyze the relationship between management styles and teachers' performance; and to examine the effect of management style practiced by principals on teachers' performance. The study employed survey research designs using a questionnaire. The results indicate that the democratic management style is the predominant style practiced in private primary schools in Omdurman locality. The principals involve their teachers in school system and give them freedom to use their own strategies and teachers are involved in making decision, which help them to develop professionally. Laissez-faire and autocratic management styles were not practiced by principals in private primary schools in Omdurman locality. The study also revealed that management styles were low and positively correlated with the teachers' performance. Thus, it was likely to see that 25.1% of the variance in the teachers' performance is explained by the contributions of the democratic management style. This implies that democratic style affect teachers' performance in a positive way. The more democratic management increases, the more teachers' performance increases.

Based on the findings, the study recommended schools principals should be encouraged to continue on democratic management style with taking into account other management styles according to the situation. Schools principals must concern of developing and improving teachers' performance continuously in order to reach into better learning and educational process. It is necessary to provide training courses that enable schools principals to perform their managerial and technical tasks perfectly.

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