

EFFECTIVENESS OF LEADERSHIP STYLES AND SCHOOL CULTURE AT THE SECONDARY SCHOOL LEVEL IN PAKISTAN

Sajida Hussain*

PhD Scholar, Department of Education, The University of Lahore, Lahore
sajidavirk284@gmail.com

Sikandar Hayat

drsikandarch@gmail.com

ABSTRACT

Leadership in schools is a flexible and ever-changing concept. School headteachers' leadership styles are complicated, and they play a significant role in shaping a school's culture. The current study explores the school's effectiveness concerning headteachers' leadership style and school culture. It had three research objectives; 1) to compare headteachers' and secondary school teachers' perceptions regarding the indicators of school cultures, 2) to investigate the difference between secondary school teachers' perceptions regarding the indicators of school effectiveness, and 3) to find the relationship between headteachers' leadership styles and school culture. The nature of the current investigation was quantitative, and the researchers opted descriptive survey research design. The study sample comprised 1014 respondents consisting of headteachers (342) and secondary school teachers (672) from two districts of Punjab. The data were collected by using two different questionnaires, and it was analysed using inferential statistics. The investigation showed that school leaders had a somewhat better understanding of the characteristics of school culture than teachers in secondary schools. Principals gave indicators of school culture greater weight and attention than the relevant teachers. A significant relationship was found between headteachers' leadership styles (democratic and authoritative) and the school culture. The current paper suggests school leaders deploy the democratic and authoritative styles in the students' best interest to develop a student's centered school culture. Furthermore, secondary school teachers had a less established awareness of school culture and effectiveness than school leaders. Therefore, the research recommends expanding teacher education to raise educators' understanding of school culture and effectiveness issues.

Keywords: Leadership styles, school culture, school effectiveness, democratic styles, authoritative style

INTRODUCTION

A nation's future depends in large part on its educational system. A school's environment is primarily determined by its culture, which sends a message to students and teachers about what is valued there (Özdemir, 2021). The school's culture is integral to promoting the academic growth of the teachers themselves (Amtu et al., 2020). A culture of working hard, always striving to be the greatest, a sense of ownership and control, prioritising the development of students, good relationships between school stakeholders, and a positive relationship between school inhabitants and the neighbouring communities, are all characteristics of school organisation cultures that can enhance the quality of learning (Ginting, 2011). Because a school's efficacy can be significantly improved by its culture, not just by its complete equipment and infrastructure, competent professors, or good student participation (Hafni et al., 2020), students and instructors gain invaluable life and professional skills from their educational experiences. Because the school's climate affects the faculty and staff, it may also have an unintended effect on the kids' performance in the classroom.

Today's schools must be more adaptable to the ever-evolving social demands that impact learning (Sahin, 2011). Regarding organisational systems whose input and output are fundamentally "human," academic institutions are among the highest. To adapt to the demands of the technological environment and to choose and train future leaders, today's educational institutions are structured in

* Corresponding Author

specific ways (Zembatet al., 2012). An integral part of such setups is the principal or headmaster of the institution. An efficient management strategy, a robust cultural texture, and strategic leadership adaptable to a changing environment are necessary for educational institutions to make the most of their human and material resources and remain viable (Vélez et al., 2017).

In school, the notion of school culture has been expanded since the 1980s to establish the all-encompassing concept of organisational culture (Walker-Wied, 2005). In any given organisation, you'll find people from various backgrounds and social cultures, each of which has its norms and values. Additionally, there is diversity within civilizations and organizations regarding the culture that defines a society's way of life (Kalkan et al., 2020). By fusing the goals and actions of the company with societal values and conducting a systematic analysis of people's behaviours and perspectives within the business, the idea of "organisational culture" is formed. Building an organisation with sustainability requires a strong corporate culture in which employees and management share standard views and values (Cameron, 2012). The school organisation is one such structure that has arisen from organisational culture to assume a prominent role in the educational system.

Regarding organisational systems whose outputs are "human," schools are at the frontline (Kalkan, 2020). Many different parts make up a school, which is among the organisational culture that interacts with a community the most because it is responsible for the collective educational role of individuals through various forms of training and education. The heads of schools are an essential part of this network (Yalçinkaya et al., 2021). The quality of the school's leadership is a crucial aspect of the success or failure of the school's mission. While the classical view held that organisations should appoint a single leader to supervise their staff and that staff should report to this leader, the growth of leadership over time inspired the concept of delegating authority amongst a group of workers rather than confining it to a single authority figure (Cobanoglu, 2020).

Modern educational leaders should set an example as leadership and think strategically about their schools. Every leader has the problem of balancing long-term stated objectives with the reality of constant change (Sträng, 2018). How successfully school leaders adjust to their new responsibilities and grow in expertise in areas such as co-designing and co-implementing strategies for equality and learning and fostering inclusive, participatory school cultures is a critical factor in determining the quality of education students receive (Mendels, 2012). The ability of school leaders to foster a shared knowledge of the school's structure, activities, and aims is crucial to developing a shared vision for the school's educational mission. The researchers that, when it comes to the influence on student development that various aspects of a school's environment have, school leadership is equal to classroom instruction (Leithwood et al., 2010; Wahlstrom & Louis, 2008). In the current study, the researchers aimed to explore the effectiveness of school leadership styles and culture in Pakistan's secondary schools. It had significance to explore the most relevant and effective leadership styles to have opted for school improvement and to enhance school effectiveness after exploring the school culture dimensions.

Study Aim

In the current quantitative study, the researchers aimed to investigate the school's effectiveness in leadership styles and school culture. Based on the study aim, the researchers developed the following research objective and null hypotheses for the current study.

Study Objectives

- To compare headteachers' and secondary school teachers' perceptions regarding the indicators of school cultures.
- To investigate the difference between secondary school teachers' perceptions regarding the indicators of school effectiveness.
- To find the relationship between headteachers' leadership styles and school culture.

Study Hypotheses

- H_{01} : There is no significant difference between the perceptions of headteachers and secondary school teachers for school culture indicators.
- H_{02} : There is no significant difference between the perceptions of headteachers and secondary school teachers for school effectiveness indicators.
- H_{03} : There is no significant relationship between headteachers' leadership styles and school culture.

REVIEW OF LITERATURE

The concept of "school culture" is infrequently utilised in the literature, which may be partially attributable to the different ways the term is understood and employed in the research literature. Culture in an organisation is challenging to pin down, mainly when quantitative methods are employed (Lee & Louis, 2019). Even though there isn't a clear definition of school culture in the education sector, it is usually thought of as an organisation's way of life that sets it apart from other societies and other institutions. It is also made up of deep structures of attributes, beliefs, and social customs that have been established over the school's history (Schein, 2010). To explore the relationship between leadership styles and school culture Atasoy (2020) conducted a quantitative study focusing on determining the relationship between school leaders' leadership styles and school culture. They revealed that educational leaders display transformational leadership traits and that educators have a strong awareness of school culture. They also found significant relationships between headteachers' leadership styles and school culture.

Özdemir (2021) conducted a study to investigate the connections between school culture, important leadership style, and pupil performance. A questionnaire designed specifically for this research project was used as the primary instrument for gathering information about the topic under investigation. As a result, there is no meaningful association between multifactor leadership and learner performance, even though the relationship between the two factors is strong. Reksa et al. (2021) conducted a study to identify the relative contributions of four factors servant leadership, student management, counselling and guidance services, and students' sense of identity to the culture of schools. One hundred students were chosen at random to participate in the study. A Likert scale survey was used to collect data on servant leadership, student management, counselling and guidance services, students' sense of identity and the school's overall culture. The results of this research have a bearing on the responsibilities of school principals and the quality of the school's educational environment.

By looking beyond, the inadequacy and different methods of the 20th century, Rooney (2018) proposes a cultural resources model for bolstering educational efficacy. The concept includes the ability to catalogue present-day cultural resources and to promote cultural longevity, diversification, and adaptability in the face of change. The model's sociocultural perspective on successful schools is advanced by examining the available data, which opens the door to expanding the scope of the investigation beyond minority surveys and demonstrates the model's centrality of cultural assets in stable leadership in creating innovative educational institutions. Duan et al. (2018) studied the relationship between school environment, teacher happiness, and academic achievement. Three surveys based on questionnaires were utilised to collect quantitative data, one each on teacher attitudes toward their school's culture, efficacy, and work satisfaction. Teachers' job happiness partially buffered the influence of school culture on academic performance, and there were positive correlations between school culture, teaching staff work satisfaction, and academic performance.

The institution's culture moderates the relationship between leadership styles and the institution's reputation. Kalkan et al. (2020) explored teachers' opinions of the connections among leaders' styles of leadership, school culture, and organisational identity. They found that school principals display traits of transformative leadership, that instructors have a positive impression of the school's culture, and that educators have a mixed impression of the organisation's identity. Relationships among leadership styles, school culture, and organisational image were also shown to be statistically significant. Specifically, it was revealed that administrators' types of leaders were significant predictors of both school culture and organisational image. Ozgenel (2020) also conducted a study to examine how much of an impact principals' charismatic leadership styles have on shaping the culture of their respective schools, as reported by their faculty. The analysis showed a significant correlation between charismatic leadership and the four organisational cultures of performance, cooperation, purpose, and bureaucracy. Furthermore, the charismatic leadership style predicted each of these cultures.

Al-Safran et al. (2014) focused on the tangential relationship between leadership style and classroom culture. The aim was to examine the correlation between leadership style and cultural factors that may affect the success of a school's overall mission. Comparing integrative versus authoritative principals' leadership styles in American schools reveals that the latter is more likely to foster a cooperative learning environment. When comparing schools in Kuwait with the United States, a significant gap was identified in the leadership styles of their respective principals. Principals in Kuwaiti schools take a more commanding role than their American counterparts. Rehman et al. (2018) also

researched how different types of leadership and company cultures affect worker output. The primary emphases of the survey's inquiry are the leadership approach, company culture, and staff output. The data analysis revealed that neither a democratic, autocratic, nor democratic leadership style is significantly related to increased output from staff members.

By encouraging more employee input into goal-setting, problem-solving, and team-building, a democratic leadership style shifts the emphasis of management from the leader to the followers (Al-Khajeh, 2018). The style places value on input from workers because they are so close to and invested in the company's activities (Munir & Iqbal, 2018). Leadership under this model is exceptionally decentralised and flexible, which boosts individuals' sense of personal responsibility, dedication, motivation, and contentment, and also improves transparency in management and goal-setting (Peker et al., 2018). With a democratic form of government, punishment is only utilised as a last resort (Makgato & Mudzanani, 2019).

Leaders and managers in different organisations have used various leadership styles over the decades (Kanwal et al., 2019). Authoritarian leaders try to impress their followers by acting superior to them (Drzewiecka & Roczniowska, 2018). Many of these executives also think it's okay to yell, scare, threaten, and instil a healthy amount of dread in their employees (Mutiso, 2022). They plan to use explosives to force individuals to report to work under strict regulations (Al-Khasawneh et al., 2021). Such managers expect to be treated with deference and authority, and they set exceptionally high standards for their employees that, when combined with the fact that they rarely take into account the needs of employees' personal lives, can lead to increased anxiety and depression (Wang et al., 2021). They think this leadership style may predict school culture because authoritarian organisation heads are less likely to connect with their staff and engage them in important decisions (Levy & Travis, 2020). In this manner, they believe fewer conversations and more authoritative command might contribute to decreased work outcomes and a sense of isolation at work among individuals (Purwanto et al., 2019).

RESEARCH METHODOLOGY

In the current study, the researchers will follow the positivism research paradigm. Positivism is typically associated with experimental and quantitative research techniques (Park et al., 2020). Positivists hold that there are verifiable truths, that everyone, in the same way, experiences reality, and that we may discover the truth by scientific methods like surveys and observation. Positivists hold that reality operates independently of the researcher and that their work has no impact on whether the world will continue to exist (Ryan, 2018). In the current study, the researcher aimed to investigate the school's effectiveness compared to leadership styles and school culture. Therefore, positivism guided each step of the current quantitative study.

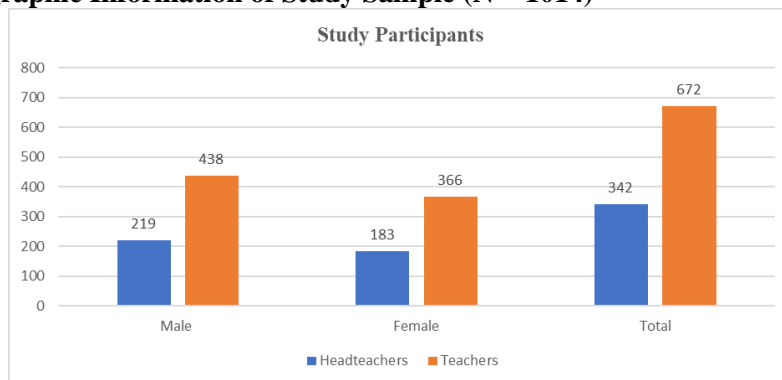
Research Design

The researchers opted for the descriptive survey design in the current quantitative study. The researchers used a cross-sectional survey to collect data from the respondents to measure their responses against the scale items at one point. Academics widely use cross-sectional investigations in economics, sociology, medicine, geography, and other related fields. It is simple to generalise from survey data, there is little time or money required to create or conduct the survey, and a wide range of factors can be examined (Connelly, 2016).

Participants

Participants of the current study were secondary school teachers and secondary school heads working in the province of Punjab. For the current study, the researchers selected the study sample from two districts, Kasur and Nankana Sahib. For selecting the appropriate sample, the researchers used multimethod and multistage sampling techniques to select the study sample. The demographic information of the respondents is presented in the following graph.

Figure 1 Demographic Information of Study Sample (N = 1014)



The above graph provides the information regarding the study participants, overall, 342 headteachers (male = 219, female = 183) and 672 secondary school teachers (male = 438, female = 366) participants in the current study.

Instrumentation

To measure secondary school teachers and headteachers' responses against the study variables, the researchers developed two scales comprising items related to school leadership style, school effectiveness and school culture. Both scales were developed on the five-point Likert scale with options; strongly disagree (1) to strongly agree (5). After developing these scales, the researchers ensured the validity and reliability of the scales. The researchers requested three PhD experts (PhD in education) and six field experts (3 headteachers and three secondary school teachers) for expert opinions on the scales' items, language, content validity and face validity. Items' relevancy towards measuring the study aim was the primary concern in the expert opinion process. Scales items were revised, modified and managed according to the experts' feedback. These scales were also piloted by headteachers and secondary school teachers of both districts (which were not part of the study sample). The items were again modified based on respondents' feedback. After finalising the scales, the researchers used these for the data collection. After taking informed consent, the researchers collected data personally from headteachers and secondary school teachers from both districts. The researchers also ensured respondents of their confidentiality, anonymity and respect. They were also ensured that the researcher would not use data other than the current study. The researchers also applied Cronbach's Alpha, and values for the reliability of both scales were found to be 0.85 and 0.79, which are highly acceptable per the criteria of 0.70 for social sciences (Bujang et al., 2018).

ANALYSIS AND RESULTS

The focus of the current quantitative study was to explore the school's effectiveness based on the school headteachers' leadership styles and the school culture. The researcher analysed data to test the null hypotheses designed based on the study objectives. After collecting the data, it was screened out, and the missing values were managed according to the mean value criteria. After screening out the data, it was analysed using the SPSS software version 25. The results are presented under the relevant headings.

Comparison of Headteachers and Secondary School teachers' Perception Regarding the School Culture

In the current part of the article, the researcher analysed data for the first research objective and hypothesis. Using the independent sample *t*-test, the first null hypothesis was tested at the significance level of 0.001 alpha, and the results are presented in table 1.

Table No. 1 Comparison of Headteachers and Secondary School Teachers' Perception Regarding School Culture

Variable	Category	N	M	SD	<i>t</i> value (df = 577)	<i>p</i> -value (α = 0.001)
Indicators of school culture	Teachers	672	111.12	23.54	-1.452	0.126
	Headteachers	342	112.01	23.35		

Results of table 1 revealed that headteachers' overall perception regarding the indicators of school culture a bit higher ($M = 112.01$, $SD = 23.35$) than that of secondary school teachers ($M = 111.12$, $SD = 23.54$), but it was not statistically different, $t(577) = -1.45$, $p = 0.126$, at Alpha value of 0.001. Accepting the null hypothesis, it was concluded that headteachers' perception regarding the school culture indicators is higher than that of secondary school teachers, but it is not statistically significant.

Comparison of Headteachers and Secondary School teachers' perception Regarding the School Effectiveness

In the current part of the article, the researcher analysed data for the second research objective and hypothesis. Using the independent sample t -test, the second null hypothesis was tested at the significance level of 0.001 alpha, and the results are presented in table 2.

Table No. 2 Comparison of Headteachers and Secondary School Teachers' Perception Regarding School Culture

Variable	Category	N	M	SD	t value (df = 577)	p -value ($\alpha = 0.001$)
Indicators of school effectiveness	Teachers	672	110.92	24.65	-1.567	0.118
	Headteachers	342	112.52	23.76		

Analysis of table 2 revealed that headteachers' overall perception regarding the indicators of school effectiveness are marginally higher ($M = 112.52$, $SD = 23.76$) than that of secondary school teachers ($M = 110.92$, $SD = 24.65$), but it was not statistically different, $t(577) = -1.567$, $p = 0.118$, at Alpha value of 0.001. Accepting the second null hypothesis, it was concluded that headteachers' perception of the school effectiveness indicators is higher than that of secondary school teachers but is not statistically significant.

Relationship between Headteachers' Leadership Style and School Culture

The researchers collected data for the third research objective and hypothesis to explore the relationship between headteachers' leadership styles and school culture. The researcher deployed Pearson correlation to explore the relationship and tested the third null hypothesis at the significance level of 0.001. The results of the analysis are provided below in table 3.

Table No. 3 Relationship between Headteachers' Leadership styles and School Culture

Leadership style	N	School culture	
		r	Sig. 2 tailed
Authoritative	204	0.078	0.189
Democratic	138	0.572	0.000
Overall	342	0.713	0.000

The above table indicates that the relationship between headteachers' overall leadership styles and school culture is strong, linear and positive, $r = 0.713$, $n = 342$, $p = 0.000$, which is also statistically significant at Alpha level 0.001. It also shows a linear, positive and strong correlation between headteachers' democratic style and school culture, $r = 0.572$, $n = 342$, $p = 0.000$, which is also statistically significant at Alpha level 0.001. While for headteachers' authoritative style, results infer a positive but very weak relationship between authoritative style and school culture, $r = 0.078$, $n = 342$, $p = 0.189$, which is not statistically significant at Alpha level 0.001. Based on the analysis for the third objective, the third null hypothesis was also rejected as a statistically significant relationship was found between headteachers' overall leadership styles and school culture.

DISCUSSION

The focus of the current study was to explore the school's effectiveness keeping in view the leadership styles of the secondary school teachers and headteachers. The study revolved around the variables, school effectiveness, school culture and the leadership styles practised by the headteachers of public-level secondary schools of districts Kasur and Nankana Sahib. The respondents were secondary school teachers and headteachers. The study's results presented the comparative perspective of school heads

and teachers. After data analysis, it was determined that secondary school teachers' impression of the school culture indicators was lower than that of headteachers, but this difference was not statistically significant. It may happen because the headteachers might have more knowledge of the school culture-related indicators. It is also possible that headteachers may have better training and orientations on the school culture. The results of the current study validated those of Atasoy (2020), whose quantitative research examined the connection between the leadership philosophies of school administrators and school climate. They demonstrated that educators keenly understand school culture and that educational leaders exhibit transformational leadership attributes. Headteachers have a better understanding of the indicators of the culture may happen because most of them got more opportunities for training on indicators of school culture. It may also lead to the more responsible behaviour of headteachers. It also supported the study findings of Reksa et al., (2021). They revealed that their research has a bearing on the responsibilities of school principals and the quality of the school's educational environment. The similarity between these two studies is that both investigations found that school leaders had more responsible attitudes than secondary school teachers. That's why they had a higher level of perception regarding the school indicators.

Effectiveness in schools is a broader concept that includes measures of student achievement, educator productivity and job happiness, and the leadership qualities of school administrators. The current study showed that school effectiveness is an eminent factor in influencing the school culture and the overall effectiveness of the school and related stakeholders. According to the results of this study, principals have a more positive (but not statistically significant) view of school efficiency indicators than instructors in secondary schools. It provided some support for the findings of the study by Duan et al., (2018), who argued that teachers' job satisfaction partially buffered the influence of school culture on academic performance and that there were positive correlations between school culture, teaching staff's work satisfaction, and academic performance.

The study's last objective was to investigate the relationship between leadership styles and school effectiveness. Past research shows a strong relationship between the school head's leadership styles and culture. The third objective's analysis likewise led to the rejection of the null hypothesis, this time because of the correlation between principals' overarching leadership styles and the atmosphere at their schools. The results of the current study corroborated those of Kalkan et al., (2020), who looked at teachers' perceptions of the relationships among leadership styles, organisational identity, and school culture. They discovered that educators have a mixed perception of the organisation's identity and a positive image of the school's culture, and school principals exhibit transformative leadership attributes. The study results of Al-Safran et al., (2014), who concentrated on the tangential relationship between leadership style and classroom culture, were supported by the current study. The objective was to look into any correlations between a leader's style and cultural elements that might impact how well a school accomplishes its overall mission. According to research contrasting the leadership styles of integrative and authoritarian principals in American schools, the latter is more likely to promote a cooperative learning environment.

CONCLUSIONS

The current quantitative investigation explored the school's effectiveness and culture based on the perception of secondary school teachers and their headteachers. The study had three research objectives; 1) to compare headteachers' and secondary school teachers' perceptions regarding the indicators of school cultures, 2) to investigate the difference between secondary school teachers' perceptions regarding the indicators of school effectiveness, and 3) to find the relationship between headteachers' leadership styles and school culture. For the analysis, the data was collected using two different questionnaires from the headteachers and secondary school teachers from the two districts of Punjab. The investigation revealed that headteachers' perceptions regarding the indicators of school culture were higher than that of the secondary school teachers but were not significantly higher. Headteachers valued and responded to school culture indicators more than the related teachers. Analysis of the second hypothesis also revealed that the second null hypothesis was accepted. It was determined that although secondary school teachers' perceptions of the school effectiveness indicators were higher than those of headteachers, there was no statistically significant difference. The third research objective's analysis revealed a significant relationship between headteachers' leadership styles (democratic and authoritative) and the school culture. Based on the analysis, the third null hypothesis was rejected.

Study Limitations

The current study had several limitations, among which the most crucial ones are discussed here. 1) The data was collected only from the two districts using the questionnaire, and the questionnaire had its own kind of limitations like biased responses, which may affect the detailed and in-depth data required for measuring the school effectiveness as it is a broader concept which cannot be measured with the help only a questionnaire, 2) owing the data collection from the two districts may lead to the lesser generalizability of the study results, 3) the current paper covers only democratic and authoritative styles, so the results may not be generalised other leadership styles.

Implications and Future Research

The current study had several implications for the school heads and teachers working at the secondary school level. The study results emphasise the importance of leadership styles and the school culture at the school level. Therefore, it may help a school to enhance its performance by providing a student-friendly school and class culture, which may help them to show better results and improved productivity. It also had a strong suggestion for the school leaders that democratic and authoritative leadership styles are constructive for making better decisions in the school to maintain the proper school culture. Therefore, school leaders should practice these styles more in educational institutions.

Moreover, the secondary school teachers' understanding of the school culture and effectiveness was lesser than that of the school heads. Therefore, the study suggests providing further training to teachers, which may enhance their level of awareness of school culture and the school's effectiveness. The current study also has the future direction for the research. This study was carried out in democratic and authoritative leadership styles, but more research should be conducted on other leadership styles for measuring school effectiveness. For more in-depth and detailed responses, the researchers suggest replicating study variables to design the quantitative studies with qualitative data collection, preferably interviews and observations.

REFERENCES

- Al-Khajah, E. H. (2018). Impact of leadership styles on organisational performance. *Journal of Human Resources Management Research*, 2018, 1-10.
- Al-Khasawneh, A., Eyadat, H., & Elayan, M. (2021). The preferred leadership styles in vocational training corporations: Case of Jordan. *Problems and Perspectives in Management*, 19(3), 545-555.
- Al-Safran, E., Brown, D., & Wiseman, A. (2014). The Effect of Principal's Leadership Style on School Environment and Outcome. *Research in Higher Education Journal*, 22, 1-19.
- Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020). Improving Student Learning Outcomes through School Culture, Work Motivation and Teacher Performance. *International Journal of Instruction*, 13(4), 885-902.
- Atasoy, R. (2020). The Relationship between School Principals' Leadership Styles, School Culture and Organizational Change. *International Journal of Progressive Education*, 16(5), 256-274.
- Bujang, M. A., Omar, E. D., & Baharum, N. A. (2018). A review on sample size determination for Cronbach's alpha test: a simple guide for researchers. *The Malaysian journal of medical sciences: MJMS*, 25(6), 85-99.
- Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers.
- Cobanoglu, N. (2020). Investigation of Shared Leadership and Organizational Commitment in Primary and Secondary Schools: Malatya Case. *International Journal of Educational Methodology*, 6(3), 613-629.
- Connelly, L. M. (2016). Cross-sectional survey research. *Medsurg nursing*, 25(5), 369.
- Drzewiecka, M., & Roczniowska, M. (2018). The relationship between perceived leadership styles and organisational constraints: An empirical study in Goleman's typology. *European review of applied psychology*, 68(4-5), 161-169.
- Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: The mediating effect of teachers' job satisfaction. *International Journal of Learning, Teaching and Educational Research*, 17(5), 15-25.
- Ginting, B. (2011). Relationship between school organisation culture and headmaster's leadership and the performance of Binjai City High School teachers. *Tabularasa*, 8(1), 61-72.

- Hafni, L., David, D., & Kuswoyo, K. (2020). The role of work motivation and organisational culture in improving job satisfaction and teacher performance in Rimba melintang district, Riau, Indonesia. *Journal Applied Business and Technology*, 1(1), 26-35.
- Kalkan, Ü. (2020). Leadership, school culture and institutional image perception in imam hatip high schools. *Turk. Stud. Relig*, 15, 347-360.
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The relationship between school administrators' leadership styles, school culture, and organisational image. *Sage Open*, 10(1), 1-15.
- Kanwal, I., Lodhi, R. N., & Kashif, M. (2019). Leadership styles and workplace ostracism among frontline employees. *Management Research Review*.
- Lee, M., & Louis, K. S. (2019). Mapping a strong school culture and linking it to sustainable school improvement. *Teaching and Teacher Education*, 81, 84-96.
- Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. In *Second international handbook of educational change* (pp. 611-629). Springer, Dordrecht.
- Levy, I., & Travis, R. (2020). The critical cycle of mixtape creation: Reducing stress via three different group counseling styles. *The Journal for Specialists in Group Work*, 45(4), 307-330.
- Makgato, M., & Mudzanani, N. N. (2019). Exploring school principals' leadership styles and learners' educational performance: A perspective from high-and low-performing schools. *Africa Education Review*, 16(2), 90-108.
- Mendels, P. (2012). The effective principal: 5 pivotal practices that shape instructional leadership. *The Learning Professional*, 33(1), 54-58.
- Munir, H., & Iqbal, M. Z. (2018). A Study of Relationship between Leadership Styles of Principals and Job Satisfaction of Teachers in Colleges for Women. *Bulletin of Education and Research*, 40(2), 65-78.
- Mutiso, A. (2022). Authoritative Leadership Style Influencing Girl Child Performance in Selected Secondary Schools in Kathiani Sub-County, Machakos County. *International Journal of Educational Trends*, 1(1), 45-56.
- Özdemir, Y. (2021). Analysis of the relationship among leadership styles, school culture and student achievement, *Journal of Research in Social Sciences and Language*, 1(1), 77-90
- Ozgenel, M. (2020). The role of charismatic leader in school culture. *Eurasian Journal of Educational Research*, 20(86), 85-114.
- Park, Y. S., Konge, L., & Artino, A. R. (2020). The positivism paradigm of research. *Academic Medicine*, 95(5), 690-694.
- Peker, S., Inandi, Y., & Gilic, F. (2018). The Relationship between Leadership Styles (Autocratic and Democratic) of School Administrators and the Mobbing Teachers Suffer. *European Journal of Contemporary Education*, 7(1), 150-164.
- Purwanto, A., Wijayanti, L. M., Hyun, C. C., & Asbari, M. (2019). the Effect of Tansformational, Transactional, Authentic and Authoritarian Leadership Style Toward Lecture Performance of Private University in Tangerang. *Dinasti International Journal of Digital Business Management*, 1(1), 29-42.
- Rehman, S., Rahman, H. U., Zahid, M., & Asif, M. (2018). Leadership styles, organisational culture and employees' productivity: Fresh evidence from private banks of Khyber-Pakhtunkhwa, Pakistan. *Abasyn Journal of Social Sciences, AICTBM-18*, 1-15.
- Reksa, N., Agung, A. A. G., & Ariawan, I. P. W. (2021). Contribution of Servant Leadership, Student Management, Guidance and Counseling Services, and Self-Concept to School Culture in Students. *Jurnal Administrasi Pendidikan Indonesia*, 12(1), 31-40.
- Rooney, P. K. (2018). A cultural assets model for school effectiveness. *Cambridge Journal of Education*, 48(4), 445-459.
- Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher*, 25(4), 41-49.
- Sahin, S. (2011). The Relationship between Instructional Leadership Style and School Culture (Izmir Case). *Educational Sciences: Theory and Practice*, 11(4), 1920-1927.
- Schein, E. H. (2010). *Organisational culture and leadership* (Vol. 2). John Wiley & Sons.

- Sträng, R. (2018). The school leader as ideal type: How to reconcile Max Weber with the concept of school culture. *Open and Equal Access for Learning in School Management*, 41, 41-56.
- Vélez, S. C., Lorenzo, M. C. A., & Garrido, J. M. M. (2017). Leadership: its importance in the management of school coexistence. *Procedia-Social and Behavioral Sciences*, 237, 169-174.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational administration quarterly*, 44(4), 458-495.
- Walker-Wied, J. K. (2005). *The role of a school's culture in the induction and socialisation of two special education teachers in an alternative certification program*. The University of Wisconsin-Milwaukee.
- Wang, D., Kan, W., Qin, S., Zhao, C., Sun, Y., Mao, W., ... & Hu, Y. (2021). How authentic leadership impacts on job insecurity: The multiple mediating role of psychological empowerment and psychological capital. *Stress and Health*, 37(1), 60-71.
- Yalçinkaya, S., Dağlı, G., Altınay, F., Altınay, Z., & Kalkan, Ü. (2021). The effect of leadership styles and initiative behaviors of school principals on teacher motivation. *Sustainability*, 13(5), 1-18.
- Zembar, R., Atiye, A. D. A. K., Sezer, T., Beceren, B. Ö., & Biber, K. (2012). The relationship between preschool administrators' leadership styles and school culture. *Education Sciences*, 7(2), 798-811.