

**Analysing Leadership Styles and their Influence on
Student Behaviour and Learning Outcomes: A Case Study
in a Private School in Sharjah**

تحليل أنماط القيادة وتأثيرها على سلوك الطلاب ومخرجات التعلم: دراسة حالة
في مدرسة خاصة في الشارقة

by

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**Dissertation submitted in partial fulfilment
of the requirements for the degree of
MASTER OF EDUCATION
at
The British University in Dubai**

March 2024

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Abstract

Leadership within academic institutions is significant in shaping the educational experiences of students. This dissertation probes the intricate dynamics of leadership styles and their influence on student behaviour and learning outcomes. Through a multidimensional exploration, the research seeks to bridge theoretical gaps and offer practical insights to inform leadership practices within a private school in Sharjah. This research revolves around a comprehensive examination of various leadership styles within a specific private school setting. In other words, it draws upon the critical discourse that surrounds educational leadership. The chosen locale of Sharjah provides a unique context for this exploration, given its diverse student demographics and contextual differences. The primary aim of this research is to dissect prevalent leadership styles and analyse their impact on the broader school climate. It includes teacher–student relationships, communication, and the overall atmosphere of the school. Furthermore, the study investigates the correlation between leadership styles and student behaviour, exploring aspects such as motivation, discipline, and engagement. Additionally, it assesses how different leadership styles influence the student learning outcomes, encompassing academic performance, attendance, and overall achievement. This research employs the case study method in a Sharjah-based private school to explore leadership practices in this educational context. It seeks to advance both the theoretical understanding and practical applications of educational leadership by analysing the influence of leadership styles on student behaviour and the learning outcomes. By providing actionable insights, it aims to benefit educational leaders, administrators, and policymakers, facilitating improvements in educational experiences within schools and the broader educational environments.

Keywords: leadership styles, leadership practices, educational leadership, student behaviour, private school, Sharjah.

خلاصة

القيادة داخل المؤسسات الأكاديمية مهمة في تشكيل الخبرات التعليمية للطلاب. تبحث هذه الأطروحة في أساليب القيادة تأثيرها على سلوك الطلاب ونتائج التعلم. ومن خلال استكشاف متعدد الأبعاد، يسعى البحث إلى سد الفجوات النظرية وتقديم يدور هذا البحث حول فحص شامل لأساليب القيادة رؤى عملية لتوجيه ممارسات القيادة داخل مدرسة خاصة في الشارقة. المختلفة ضمن بيئة مدرسية خاصة محددة. وبعبارة أخرى، فهو يعتمد على الخطاب النقدي الذي يحيط بالقيادة التربوية. توفر منطقة الشارقة المختارة سياقاً فريداً لهذا الاستكشاف، نظراً لتنوع التركيبة السكانية للطلاب والاختلافات السياقية. الهدف الأساسي من هذا البحث هو تفصيل أنماط القيادة السائدة وتحليل تأثيرها على المناخ المدرسي الأوسع. ويشمل العلاقة بين المعلم والطالب، والتواصل، والجو العام للمدرسة. علاوة على ذلك، تبحث الدراسة في العلاقة بين أنماط القيادة وسلوك الطلاب، واستكشاف جوانب مثل الدافع والانضباط والمشاركة. بالإضافة إلى ذلك، فهو يقيم مدى تأثير أنماط القيادة المختلفة يستخدم هذا البحث منهج دراسة الحالة في على نتائج تعلم الطلاب، بما في ذلك الأداء الأكاديمي والحضور والإنجاز العام. مدرسة خاصة في الشارقة لاستكشاف الممارسات القيادية. ويسعى إلى تعزيز الفهم النظري والتطبيقات العملية للقيادة التربوية من خلال تحليل تأثير أساليب القيادة على سلوك الطلاب ونتائج التعلم. ومن خلال توفير رؤى قابلة للتنفيذ، فإنه يهدف إلى إفادة القادة التربويين والإداريين وصانعي السياسات، وتسهيل التحسينات في الخبرات التعليمية داخل المدارس. الكلمات الدالة: الأنماط القيادية، الممارسات القيادية، القيادة التربوية، سلوك الطلاب، المدرسة الخاصة، الشارقة.

Dedication

To my beloved Master USTADY, whose unwavering belief in my potential reignited the flame of determination within me when all seemed lost. Your guidance and encouragement propelled me forward on this journey of discovery and mastery. This work is a testament to your faith in my abilities, and I dedicate it to you with deep gratitude and respect.

In loving memory of my father, whose absence is felt keenly every day. It was his enduring desire to witness my growth and success that continues to inspire me. Though he is no longer with us, his spirit lives on in every endeavor, driving me to strive for excellence and fulfill his aspirations. This research paper is dedicated to his memory, a tribute to his boundless love and unwavering support.

And to my dear wife, whose unwavering support and understanding have been the bedrock of my journey. Your sacrifices and encouragement have enabled me to pursue my dreams, even amidst financial constraints. This work is dedicated to you, my partner and confidante, for your endless love, encouragement, and belief in my ambitions.

Acknowledgements

I extend my heartfelt gratitude to Professor Abdullah Abukari for his invaluable guidance, insightful feedback, and unwavering support throughout the course of this research. His expertise, encouragement, and constructive criticism have been instrumental in shaping the outcome of this work. I am truly grateful for his mentorship and dedication to nurturing my academic growth.

I would also like to express my appreciation to the DTC at our university for their assistance during the proofreading process. Their meticulous attention to detail and expertise in language refinement have significantly enhanced the clarity and coherence of this research paper. Their support and guidance have been indispensable in ensuring the quality of the final manuscript.

To both Professor Abdullah Abukari and the DTC center, I extend my sincerest thanks for your contributions to this endeavor. Your support has been invaluable, and I am deeply grateful for the opportunity to have benefited from your expertise and assistance.

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Chapter 1: Introduction

1.1 Introduction

In the ever-evolving realm of academia, the significance of leadership within schools cannot be overstated. It serves as the cornerstone, intricately weaving together the learning environment's threads and ultimately shaping the academic destinies of students (Cahyono, Tuhuteru, Julina, Suherlan, & Ausat, 2023). Effective leadership emerges as a compass, guiding the scheme of educational institutions and, by extension, influencing the overall quality of the learning experiences and outcomes. The integral role played by leadership in fostering a positive school climate, nurturing favourable student behaviour, and moulding the academic landscape has become a focal point of exploration within the expansive domain of academic research (Kaya-Kasikci, Zayim-Kurtay, & Kondakci, 2023).

This dissertation is positioned at the nexus of this critical discourse, aspiring to make a substantive contribution by embarking on a multidimensional journey into the complex dynamics of leadership styles. The research aims to delve beyond surface observations and unravel the distinguished impact these leadership practices wield on students' behavioural patterns and learning outcomes. The study is not merely an academic pursuit but a quest to unearth actionable insights that can inform and potentially transform the leadership landscape within educational institutions.

The specific lens through which this research scrutinises leadership styles is focused squarely on a case study. The choice of this locale is deliberate, recognising the distinctive characteristics and contextual importance inherent to educational settings in this vibrant city. By homing in on a specific case study, the research aims to offer an initial understanding of how leadership unfolds within the unique setting of this educational environment.

Precisely, this scholarly attempt seeks to bridge the theoretical gaps in our current comprehension of leadership's impact on students' educational journey. It goes beyond the surface-level understanding of leadership's role in school premises, delving into the intricate interplay of various leadership styles and their tangible effects. By doing so, the research aspires to contribute to the theoretical foundations of educational leadership and, more importantly, to offer practical insights that can guide leaders, administrators, and policymakers in enhancing the educational experience for students in a private school in Sharjah. This comprehensive exploration is not just an academic pursuit; it is a dedicated effort to enrich the dialogue surrounding effective leadership in the context of contemporary education, where the stakes are high and the potential for a positive impact is profound (Liljenberg & Wrethander, 2023).

1.2 Background of the Research

Educational institutions, especially private schools, operate within a complex milieu where leadership plays a multi-faceted role. The influence of leadership extends beyond administrative functions, shaping the very fabric of the learning environment. Recognising the weight of this influence and dissecting and comprehending the varied leadership styles employed by school leaders is imperative (Hosseingholizadeh, Amrahi, & El-Farr, 2023). The private school in Sharjah, with its diverse student population and unique contextual factors, provides a compelling setting for an in-depth exploration of leadership's impact.

1.3 Main Aim of the Study

The significance of this study lies in its potential to bridge existing gaps in our understanding of how distinct leadership styles within a private school in Sharjah correlate with student behaviour and learning outcomes. The insights garnered from this research are

not only academically pertinent, but also carry practical implications for educational leaders, administrators, and policymakers. As the private school continues to play a pivotal role in the educational landscape of Sharjah, understanding the distinctions of leadership's influence becomes paramount for informed decision-making and the continual enhancement of the educational experience.

1.4 Objectives

The objectives of this study are to critically examine the prevalent leadership styles adopted by school leaders in a selected private school in Sharjah as follows:

- To analyse the influence of leadership styles on the broader school climate, encompassing factors such as teacher–student relationships, communication, and the overall atmosphere.
- To investigate the correlation between leadership styles and student behaviour, considering aspects such as motivation, discipline, and engagement.
- To assess the impact of leadership styles on student learning outcomes, including academic performance, attendance, and the overall achievement.

1.5 Research Questions

- How do different leadership styles manifest in the administrative practices of private schools?
- What is the impact of leadership styles on the overall school climate in a private school setting?

1.6 Sub-Research Questions

- How do distinct leadership styles influence student behaviour within the school environment?

- In what ways do different leadership styles correlate with varied academic outcomes among students?

1.7 Scope and Limitations

The primary strength of focusing on a single case study lies in the depth of understanding it provides. By immersing the research within the intricate workings of a particular private school in Sharjah, the study can uncover nuances, intricacies, and context-specific factors that might be overlooked in broader, more generalised research endeavours. This approach allows for a detailed exploration of the interplay between leadership styles, student behaviour, and learning outcomes within the confines of this specific educational ecosystem.

However, this specificity introduces a set of limitations that must be transparently acknowledged. First and foremost, the findings of this study may be context-specific and may not be readily applicable to other private schools in Sharjah, let alone educational institutions outside this particular context. The diversity inherent in private schools, each with its unique leadership structures, student demographics, and organisational cultures, might not be fully captured within the scope of a single case study.

Furthermore, the study, by its very nature, may not comprehensively encompass the full spectrum of leadership styles prevalent across all private schools in Sharjah. Each institution may exhibit its own leadership ethos, influenced by its history, values, and organisational structure. While the selected case study provides depth, it may not offer a broad enough perspective to draw overarching conclusions about leadership practices in the broader context of private education in Sharjah.

Despite these acknowledged limitations, the intent is not to detract from the value of the research but rather to underscore the need for the cautious interpretation and application of the findings. The insights garnered from the selected case study should be considered as a lens through which the dynamics of leadership, student behaviour, and learning outcomes are examined within a specific educational setting. Future research endeavours may find it beneficial to expand the scope, incorporating multiple case studies or adopting a more extensive sampling approach to capture the rich diversity that characterises private schools in Sharjah.

1.8 Structure of the Thesis

The thesis will unfold in a structured manner, progressing from an in-depth literature review to the methodology employed in the case study, the presentation and analysis of the findings, and finally, a conclusion that synthesises the insights gained and their broader implications.

As we embark on this exploration of leadership styles in a private school setting in Sharjah, the intent is to contribute not only to academic knowledge but also to offer practical recommendations that can enhance leadership practices for the betterment of student experiences and achievements. Through this research, we aspire to enrich the dialogue surrounding effective educational leadership in the unique context of a private school in Sharjah.

1.9 Conclusion

This chapter underscores the paramount importance of leadership in the realm of academia, emphasising its role as the cornerstone that shapes the academic destinies of students. It highlights effective leadership as a guiding force, influencing the quality of

learning experiences and outcomes. The chapter positions the dissertation at the forefront of exploring the complex dynamics of leadership styles, aiming to move beyond surface observations and unravel the distinct impact these practices have on student behaviour and learning outcomes.

The research is portrayed as more than an academic pursuit; it is framed as a quest to uncover actionable insights capable of transforming the leadership landscape within educational institutions. The focus is on a case study within a private school in Sharjah, a deliberate choice based on the unique characteristics and contextual importance of the educational settings in this vibrant city. The research aims to provide a nuanced understanding of how leadership unfolds in this specific environment.

The literary attempt seeks to bridge theoretical gaps in the current understanding of leadership's impact on students' educational journeys, delving into the intricate interplay of various leadership styles and their tangible effects. The ultimate goal is to contribute not only to the theoretical foundations of educational leadership but, more significantly, to offer practical insights that can guide leaders, administrators, and policymakers in enhancing the educational experience for students in private schools in Sharjah. The chapter highlights the comprehensive nature of this exploration, emphasising its dedication to enriching the dialogue surrounding effective leadership in contemporary education, where the potential for a positive impact is profound and the stakes are high.

Keywords: *leadership styles, student behaviour*

Chapter 2: Literature Review

2.1 Introduction

Teachers' leadership in academic institutions is pivotal, wielding a profound impact on the learning environment and shaping the behaviours and impacts of teachers and students. This literature review seeks to weave together insights from a spectrum of research studies, delving into the complex relationship between teachers' leadership styles and their influence on students' behaviour and learning outcomes. The predominant goal of this review is to offer a holistic understanding of how different teachers' leadership styles influence the broader teaching and learning experience. In short, the goal of this chapter is to identify and review the available literature on the influence of teachers' leadership styles on student behaviour and learning outcomes (Araújo, Cardoso, & Fidalgo, 2016).

The landscape of education is inherently dynamic due to ongoing change, a diverse student body, and shifting societal expectations. Within this complexity, the role of teachers' leadership emerges as a critical factor in steering academic institutions towards success. This precise literature review, powered by some literary efforts made by esteemed scholars, takes the reader on an insightful journey to synthesise the findings. Each of them presents a unique lens through which to examine the intricate connections between teachers' leadership styles and their impact on student behaviour and the overall learning experience. The strength of this literature review lies in its commitment to integrating insights from different research studies (Atasoy, 2020).

Educational research is a multidimensional domain, with studies scrutinising teachers' leadership in various contexts, ranging from primary educational setups to higher education. By drawing on this diversity, the review paints a comprehensive picture of the ways in which

different teachers' leadership styles manifest and influence students' behaviour and learning outcomes. Teachers' leadership practices within educational institutions are parallel to exploring complex terrain. The review lays the course through quite a few meaningful research studies that shed light on how teachers' leadership styles influence not only the administrative aspects of educational institutions, but also the obscure interpersonal dynamics within classrooms. Understanding the multi-faceted nature of teachers' leadership influence is crucial, as it extends beyond mere administrative decisions to encompass the very fabric of the teaching and learning experience (David & Abukari, 2019).

2.1.1 Influence on Teaching and Learning Behaviour

The core focus of the review is to unravel the intricate threads connecting different teachers' leadership styles to various aspects of the learning process. This involves exploring how teachers' leadership practices influence teaching methodologies, classroom dynamics, and student engagement. Effective teachers' leadership goes beyond administrative prowess; it fosters a conducive environment where teachers and students thrive.

2.1.2 Unveiling the Multi-Faceted Nature of Teachers' Leadership

Teachers' leadership in education does not influence everyone with the same intensity. This literature review reveals the multi-layered nature of leadership by examining different teachers' leadership styles. From transformational to informal, every style brings its own unique flavour to the educational milieu. Visions derived from this research contribute to a distinct understanding of how specific teachers' leadership styles align with the assorted needs of academic institutions (Zemblyas & Iasonos, 2010).

2.1.3 Implications for Educational Practices

As the review unfolds, it inescapably explores the implications of research findings about teaching and learning practices. By synthesising insights, this literature review offers educators, administrators, and policymakers' actionable recommendations. The goal is to bridge the gap between theory and practice, translating research findings into strategies to enhance the overall teaching and learning experience. This literature review is a sheer depiction of a comprehensive exploration of the complex connection between teachers' leadership styles and students' behaviour. By incorporating findings from diverse research, this review enriches the reader's understanding of how leadership shapes the dynamics within educational settings. Through this fusion, the review contributes to the ongoing discourse on effective educational leadership, emphasising its multi-faceted nature and far-reaching influence on students' behaviour (Aldhaheeri, 2023).

2.2 Teacher-Centred Teaching in Education

The research conducted by Shinde and Bamber (2023) and Atasoy (2020) underscores the crucial role of teacher leadership in advancing student-centred teaching within higher education. Situated in a UK private institution, their study explicitly highlights the positive results of active teacher involvement, emphasising its impact on shaping student behaviour and increasing participation in the academic process. Their research sheds light on the transformative influence that teachers, through assuming leadership roles, can have on the dynamics of the learning environment, ultimately contributing to improved educational results and the students' overall behaviour (Bamber & Shinde, 2023).

Their research recognises and emphasises the collaborative nature of the teaching and learning process within higher education settings. By doing so, Atasoy (2020) move beyond a

conventional understanding of teaching as a unidirectional flow of knowledge from teacher to student. Instead, they present a candid but different perspective that positions teachers as leaders or mentors who actively engage with their students, foster motivation, and endorse an environment conducive to active participation.

A key highlight of their findings is the acknowledgement that teachers' leadership positively influences the dynamics of the learning environment. This encompasses the transmission of lesson expertise and the development of a learning atmosphere where students are motivated and actively participate in their studies. Teachers' collaborative and leadership roles are seen as motivation for creating an environment that is more conducive to learning than the outdated classroom model.

The researchers' contribution to the existing literature about the topic is significant, as they draw attention to the collaboration of teachers and students in cultivating educational motivation and creating positive results. This dual-responsibility paradigm aligns with contemporary academic approaches that prioritise student-centred learning. Therefore, their research adds depth to discussions on effective educational practices by highlighting the integral role of teachers as leaders in shaping the educational experience.

The implications of Shinde and Bamber's and Atasoy's research extend beyond their specific institutional context, offering insights that can inform academic approaches more broadly within the higher education sector. Acknowledging the collaborative nature of teaching and the shared responsibility for motivation and participation aligns with the evolving domain of education, where student engagement is increasingly viewed as a mutual endeavour (Bamber & Shinde, 2023).

Moreover, Shinde and Bamber's and Atasoy's research contributes considerably to the discourse on academic practices within higher education. Their investigations encourage a change towards more collaborative and student-centred approaches, acknowledging the fundamental role of teachers' leadership in creating dynamic and engaging learning environments (Atasoy, 2020; Bamber & Shinde, 2023).

2.3 Teachers' Leadership Behaviour in Indonesian Boarding Schools

In their comprehensive research, Syam and his co-researchers (2022) and Hallinger (2011) have delved into the intricate realm of teachers' leadership behaviour within the distinctive setting of a boarding school in Indonesia. Opting for a qualitative research approach, their joint exploration reveals a prevalent teachers' leadership style among school leaders, characterised by visionary, empathetic, and credible qualities. This teachers' leadership model signifies a commitment to serving and meeting the needs of others, embodying attributes such as a clear vision, empathy, and the establishment of credibility in their leadership roles (Hallinger, 2011; Syam, Wiyono, Imron, Burhanuddin, & Ikhwan, 2022).

The study's findings offer valuable insights into the distinctive psychological attributes exhibited by leaders in Indonesian boarding schools. Syam et al. make a noteworthy contribution to the scholarship on teachers' leadership styles by shedding light on the psychological attributes, emphasising the importance of a context-specific understanding. The study enriches our understanding of teachers' leadership in Indonesian boarding schools and prompts a broader reflection on the interplay between leadership, culture, and organisational context that influence students' behaviours. These insights have implications for leadership development programmes and practices within educational institutions, highlighting the need

for a different and culturally informed approach to teachers' leadership (Hallinger, 2011; Syam, Wiyono, Imron, Burhanuddin, & Ikhwan, 2022).

2.4 Teachers' Leadership Styles and Classroom Performance

Minadzi and Nyame's research explores the thoughtful realm of teachers' leadership styles and their perceived impact on the classroom performance of primary school teachers. Employing a descriptive survey design, the study provides valuable insights into teachers' preferences in this educational context. The findings of their study highlight a distinct inclination among primary school teachers towards teachers' leadership styles characterised as democratic, transformational, and inspirational.

The self-ruled teachers' leadership style favoured by the teachers implies a participatory and inclusive decision-making approach that aligns with the principles of mutual decision-making, where teachers have a voice in the choices that affect their work. The study also reveals a preference for transformational and inspirational teachers' leadership styles, indicating a desire for leaders who inspire and motivate educators towards higher performance levels. Their leadership styles, as acknowledged in the research, signify a shared leadership responsibility, dispersing influence on students' behaviour and decision-making among various individuals within the educational setting (Minadzi & Nyame, 2016).

Minadzi and Nyame's research underlines the significance of recognising and incorporating a mix of teachers' leadership styles within the academic domain. The acknowledgement of specific leadership preferences among primary school teachers suggests that a diverse set of teachers' leadership approaches is beneficial for optimising classroom performance and impacting students' behaviours. The study not only highlights the importance of teachers' leadership adaptability, but also discusses the influential role of head teachers in

influencing students' behaviours and shaping classroom outcomes. Their emphasis on a blend of teachers' leadership styles resonates with contemporary discussions on effective educational leadership. Recognising that different situations require distinct teachers' leadership approaches, research advocates for an adaptive and responsive leadership style that finally affects students' behaviour and learning capability.

Minadzi and Nyame's research contributes to the ongoing discourse on effective teachers' leadership in education, particularly within the context of primary schools. The findings underscore the importance of teachers' leadership adaptability and the need for a diverse set of teachers' leadership styles to meet the dynamic and various needs within educational settings that influence the learning capacity of students. Moreover, their research provides valuable insights that can inform leadership practices, accentuating the influential role of head teachers in shaping positive classroom outcomes and productive behaviours in students.

2.5 Teachers' Leadership Behaviours in Ethiopian Secondary Schools

Botha and Aleme's research takes on the challenging task of addressing controversies surrounding effective teachers' leadership styles within Ethiopian secondary schools. Through a composite-design study, the researchers have quite efficiently explored the intricate dynamics of teachers' leadership in this context, highlighting the synergistic impact of instructional and transformational teachers' leadership styles on students' learning outcomes.

Their research highlights the crucial role of combining instructional and transformational leadership styles. As elucidated in the research, instructional leadership accentuates the importance of delivering clear guidance, effective communication, and support for teachers in their pursuit of enhanced student learning. This leadership style focuses on the

technical aspects of teaching, highlighting the facilitation of a conducive learning environment through effective instructional practices (Botha & Aleme, 2023).

On the other hand, their research sheds light on transformational teachers' leadership, centring around inspiring and motivating teachers and students towards higher levels of achievement and personal development. As highlighted in the research, transformational leadership extends beyond the technicalities of teaching, addressing the broader motivational and developmental aspects crucial for student success.

The findings from Botha and Aleme's study underline the pivotal role of teachers' leadership practices in influencing student behaviours and, ultimately, their success. The combined effect of instructional and transformational leadership styles suggests a holistic approach that addresses the technical and motivational dimensions of education. This clear-cut understanding of teachers' leadership styles highlights the multi-faceted nature of creating an environment conducive to student success in Ethiopian secondary schools.

In contributing to the ongoing discourse on effective teachers' leadership in educational settings, particularly within the Ethiopian context, the research offers valuable insights for academic policymakers, administrators, and practitioners. It suggests that a comprehensive leadership strategy, integrating instructional and transformational elements, is essential for creating an environment conducive to students' success in Ethiopian secondary schools.

Overall, Botha and Aleme's work emphasises the intricate interplay between teachers' leadership behaviours and their impact on students' behaviour. By recognising the complementary nature of instructional and transformational teachers' leadership styles, their research contributes to a broader understanding of effective educational leadership, offering

insights that can inform practices and policies to improve student success in Ethiopian secondary schools.

2.6 Diversity of Teachers' Leadership Perspectives in Cyprus

Through their research, Zembylas and Iasonos have explored the perspectives of elementary school principals about diversity and multiculturalism in Cyprus. Their research focuses on classifying the predominant teachers' leadership styles adopted by these principals, explicitly uncovering an amalgamation of conservative multiculturalism and transactional leadership styles within that particular context. The research findings become integral to the broader discourse on multiculturalism and teachers' leadership theories, accentuating the imperative for critical and socially just teachers' leadership approaches within educational settings.

This concept of conservative multiculturalism suggests an approach that accepts cultural diversity but tends to maintain the present power structures and social norms. In the context of elementary school leadership in Cyprus, this suggests a measured acceptance of cultural diversity without necessarily challenging the present status quo. The transactional leadership style identified in the study underscores a pragmatic and task-oriented approach to teachers' leadership, accentuating clear expectations and rewards for compliance (Zembylas & Iasonos, 2010).

By unfolding these leadership styles, Zembylas and Iasonos offer valuable insights into how elementary school principals in Cyprus explore the intricacies of diversity and multiculturalism. The fusion of conservative multiculturalism and transactional leadership styles replicates the broader socio-cultural context of Cyprus, where diversity is acknowledged but not necessarily fully integrated into academic leadership practices.

The significance of their research results lies not only in the identification of pervasive teachers' leadership styles, but also in the implicit call for transformative approaches. The stress on critical and social justice leadership underlines the need for educational leaders to go beyond a mere acknowledgement of diversity and actively engage in challenging and reshaping systemic inequities. Contrary to conservative multiculturalism, critical multiculturalism encourages educational leaders to critically assess power structures, challenge biases, and actively work towards creating inclusive and impartial educational environments (Zemblyas & Iasonos, 2010).

In the broader context of multiculturalism and teachers' leadership theory, Zembylas and Iasonos highlight the distinct ways leadership styles meet cultural diversity. Their research prompts a serious reflection on the role of teacher leadership in fostering inclusivity, social justice, and equity within educational institutions that eventually impact students' behaviour. Their research not only informs the understanding of leadership in multicultural settings, but also promotes a paradigm shift towards teachers' leadership that actively engages with the intricacies and challenges posed by diversity.

Educational policymakers, school administrators, and leadership development programmes can be influenced by these findings to cultivate leadership practices that align with the principles of critical multiculturalism. This research prompts a re-evaluation of leadership training programmes to include components that foster critical awareness, cultural responsiveness, and an understanding of social justice issues. By doing so, schools can become spaces where leadership actively contributes to creating an inclusive and equitable learning environment for all students, irrespective of their cultural backgrounds.

The research conducted by Zembylas and Iasonos not only unveils the prevailing leadership styles within elementary schools in Cyprus, but also highlights the need for transformative leadership that actively addresses diversity, multiculturalism, and social justice issues. Their study encourages a shift towards leadership practices that go beyond the surface-level acceptance of diversity and actively create educational environments that promote equality, inclusivity, and respect for all students.

2.7 Teachers' Leadership Styles and Behaviour in Malaysia

Hoque and Raya's research deals with the link between teachers' leadership styles, teachers' behaviour, and their influence on students in Malaysia. Employing a quantitative research method, their joint research reveals a noteworthy relationship between the self-ruled leadership style of teachers and its impact on the emotional behaviour of students. The research findings contribute valuable insights into the significance of aligning teachers' leadership styles with their behaviour, emphasising the potential positive outcomes associated with a teachers' leadership approach and its impact on students. As acknowledged in the research, this informal teachers' leadership style is considered a participatory and inclusive decision-making process, which fosters a sense of collaboration and involvement among teachers and students in the decision-making processes within the educational setting.

The inferences from these findings extend to a broader understanding of teachers' leadership influence on their learning environments and emotional states. By recognising the relationship between teachers' leadership styles and students' emotional behaviour, this research underscores the importance of leadership practices that promote a positive and supportive atmosphere within educational institutions. This alignment between leadership and

emotional well-being is crucial for creating a learning environment conducive to effective teaching and positive student outcomes (Hoque & Raya, 2023).

The emphasis on self-ruled teachers' leadership in the Malaysian context proposes that fostering a sense of mutual decision-making and collaboration can contribute to a healthier emotional climate among teachers. Teachers who feel valued, heard, and included in decision-making processes may be more likely to experience positive emotional well-being which, in turn, can positively impact their teaching effectiveness and mould the students' behaviour towards better learning.

Educational leaders and policymakers can draw from these insights to inform teachers' leadership development programmes and policies. Encouraging informal teachers' leadership practices and providing training on inclusive decision-making processes contribute to creating supportive learning environments within educational institutions. The study suggests that teachers' leadership styles have a direct impact on the emotional experiences of teachers, and aligning teachers' leadership approaches with students' behavioural needs can result in positive outcomes for both educators and students.

Furthermore, the research by Hoque and Raya advocates for a distinct understanding of the role of leaders in shaping the emotional climate of the learning environment. Recognising the emotional well-being of teachers as a critical factor in educational effectiveness highlights the need for teachers' leadership practices that prioritise not only instructional strategies, but also the overall professional and emotional experiences of educators.

Hoque and Raya's study provides a valuable contribution to the literature on educational leadership by establishing a link between informal teachers' leadership style and students' emotional behaviour in Malaysia. The findings stress the importance of aligning

leadership styles with the emotional needs of students and advocating for teachers' leadership approaches that contribute to a positive and supportive academic environment within educational institutions (Hoque & Raya, 2023).

2.8 Teachers' Leadership Styles, School Culture, and Change Management

Atasoy's research insightfully explores the intricate collaboration between school principals' leadership styles, school culture, and organisational change management in North Cyprus. The study underscores the positive effects of transformational leadership, shedding light on its influence on teachers' and students' learning initiatives. The significant findings suggest that school culture is a mediating factor in the complex interplay between teachers' leadership styles and the successful implementation of organisational change to influence students' behaviour in general.

Transformational leadership, as highlighted in this research, is characterised by teachers as leaders who inspire and motivate their students, fostering a shared vision and a commitment to learning goals. Moreover, Atasoy's research reveals that this leadership style has positive implications for teachers and the broader change patterns in students' behaviour. Teachers, under the influence of transformational leadership, may experience increased job satisfaction, motivation, and a sense of commitment, factors that contribute to the overall success of students' learning efforts (Atasoy, 2020).

The study's emphasis on the mediating role of school culture adds a layer of complexity to our understanding of the relationship between teachers' leadership styles and the overall conduct of students. School culture, representing the shared values, beliefs, and practices within an educational institution, is posited as a crucial intermediary factor. The

findings suggest that positive and supportive leadership styles of teachers and principals enhance the effectiveness of learning and personal growth.

The implications of this research extend to academic leadership practices, preferences, and policies, particularly in the context of North Cyprus. The positive effects of transformational leadership highlight the potential benefits of cultivating this leadership style among school heads. Leadership development programmes and training initiatives may consider incorporating components that foster transformational leadership skills, emphasising the importance of inspiring and motivating educators to influence students' behaviour.

Furthermore, the recognition of the teachers' leadership styles in a dominant school culture as a mediating factor underscores the need for efforts to nurture a positive and conducive academic environment within schools. According to Atasoy, strategies aimed at enhancing collaboration, communication, and a shared commitment to change may contribute to the success of analysing students' behaviour (Atasoy, 2020).

At a broader level, the research by Atasoy contributes to the ongoing discourse on effective academic leadership in the context of analysing students' behaviour. The findings of this research offer valuable insights for teachers, policymakers, and researchers interested in fostering positive school environments and facilitating successful transformations within educational institutions to steer students towards academic success.

Atasoy's research offers a distinct comprehension of the associations between teachers' leadership styles, school culture, organisational change, and the behaviour of young learners towards their educators and the overall learning scheme in North Cyprus. By accentuating the positive effects of transformational leadership by teachers and emphasising the mediating role of school culture, the study contributes to the growing body of knowledge on effective

educational leadership practices and strategies for moulding and managing students' behavioural changes.

2.9 US Teachers' Leadership Styles and Motivation

In this quantitative causal-comparative study, the researcher explores the intricate relationship between US teachers' leadership styles and motivational factors, considering domestic and international contexts. The study employs a robust methodology to quantitatively examine the impact of leadership styles on students' motivation, revealing valuable insights that contribute to understanding effective leadership practices in diverse cultural settings.

The central findings of the research lend support to the implementing of a laissez-faire leadership style, particularly emphasising its positive correlation with student motivation. Laissez-faire leadership, characterised by a hands-off approach and providing teachers with more autonomy and decision-making freedom, emerges as a potentially effective strategy for motivating students. This leadership style acknowledges the importance of trusting teachers to make decisions in their areas of expertise, fostering a sense of ownership and autonomy that positively influences motivational factors and helps students grow academically (Franklin, 2016).

The study's emphasis on understanding how teachers' leadership styles impact students' motivation in different cultural contexts is pivotal. Recognising the cultural differences and variations in motivational factors is essential for educational leaders and policymakers seeking to implement effective leadership strategies to impact students. The call for a laissez-faire leadership style resonates with the idea that teachers, irrespective of their

cultural backgrounds, may respond positively to increased autonomy and flexibility in their professional roles to mentor young learners.

The implications of these findings extend beyond the immediate context of the study, advocating for a more considerable and culturally sensitive approach to educational leadership. The acknowledgement that teachers' leadership styles are not universally applicable but should be tailored to the cultural dynamics of the teaching environment underscores the importance of a contextual understanding in leadership practices for the betterment of students.

Teachers, as educational leaders, and policymakers can draw valuable lessons from this research to inform leadership development programmes and policies. The study suggests that fostering a teachers' leadership approach that values autonomy and trusts teachers may result in heightened motivation. This insight is particularly relevant for administrators working in diverse educational settings where cultural variations significantly shape teachers' experiences and expectations to influence students (Franklin, 2016).

Furthermore, the study contributes to the broader discourse on the globalisation of education by highlighting the need for adaptable teachers' leadership styles to inspire students. The findings underscore the importance of recognising and respecting cultural diversity in educational leadership practices, contributing to the ongoing efforts to create inclusive and culturally responsive learning environments.

Besides that, this quantitative causal-comparative study adds a meaningful dimension to understanding the relationship between teachers' leadership styles and students' behaviour. By advocating for a laissez-faire leadership style and emphasising the importance of the cultural context, the research underscores the need for dynamic and culturally sensitive

leadership approaches in education. The findings offer practical insights for educational leaders aiming to create motivating and supportive environments for students, both domestically and internationally.

2.10 A Comprehensive Analysis of Teachers' Leadership Philosophies and Styles

The research conducted by Alvi, Saeed, and Saleemi targets various perspectives on school leadership philosophies and styles held by principals and teachers. The overarching goal of their study is to evaluate the opinions of diverse stakeholders, including head teachers, teachers, parents, administrators, and students, regarding the efficiency of the educational system. The study not only seeks to understand these opinions but also aims to explore how they are interconnected with the teachers' leadership styles employed within academic institutions, and how these dynamics influence the overall effectiveness of the learning environment and the behaviour of young learners. The research adopts a comprehensive approach involving stakeholders from government and non-government sectors, encompassing diverse school types. The sample population includes individuals of both genders, ensuring a representative and inclusive analysis. The convenient sampling technique was applied, leading to the distribution of 1,354 questionnaires, with 1,000 responses subsequently subjected to analysis (Alvi, Saeed, & Saleemi, 2023).

To achieve a comprehensive understanding of the situation at different levels, the research utilises quantitative and qualitative methods. A questionnaire is the primary quantitative tool, providing structured data for analysis. Additionally, in-depth, semi-structured interviews have been conducted, allowing for a more thorough exploration of the clear perspectives and experiences of the teachers and students. The research findings shed light on the positive views held by teachers regarding informal leadership styles. Teachers are

perceived as informal leaders who are dependable, receptive, accommodating, involved, and friendly. This positive perception implies a recognition of the benefits associated with a leadership style that encourages students' participation, inclusivity, and collaboration.

The recommendation emerging from the research suggests an emphasis on concepts such as empowerment, teamwork, and participatory approaches. This emphasis aims to foster a productive culture within the classroom, aligning with the positive views expressed by teachers. The call to promote a student-centred culture underscores the importance of teachers' leadership styles in shaping the educational environment and suggests that a more inclusive and participatory approach can contribute to a positive and effective learning atmosphere for students. The findings of this research suggest a positive perception among teachers regarding informal teachers' leadership styles. The recommendation to emphasise concepts of empowerment and teamwork reflects an awareness of the potential benefits of fostering a democratic culture within the classroom. This research contributes to the broader discourse on educational leadership and its impact on students and their learning environment, urging a more participatory and inclusive approach in schools (Alvi, Saeed, & Saleemi, 2023).

2.11 The Nexus Between Teachers' Leadership Style and Behavioural Changes in Students

The underlying goal of the research conducted by Wendelyn and Israel was to investigate the potential impact of school leaders' leadership styles and teachers' motivational roles. The study focused on 397 public elementary school teachers in the Maco North District and Maco South District in the Philippines for the school year 2021–2022, using a quantitative design with a non-experimental method and a correlational technique with regression analysis. The research findings revealed a very high level of leadership styles among the school

teachers, specifically regarding recognition, participation, diversity, and openness. This indicates that the school teachers in the mentioned districts exhibit strong leadership characteristics related to acknowledging the efforts of teachers, involving them in decision-making processes, influencing students, embracing diversity, and maintaining an open communication culture.

Similarly, the research has disclosed a very high level of teachers' participation in motivating their students for achievement, affiliation, and success. This research suggests that teachers in the surveyed districts are highly motivated by the desire for accomplishment, collaboration with colleagues, and a sense of influence over their students. Furthermore, the research has identified teaching performance among the participating teachers, considering aspects such as quality work, accuracy, initiative, workability, and communication skills. This implies that, on the whole, the teachers demonstrated excellence in various dimensions of their teaching responsibilities, and their skills are fairly impactful for the students (Caong & Israel, 2023).

Notably, the study's results confirmed that the way school teachers exercise their leadership, particularly in terms of recognition, participation, diversity, and openness, has a meaningful association with the overall teaching performance that moulds the students' behaviour in the direction of positivity and productivity.

Furthermore, the research established that the teachers' dedication and leadership style motivate students. This research contributes valuable insights to the interplay between teachers' leadership styles, motivation, teaching performance, and behavioural changes among students. The findings highlight the importance of effective leadership and understanding students' motivational factors in fostering a positive and high-performing educational environment.

These insights have implications for educational leadership practices and strategies to enhance the teaching effectiveness in elementary schools (Caong & Israel, 2023).

2.12 Fostering Character and Learning Through Impactful Leadership Traits

This research digs deep into the critical role of teachers' leadership in shaping students' learning and overall development, emphasising that this influence is wielded through an asymmetrical and interpersonal association between teachers and students. Unlike research that relies on teachers' self-perceptions, this study adopts a unique approach by exploring teaching leadership based on the students' experiences. The qualitative study in Spain involved 200 first-year university students who shared insights about the teacher who had the most significant impact on them during their high school years.

The research findings reveal five distinct leadership traits or styles that teachers exhibit, which are not mutually exclusive. The identified types are empathetic leadership, comforting leadership, motivating leadership, exemplary leadership, and wise leadership. Each style represents different characteristics of how teachers influence and lead their students, showcasing the multidimensional nature of productive teaching leadership (González, 2023).

Besides this, the research sheds light on moments of weakness and vulnerability in students, highlighting them as crucial factors that enhance the influence of teachers in students' lives. The study suggests that during these moments, teachers play a pivotal role in nurturing vital learning experiences, contributing significantly to students' personal and academic development.

The research underscores the significance of teachers' leadership in character education, emphasising that it goes beyond imparting academic knowledge. Instead, it encompasses the ability of teachers to embody diverse leadership styles and respond

empathetically, and to provide comfort, motivate, set exemplary standards, and offer wisdom. By recognising and embracing these various leadership traits, teachers contribute to students' academic success and overall character development.

This research adds a unique perspective to the sense of teaching leadership by examining it through students' experiences and emotions. The identified teachers' leadership traits provide a distinct understanding of the varied ways in which teachers influence their students. This research serves as a valuable contribution to the discourse on effective teaching practices and teachers' multi-faceted role in shaping their students' lives. Ultimately, it emphasises the crucial importance of teachers' leadership in character education, recognising its far-reaching impact beyond the academic realm (González, 2023).

2.13 Uncovering the Teachers' Leadership Dynamics to Influence Students' Behaviour

Their research addresses a significant academic gap by exploring the impact of students' personalities on teachers' leadership methodology. Specifically, the study investigates how students' personalities influence their perceived learning outcomes and attitudes towards taking on roles as either discussants or those being discussed. The research also aims to identify distinct profiles of students based on personal characteristics such as empathy, proactivity, and motivation under the impact of teachers' mentorship.

The context for this investigation involves a discussion activity implemented in a business course within a higher education institution. In this activity, students are organised into teams and tasked with developing a marketing research project. The research design incorporates surveys administered to students before and after the discussant activity, and the data collected are analysed using partial least squares and cluster analysis.

The study's findings reveal a significant impact of three key personality traits – empathy, proactivity, and motivation – and how they are affected by the leadership roles of their teachers. This research underscores the intricate interplay between individual personality characteristics and the effectiveness of the teachers' leadership employed in that case. Furthermore, the study identifies three distinct profiles of students based on their personal factors. According to this research, teachers can influence the personalities of their students, and students themselves emerge as *proactive*, *empathetic leaders*, *speculative leaders*, and *passive followers*.

This research offers valuable insights into the relationship between students' personalities, learning outcomes, teachers' involvement, and their engagement in classroom discussions. The identified profiles of the students offer a practical framework for understanding and categorising students based on key personality traits. The knowledge portrayed in the research informs policymakers, educators, and institutions about customising instructional techniques that resonate with students' diverse characteristics and learning styles, ultimately enhancing the overall effectiveness of classroom discussions and collaborative learning environments, and influencing their behaviour (Fandos-Herrera, Jimenez, Orus, Rueda, & Pina, 2023).

2.14 The Impact of Teachers' Leadership Styles on Moulding Students' Conduct

This research examines the intricate dynamics of the academic realm, specifically aiming to comprehend the relative contributions of teachers' leadership styles and academic interactions (both teacher–student and student–student) to learning performance and academic achievement in physical education. Employing a quantitative methodology, the study encompasses a sample of 447 students from a school in the coastal region of central Portugal.

To scrutinise the nature, strength, and direction of the teachers' leadership and relationships among the variables, the research relies on correlation and multiple regression analyses. The application of scales that have been previously validated and used in other research studies ensures the robustness and reliability of the data. The findings of the research reveal significant associations between learning performance, academic achievement, teacher leadership styles, academic interactions, and students' behaviour. Notably, in this research, a more pronounced association has been observed with teachers' leadership styles, particularly the informal style that steers students' performance (Araújo, Cardoso, & Fidalgo, 2016).

The self-ruled and informal leadership style of teachers emerges as a significant factor, showcasing a strong relationship with both the learning performance of students and their academic achievement. This finding underscores the pivotal role of a participatory and inclusive leadership approach in the educational setting, emphasising the positive impact on the students' overall performance. The study identifies these associations and quantifies their relative contributions to learning performance and academic achievement.

Notably, the identified factors, including teachers' leadership styles and academic interactions, make a more considerable relative contribution to learning performance compared to academic achievement. This implies that teachers' leadership style and their interactions within the classroom have a more pronounced impact on the students' ability to understand and perform in the learning process than on their final academic outcomes (Araújo, Cardoso, & Fidalgo, 2016).

The analysis conducted in this research sheds light on the critical role of the teacher's leadership style and the quality of education in the classroom. These factors are highlighted as influential contributors to students' enhanced understanding, effort, and performance in

physical education. The implications of these findings extend beyond this specific context, emphasising the broader significance of students' leadership styles and their impact on shaping students' educational experiences and behaviour.

2.15 Teachers' Leadership Evolution: Past vs Future

This research started to illustrate the evolution of research findings on school leadership over the past three decades. According to this study, principals have been mentioned as value leaders, while teachers' leadership for the purpose of learning and influencing students has undergone significant development over the last four decades, reflecting an evolution in understanding the critical role leadership plays in contributing to learning and overall school improvement. The paper asserts that progress in this field has been notable, highlighting the emergence of a research-based model that encapsulates the key dimensions of effective leadership for learning and impacts the learning behaviour of students. This research has observed the role of teachers' leadership through various lenses and dimensions.

The first dimension is centred on *values and beliefs*, recognising that teachers are intrinsic value leaders. Their awareness and articulation of personal values and beliefs represent foundational competencies, guiding decision-making and problem-solving. The study emphasises the preference for explicitly articulating these values to enhance leadership effectiveness.

The second dimension, *leadership focus*, underscores the pivotal role of articulating a learning-focused vision. The ability to set clear goals aligned with core values establishes a foundation for effective teachers' leadership strategies and actions for the students.

The third dimension, *contexts for leadership*, acknowledges the importance of contextual factors influencing leadership effectiveness. The research suggests that effective teachers' leadership adapts to the specific context of the school, recognising the dynamic nature of educational environments (Hallinger, 2011).

Finally, the fourth dimension, *sharing leadership*, emphasises the collaborative nature of effective leadership for students to learn more effectively. This involves fostering coherence in values and actions across classrooms through persistent efforts to improve the learning conditions. The research supports the argument that a research-based leadership model for influencing students has evolved, incorporating these four crucial dimensions.

2.16 The Predominant Leadership Style of School Leaders in Abu Dhabi

The research by Ali Aldhaheri uncovers the primary leadership style of school teachers in Abu Dhabi, recognising its significant impact on the school environment and pupil performance. Various methods have been employed to identify the leadership styles in UAE schools, with diverse focuses on specific styles or school types. The challenge lies in determining the overarching teachers' leadership style. Ali Al-Dhaheri (2023) emphasises the necessity of understanding the baseline style for meaningful changes and improvements in the educational system.

2.17 Examining Leadership Perspectives: Insights from Group Discussions with Diverse School Teachers in the UAE

The research conducted by Solomon Arulraj David and Abdulai Abukari employs group discussions with school teachers who are engaged in the *Teachers' Leadership for School Improvement* module. The participants encompassed local and expatriate teachers from

both public and private schools in the UAE. The study uses thematic analysis to extract meaningful insights and analyse the gathered data (David & Abukari, 2019).

2.18 Conclusion

In academia, teachers' leadership stands as a cornerstone, casting a profound influence that resounds through the corridors of learning, motivation, and inspiration. This comprehensive literature review undertakes a defined and detailed exploration of some compelling literature on the subject matter, weaving together insights from diverse research studies to unravel the complex relationship between teachers' leadership styles, myriad facets of academic settings, and students' behaviour. At its core, this review seeks to deliver a holistic understanding of how different teachers' leadership styles contribute to shaping the dynamics within educational institutions, thereby leaving an indelible mark on students' broader teaching and learning experience.

Education, by its very nature, is a dynamic domain characterised by perpetual change, a diverse student body, and evolving societal expectations. Due to this complexity, the role of teachers' leadership emerges as a linchpin, impacting students in terms of success. The literature reviewed herein conducts an insightful journey, synthesising findings to present a kaleidoscopic view of teachers' leadership impact on the behaviour of students.

The strength of this literature review lies in its depth of analysis and in its commitment to integrating insights from a spectrum of research studies. Each study has developed its own distinct tint, offering a unique shade through which the intricate connections between teachers' leadership styles and their influence on student behaviour and the overall learning experience have been examined. This synthesis of diverse perspectives enriches the reader's

comprehension of the multidimensional nature of teachers' leadership within educational institutions.

Educational research, a multidimensional domain, spans various contexts, from primary educational setups to institutions of higher learning. Harnessing this diversity, this review comprehensively shows how different teachers' leadership styles manifest and influence students' behaviour and learning outcomes. This investigation negotiates the complex territory of teachers' leadership practices within educational institutions, guiding us through meaningful research studies illuminating the administrative aspects and the different interpersonal dynamics within classrooms.

This literature review underscores that grasping the multi-faceted nature of teachers' leadership influence is paramount. It extends beyond administrative decisions, permeating every teaching and learning experience aspect. As the studies unfold, it becomes evident that teachers' leadership styles act as a driving force, shaping not only the institutional framework but also the intricate interactions between the teachers and students.

Within the educational landscape, teachers' leadership is not a monolithic concept but an insightful scheme outlined with various concepts, each representing a distinct teachers' leadership style. Transformational leadership, characterised by inspiration and motivation, emerges as a powerful force shaping positive student outcomes. Transactional teachers' leadership, with its emphasis on clear expectations and accountability, demonstrates its impact on efficient administrative processes. The situational approach to leadership, adapting to different contexts, showcases its flexibility in addressing diverse challenges within educational institutions.

Moreover, this review underscores the significance of shared leadership, where responsibilities and decision-making are distributed among various stakeholders. This collaborative approach fosters a sense of ownership among teachers and nurtures an environment where the academic community's collective wisdom propels students towards academic and professional excellence.

This precise literature review serves as a compass, guiding us through the diverse leadership domains within academic institutions. It emphasises that effective teachers' leadership is not a one-size-fits-all proposition but a defined interplay of various styles, each contributing uniquely to the academic milieu while moulding students' behaviour. As teachers, administrators, and policymakers navigate the ever-evolving field of education, understanding the intricate relationships between teachers' leadership styles and their impact is paramount. This review, rich in its synthesis of research findings, offers valuable visions that extend beyond theoretical discourse, providing practical guidance for those entrusted with the responsibility of shaping the future of education, which lies in the leadership role of teachers while impacting students' behaviour.

Chapter 3: Research Methodology

Research is a systematic exploration of any theme or topic. In other words, research means a scientific and aligned quest for innovative and authentic evidence and ideas about any subsection of knowledge. Research is essentially the uncovering of further awareness and information. It can be defined as a structured scheme of investigation that brings something unidentified to light (Kumar, 2019). Research is a complete and comprehensive journey to probe any matter from multiple angles to trace out new ideas. This research is being carried out for two main reasons:

- The unveiling of contemporary details.
- To validate or confirm former facts and figures.

The main objective behind exploring any social issue, literary theme, scientific question, or psychological issue was to examine it in light of its relevant facts, new concerns, related complications, and the latest updated rules. Conducting studies on the basis of any research question is a never-ending phenomenon in modern man's life. At times, it can be precise, practical, acceptable, and result in worthwhile knowledge and information. But occasionally, it is not logically sufficient. In short, any research always leaves room for further study and exploration (Marczyk, DeMatteo, & Festinger, 2005).

3.1 Aim of this Chapter

The aim of this research is to comprehensively explore the theme of leadership within the educational context of a private school in Sharjah. By adopting qualitative techniques such as interviews and surveys, alongside structured observations, the research seeks to offer insights into the prevalence of different leadership styles and their impact on standardised learning metrics. Through this approach, the paper aims to achieve a distinct understanding of

how specific leadership styles intersect with student behaviour and influence the overall learning outcomes within the selected educational institution.

3.2 Research Approach for this Dissertation

For the purpose of this dissertation, the research adopts a qualitative research technique. This research approach appears fairly suitable to cover the multidimensional nature of the research question. Pairing the research with a qualitative research methodology, this study has comprehensively explored the theme of the research and insightfully investigated the intricate dynamics within the educational context of a private school in Sharjah. With the fusion of these two approaches, this research aims to achieve a distinct, insightful, and inclusive understanding of how specific leadership styles intersect with student behaviour and affect the overall learning outcomes (Ledford, 2018).

The research has been carried out while using a qualitative method to compile data (from interviews and a survey) that can offer insights into broader trends. A survey and structured observations have been utilised to quantify aspects such as the prevalence of different leadership styles and their potential impact on standardised learning metrics. This qualitative strand has facilitated the research to identify patterns and trends that contribute to a broader understanding of the relationships under scrutiny (Creswell & Creswell, 2022).

Qualitative methods such as in-depth interviews and an open-ended survey, relevant books, and research articles have facilitated a deeper exploration of the lived experiences and perceptions of middle- and senior-level teachers. Through these qualitative measures, the study aims to uncover the distinguished factors that may not be easily quantifiable, shedding light on the subjective interpretations and contextual differences that shape the effectiveness of leadership styles in a specific school environment.

This research approach not only enriches the depth of analysis, but also ensures a more holistic and triangulated perspective on the intricate interplay between leadership styles, student behaviour, and learning outcomes within the selected private school in Sharjah (Kothari, 2008).

3.3 Focal Features in this Research and the Research Design

The core focus of this research was on a meticulous examination of the diverse leadership styles that exist within the chosen private school. The emphasis of this research was not only to identify these leadership paradigms, but also to conduct a detailed analysis of their prevalence within the school's administrative structure. While exploring the different aspects of leadership, this dissertation aims to uncover the complexities of how these styles influence student behaviour, thereby shaping the overall educational domain.

This qualitative research technique normally focuses on the following salient points:

- Proper exploration of and engagement in the research topic
- Flexible inspection of the research topic
- Concentrated examination
- Backed by a thorough study of the analysis of documented literature and pertinent documented resources
- Having a neutral research approach coupled with an impartial analysis of the research topic and perceptive references

The practice of qualitative research techniques dates quite a long way back in the history of social science research. The qualitative study technique has always inspired social science academics since it lets the research investigate and scrutinise the implications of

communal manners, the behaviour of the masses, and their mutual associations with one another (Patten & Newhart, 2017).

A central aspect of this research style involves understanding the dynamic link between leadership styles and their subsequent impact on student behaviour. By closely scrutinising this cause-and-effect dynamic, the research seeks to uncover the underlying mechanisms through which leadership styles contribute to the formation of behavioural patterns among students within the educational setting in Sharjah.

Within the spectrum of leadership styles, the research has given specific attention to three prominent paradigms: transformational, transactional, and laissez-faire (the policy of leaving things to their own course). These leadership styles have been widely acknowledged and studied in organisational and educational psychology. The objective was to dissect each style's characteristics, implementation, and outcomes within the context of the private school in question. By isolating these three key styles, the research aims to offer a comprehensive understanding of their unique impacts on student behaviour and, subsequently, their implications for learning outcomes.

This concentrated exploration of leadership styles within the private school setting serves as the cornerstone for uncovering the complex link between leadership dynamics and student behaviour. Through this precise examination, the research aspires to contribute valuable insights that extend beyond mere identification to elucidate the intricate connections and implications these leadership styles hold for the educational experience within the chosen institution in Sharjah.

The chosen research design for this dissertation is a case study. The research has strategically selected a private school in Sharjah as the primary focus. This research design has

been deliberately chosen for its efficacy in facilitating an extensive and detailed exploration of complex dynamics. These dynamics exist between various leadership styles and their repercussions for both student behaviour and academic performance within the unique educational milieu of this selected institution.

The case study design for this research is particularly suitable for exploring the complex interplay between leadership styles and their consequences. While concentrating on a particular school, the research has endeavoured to offer a comprehensive examination of the contextual factors that steer and are impacted by different leadership dynamics. Moreover, this detailed exploration uncovers the observable manifestations of leadership styles within the school and the subtle, contextual differences that influence the students' behaviour.

3.4 Why was the Case Study Approach Advantageous?

Employing a case study approach enables this research to capture the holistic nature of the academic environment. This research design facilitates the scrutiny of multi-faceted interactions, considering the interrelationships of various elements within the school environment. From administrative policies to classroom dynamics, the case study design empowers the research to grasp the broader context and intricacies that contribute to the overall educational experience (Yin, 2017).

Furthermore, the case study design allows for a longitudinal exploration, tracking the evolution of leadership styles and their impacts over time. This temporal dimension enhances the depth of analysis, offering insights into the dynamic nature of leadership practices and their enduring effects on student behaviour and academic performance (Goertz, 2017).

In summary, the adoption of a case study research design serves as a deliberate and strategic choice for this dissertation, as it offers a strong platform for in-depth, contextually

rich research of the intricate dynamics between leadership styles and their consequences within the chosen private school in Sharjah.

3.5 Data Sources

This research has relied on a comprehensive range of data taken from both primary and secondary sources to ensure an inclusive and multidimensional exploration of the chosen topic. Interviews with middle- and senior-level teachers, as primary sources, are a keystone of the data collection, offering firsthand insights into their professional experiences and perspectives on different leadership styles within the educational context. These questionnaires and interviews have been meticulously designed to obtain honest and unbiased answers. This research aims to probe into the teachers' observations and experiences about how different leadership styles influence student behaviour and academic outcomes.

On the contrary, secondary sources have played a key role in expanding the scope of this research, which has scrutinised the existing literature, research articles, and books pertaining to leadership styles in academia. This secondary data has served as a foundational framework, offering a theoretical baseline and a broader context for comprehending the leadership dynamics. In light of the established theories and empirical research, this research has contributed a theoretical lens through which the researcher has tried to interpret the primary data and place the results within the broader academic discourse about teacher leadership.

The triangulation of these primary and secondary sources for the purpose of this research is crucial for validating and enhancing the credibility of the study's findings. The blend of firsthand accounts of teachers with their real-world professional experience and

theoretical insights from scholarly written literature ensures a holistic and inclusive examination of the research questions.

The research has used a set of predetermined questions that have been asked in the form of interviews. It has facilitated the research to bring and maintain consistency and comparability of the responses. On the contrary, the secondary data has been compiled, scrutinised, and arranged through an exhaustive literature review process of academic journals, and reputable books related to leadership styles and their impacts on students' behaviour.

This dual-pronged research approach to the data collection not only offered comprehensive knowledge of the chosen private school's leadership dynamics, but also contributed to the broader scholarly discourse on academic leadership. In short, the data collection technique and examination of the facts collected have enriched the academic community with valuable insights and empirical evidence.

3.6 Data Collection Strategy

The research has used a multi-faceted approach to collecting data while incorporating semi-structured interviews and a survey with selected teachers. Through this comprehensive strategy, the research has aimed to capture a diverse range of perspectives, experiences, and insights related to leadership styles that can relate to the chosen private school in Sharjah.

3.6.1 Semi-Structured Interviews

The research is based on primary data through semi-structured interviews with selected middle- and senior-level teachers at a private school in Sharjah. The research has carefully crafted a set of open-ended questions designed to facilitate in-depth debate about their personal views and experiences with their unique leadership styles. The teachers would get a

chance to reflect on their observations, challenges, and successes in the context of leadership practices within the school while answering these questions. The semi-structured nature of the interviews has allowed for flexibility and ensured that the participants could elaborate on their responses and share unique perspectives that might not be captured through more rigid survey instruments.

The main focusing areas in the interviews have included how teachers perceive the impact of different leadership styles on students' behaviour and their academic performance, where leadership practices are predominantly effective or challenging, and what recommendations they might have for enhancing leadership effectiveness within the educational setting.

3.6.2 Data Collection through Interviews

Following the quantitative research phase, the research has transitioned into the qualitative domain, employing semi-structured interviews to compile and scrutinise in-depth perspectives about the leadership from selected teachers. This study aimed to provide a strong comprehension of underlying mechanisms, contextual factors, and different perspectives through this qualitative data collection process. The semi-structured nature of the interviews allows for flexibility, enabling the participants to express their experiences and insights that ultimately enrich the qualitative dataset with detailed narratives.

3.6.3 Integration and Interpretation

The research has followed the sequential explanatory strategy to emphasise the integration of findings from qualitative phases. By combining statistical trends with rich qualitative perspectives, this study has aimed to construct a more holistic and academically inclusive portfolio of the relationships between leadership styles, student behaviour, and

learning outcomes. This integrative approach has enabled the entire research to experience the strengths of both methodologies, enhancing the overall strength and validity of the conclusion of the research. By infusing a quantitative baseline with qualitative depth, the research has offered a more comprehensive and synoptic exploration of the complex dynamics inherent in the leadership styles adopted by the teachers of the selected private school in Sharjah.

3.7 Limitations

This exploration has acknowledged and addressed quite a few potential limitations that may impact the research. The study has emphasised the importance of understanding these limitations for a more accurate, candid, and unbiased interpretation of the research findings.

3.7.1 Potential Response Bias in Interviews

One of the notable limitations is the possibility of response bias in the semi-structured interviews. The participants in the interview have responded that they perceived it as socially desirable or aligned with institutional expectations. In order to reduce the tint of that biased response, the research has tried to foster an open and non-judgmental interview environment and conducted the interviews in an impartial and neutral environment. Moreover, this research has emphasised the confidentiality of responses, and encouraged the teachers to share their genuine perspectives, even if they deviated from conventional narratives.

3.7.2 Limited Generalisability to Other Academic Settings

Another limitation stems from the inherent contextual specificity of the chosen private school in Sharjah. The study findings from this research are not supposed to be unanimously applicable or acknowledged by other educational settings with distinct socio-cultural, demographic, or institutional characteristics. But the in-depth analysis within the chosen context was valuable, and caution has been exercised by the study when generalising results to

different educational environments. The research has explicitly acknowledged the contextual boundaries of the findings to ensure transparency and generalisability.

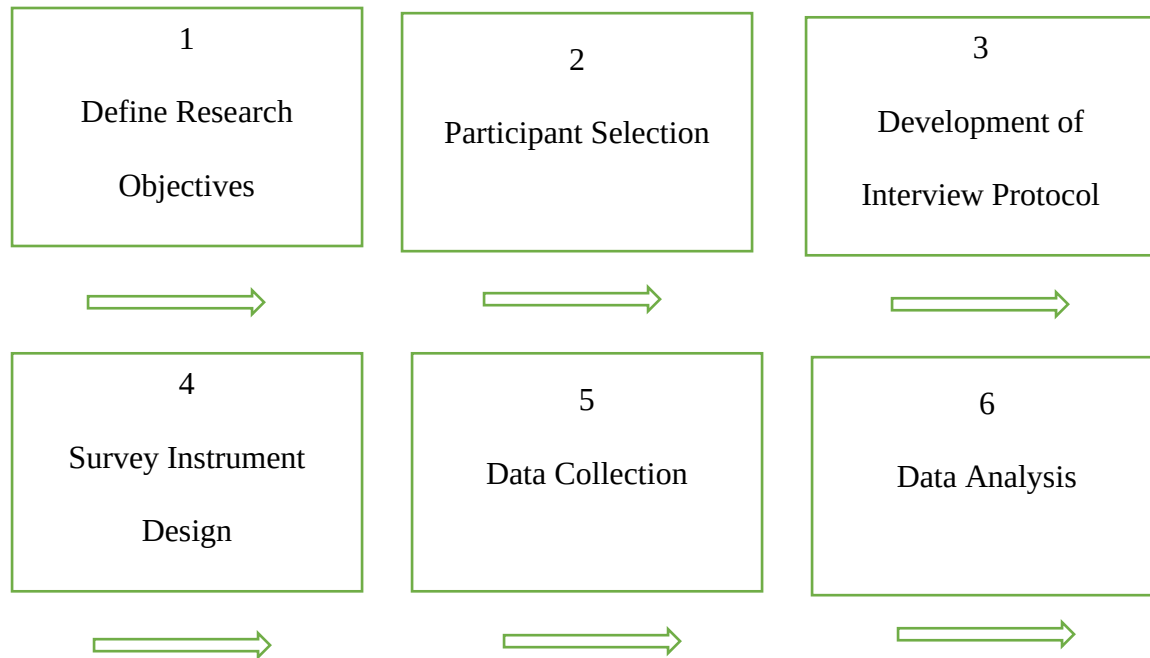
3.7.3 Dynamic Nature of School Environments

The dynamic nature of school environments introduces a temporal challenge. Schools have evolved over time due to the transformation in teachers' leadership styles, policies, and student demographics. The research has tried to capture a snapshot of the prevailing conditions. However, these conditions can change before, during, or after this research phase. This research has emphasised the importance of interpreting the research findings within a particular timeframe and considering potential changes that can take place in the school environment.

3.7.4 Addressing the Limitations

The research has used strong methodological strategies, such as the triangulation of data sources and transparent reporting of the findings. This technique has been used to address these limitations throughout the research process because it has ensured a conscientious interpretation of the results. It has nurtured a defined and reasonable picture of the study, its scope, and its implications.

Moreover, this study has strived to uphold the integrity and credibility of the research findings by proactively acknowledging and addressing the potential limitations. A transparent approach to these constraints ensures that the reader and stakeholders can critically assess the applicability and significance of the study's results within the specified context.

Figure 1*The Research Stages***3.8 Conclusion**

The research methodology used in this research serves as a strong framework and is precisely outlined to address the research questions. Through the qualitative research approach, data collection tools, and ethical considerations, a comprehensive understanding of the research questions has been achieved. The careful selection of methods ensures the reliability and validity of the findings. It contributes to the overall credibility of the research. This methodology has facilitated the exploration of complex phenomenon and establishes a foundation for sound analysis and meaningful insights. A thorough application of the research methods has enhanced the reliability of the study and promoted confidence in the results.

Chapter 4: Research Analysis & Discussion

4.1 Overview of the Chapter

This chapter aims to present, analyse, and discuss the research results. The chapter starts with analysing the facts compiled from a survey engaging four school leaders and four school teachers. It also includes interview responses from three school leaders and two school teachers. The findings of the survey and interviews are the real crux of this chapter. The questions for the survey and interview were outlined to find out the answers to two research questions, which have been mentioned in the Introduction chapter of this dissertation. In other words, the research questions served as a baseline for the survey and interview questions.

4.2 Main Aim/Research Objectives of this Chapter

This research explores different styles of school leadership and their impact on the overall school environment, student behaviour, and learning outcomes within the educational context of a private school in Sharjah. Through interviews and a survey, the research seeks to offer insights into the prevalence of different leadership styles and their impact on standardised learning metrics. The survey and interviews aimed to collect insights into the leadership styles, school climate, and student behaviour through specific questions designed to produce insightful responses. Meanwhile, the responses shed light on various aspects of leadership and its impact on the school community.

4.3 Manifestation of Different Leadership Styles in the Administrative Practices of a Private School: A Combined Perspective from the Survey and Interviews

Leadership within educational institutions plays a crucial role in shaping the learning environment, fostering growth, and achieving organisational objectives. According to the survey, the school leaders have exhibited various leadership styles, each with characteristics

and implications. In the following details, four prominent leadership styles have been mentioned, which were reported by the school leaders through a set of precise questions:

- Transformational Leadership
- Situational Leadership
- Directive Leadership
- Democratic Leadership

Transformational Leadership Style

Transformational leadership is a style that focuses on inspiring and motivating followers to achieve higher levels of performance and personal growth. It involves creating a vision for the future, communicating it effectively, and empowering others to contribute to its realisation. Transformational leaders often exhibit the following traits:

Visionary

Transformational school leaders have a clear vision of the future and articulate it compellingly. They inspire others to align their efforts with this vision.

Charismatic

They possess charisma and can influence others through their personality, enthusiasm, and passion for their cause.

Empowering

These leaders empower their followers by delegating responsibilities. They provide support and encourage innovation and creativity.

Developmental

Transformational leaders focus on the personal and professional development of their team members and subordinates. They foster a culture of continuous learning and growth.

In educational settings, transformational leadership can have a profound impact on student achievement, teacher morale, and the overall school culture. They nurture a collaborative environment by setting high expectations, promote a shared vision of success, inspire positive change, and drive continuous improvement within their schools.

Situational Leadership Style

Situational leadership is a flexible approach that emphasises adapting one's leadership style based on the specific needs of the situation and the capabilities of the individuals involved. This leadership style was developed by Paul Hersey and Ken Blanchard, and depicts protocols of effective management that are contingent upon the readiness or maturity level of the followers. According to the findings of the survey and interviews, situational leaders assess the readiness of their followers and adjust their leadership behaviours accordingly. They move between directive and supportive actions as required. The key characteristics of situational leadership include:

Flexibility

Situational school leaders are adaptable and can modify their leadership style based on the situation's demands and their followers' developmental stage.

Diagnostic

They can assess their team members' readiness level to determine the appropriate level of direction and support.

Supportive

Situational leaders provide guidance, encouragement, and support to help individuals develop their skills and confidence.

Responsive

They are responsive to their team or organisation's changing needs and circumstances. They can adjust their approach as necessary to achieve optimal outcomes.

In the survey context, situational leadership allows school leaders to effectively support teachers and students at different stages of their development. They provide customised support and guidance, while fostering a culture of trust and collaboration. In other words, situational leaders can enhance learning outcomes and promote personal growth among students.

Directive Leadership Style

Directive leadership is also known as autocratic or authoritarian leadership. It is characterised by a strong emphasis on command and control. Leaders adopting this style typically make decisions independently. They provide clear instructions and guidelines for their followers. Directive leadership may seem rigid and hierarchical, but it can be effective in certain situations, such as during times of crisis or when quick decisions need to be made.

The key features of directive leadership include:

Clear Expectations

Directive school leaders provide clear instructions and expectations. They leave little room for ambiguity or interpretation.

Decisiveness

They are decisive and assertive in their decision-making. They take charge of situations and guide their team towards predefined goals.

Efficiency

Directive leaders prioritise efficiency and productivity. They focus on achieving results promptly.

Control

They maintain high control over their team or organisation, often centralising authority and limiting autonomy.

The survey and interview results show that directive leadership can be necessary in situations where there is a need for rapid decision-making. It works well in dealing with disciplinary issues. However, an overreliance on directive leadership can stifle creativity. It can demotivate teachers, students, and other subordinates. Directive leaders can inhibit collaboration as well. Therefore, leaders need to balance directive behaviours with opportunities for participation and input from their team members.

Democratic Leadership Style

Democratic leadership is also known as participative or inclusive leadership. It emphasises collaboration and shared decision-making. A democratic leader empowers his team members. Leaders adopting this style ask for participation and feedback from their followers. They involve them in the decision-making process, and encourage participation and ownership. Democratic leaders believe in the value of diversity of thought and recognise the importance of building consensus and commitment.

The key attributes of democratic leadership include:

Inclusivity

Democratic school leaders involve their team members in decision-making processes. They value their input and perspectives.

Collaboration

They foster a collaborative environment where ideas are openly shared, discussed, and evaluated.

Empowerment

Democratic school leaders empower their staff members, students, and followers by delegating authority. They encourage autonomy and support personal and professional development.

Transparency

According to the survey, it has been noticed that democratic leaders maintain open and transparent communication channels. They keep their team informed and engaged.

In schools, democratic leaders can promote a sense of ownership and accountability among teachers, students, and other stakeholders. They endorse a culture of trust and respect by involving all the school community members in the decision-making processes. They embrace the diversity of thoughts. Democratic leaders create an inclusive and empowering learning environment where everyone feels valued and motivated to contribute to the shared goals.

4.4 The Impact of Leadership Styles on the Overall School Climate in a Private School Setting

The survey and interview questions were framed by the second research question lucidly and comprehensively. The participants of the survey and interviewees uncovered the impact of different leadership styles in light of their personal experiences and opinions. The effects of discussing the leadership styles have been mentioned below.

Impact of Transformational Leadership

Transformational leadership has a profound positive impact on student behaviour and learning outcomes in educational settings. The students feel safe and supported under the guidance of transformational leaders. These leaders nurture a sense of trust among the students through open communication channels. They foster an environment where ideas and concerns can be freely shared and addressed. Moreover, transformational leadership promotes mutual respect among all educational community members. Inclusivity becomes a cornerstone of the school culture by recognising the value of each student's contributions and perspectives. This inclusive atmosphere contributes to positive student behaviour. When the students feel respected, valued, and included, they are more likely to actively participate in their learning journey and demonstrate behaviours conducive to a positive school environment. In short, the impact of transformational leadership is far more than just administrative practices. It shapes the entire culture of the educational institution. Transformational leaders create environments where teachers and students thrive by prioritising safety, trust, respect, and inclusivity. They promote a conducive atmosphere for learning and educational development.

Impact of Directive Leadership

The directive leadership of school leaders plays a significant role in shaping the dynamics of the school climate. This leadership style instils a sense of responsibility among the teachers and students by developing a culture of accountability and collaboration. It fosters a collaborative approach towards achieving common goals. Furthermore, directive leadership creates a goal-oriented environment where clear objectives are established and communicated effectively. This clarity of purpose helps align the students' efforts towards achieving the desired outcomes. It enhances the overall productivity and efficiency. Open communication is encouraged under directive leadership. It allows for transparent exchanges of ideas and

feedback. This promotes a culture of trust and ensures that concerns and suggestions are addressed promptly. Moreover, directive leadership promotes team-building activities within the school community. It upholds camaraderie and cohesion among the staff and students. Directive school leaders help strengthen relationships and create a supportive network within the educational institution. Additionally, directive leadership emphasises the importance of feedback. It offers opportunities for skill development. Directive leaders empower students and teachers to enhance their capabilities through constructive feedback and avenues for growth. Directive school leaders have observed that students under directive leadership feel motivated in interactive learning sessions and demonstrate a proactive approach towards their education. This engagement enhances the learning experience and cultivates a positive attitude towards academic pursuits.

Impact of Democratic Leadership

Democratic leadership is the most talked about leadership style in the survey and interviews. This leadership style profoundly impacts the culture and dynamics of an educational institution. The students and teachers are motivated to work harder together towards common goals under democratic leadership. This collective effort enhances productivity and promotes a sense of shared responsibility among the staff and students. Under democratic leadership, the staff and students clearly understand their rights and expectations. This transparency cultivates a sense of trust and accountability. It ensures that the students and teachers are empowered to fulfil their roles effectively and contribute to the overall success of the school community.

Moreover, subordinates play an active role in decision-making processes under democratic leadership. Their input is valued and considered in shaping policies and initiatives.

It results in a well-guided school climate that reflects its members' diverse perspectives and needs. Additionally, democratic leadership promotes collaboration and belonging among all stakeholders. A sense of ownership is fostered by involving the subordinates in decision-making. This approach increases engagement and commitment to the school's mission and values. Overall, the impact of democratic leadership extends beyond administrative practices. It shapes the culture and ethos of the educational institution and fosters a supportive and inclusive environment where everyone has a voice and contributes to the collective success.

4.5 Survey Limitations

Despite the strengths of the survey design and methodology, it is important to acknowledge its integral limitations, which can affect the resilience and applicability of the findings. Chief among these limitations is the relatively small sample size, which consists of only four school leaders and four teachers. While the insights gleaned from these participants are undoubtedly valuable, the small sample size raises concerns about the generalisability of the findings to broader educational contexts. The participants' perspectives and experiences may not fully represent the diversity of leadership styles, school climates, and student behaviours across different schools and educational settings. As such, caution should be exercised when extrapolating the survey findings to other contexts, and future research endeavours should address this limitation by employing more extensive and diverse samples. As a school leader mentioned:

The school climate is characterised by a strong sense of safety and trust. Relationships among staff are collaborative, and inclusivity is promoted through regular team-building activities. An example is implementing a peer recognition programme that has strengthened bonds among team members.

Additionally, while the survey questions were carefully crafted to capture various perspectives and experiences related to the leadership styles, school climate, and student behaviour, other factors or variables may need to be adequately addressed or explored. For instance, the survey primarily focused on the school leaders' and teachers' perceptions and experiences, potentially overlooking the perspectives of other key stakeholders such as the students, parents, and support staff. Including the voices of these stakeholders in future research endeavours could provide a more comprehensive understanding of the complex dynamics at play within the school environment.

In conclusion, while the survey offers valuable ideas about the relationship between the leadership styles, school climate, and student behaviour, it is essential to recognise its limitations and explore avenues for future research. By addressing these limitations and adopting a more comprehensive and multi-methodological approach, researchers can contribute to a deeper understanding of educational leadership and its impact on school communities, ultimately driving positive change and improvement in academic outcomes.

4.6 A Concise Analysis of the Interview Findings

The interview responses have painted a clear picture of the connection between the school leadership styles and school climate. These findings can be presented under three different types of themes.

Theme 1: Leadership Styles and School Climate

Across all participants, there is a consistent emphasis on the impact of leadership styles on the overall school climate. The three school leaders exhibit diverse leadership styles, including transformational, directive, and democratic approaches. Each leader highlights the importance of their leadership style in contributing to a positive school climate characterised

by safety, trust, relationships, and inclusivity. The teachers, in turn, appreciate the support and collaborative nature of the leadership styles, noting how they influence their teaching experience and student engagement.

Theme 2: Collaboration and Professional Development

A significant theme is the importance of collaboration and ongoing professional development. The school leaders consistently mention fostering collaboration among staff members through team meetings, professional learning communities, or interdisciplinary projects. Collaboration is crucial for enhancing the school climate, positively impacting student behaviour, and creating an environment that supports the teachers and students. The teachers, in their responses, highlight the collaboration with school leaders, indicating regular discussions on teaching methodologies, student progress, and participation in professional development initiatives.

Theme 3: Flexibility and Adaptability

Another prevalent theme is the recognition of challenges and the strategies employed to address them. The school leaders acknowledge their challenges, such as adapting to educational trends, managing change, and addressing diverse student needs. A common thread among the leaders is the ability to be flexible and adaptable, employing situational or transformational leadership to navigate challenges successfully. The teachers also recognise the challenges related to student behaviour and diverse learning needs, but they highlight how collaboration with school leaders and ongoing professional development serve as practical strategies to address these challenges.

4.7 Conclusion

The survey and interview data represent a methodologically rigorous and comprehensive approach to examining the leadership styles, school climate, and student behaviour within the school environment. This integrated methodology facilitates the research by capitalising on the respective strengths of both methods while mitigating their individual limitations. By synthesising findings from diverse data sources, this research has achieved a more lucid and holistic understanding of the complex phenomenon under investigation.

The combination of survey and interview data simplifies the research by exploring research questions from multiple angles, facilitating a deeper exploration of the underlying mechanisms and contextual factors. For instance, while the survey data provided insights into the prevalence of certain leadership styles or perceptions of school climate, the interviews have offered rich contextual details and clear perspectives that enhance the interpretation of the findings.

Furthermore, triangulation strengthens the validity and reliability of the research findings by facilitating cross-validation and evidence convergence. Through triangulation, this research has identified consistencies, discrepancies, or patterns across different data sources, enabling a more robust interpretation of the results. This iterative process of data triangulation fosters methodological rigour and enhances the credibility of the research outcomes.

Overall, the survey and interview data represent a powerful methodological strategy for advancing knowledge in the fields of educational leadership and school improvement. By combining the complementary strengths of these methods, the research has generated deeper insights, informed evidence-based practice, and contributed to the ongoing improvement of educational systems.

Chapter 5: Conclusion

This dissertation has comprehensively explored the intricate dynamics governing academic leadership, school climate, and student behaviour within the complex system of a school environment. The project has involved a thorough examination facilitated by a double-ended study approach: a thorough survey and in-depth qualitative interviews with school leaders and teachers. The research has uncovered invaluable insights through this methodological collaboration that offer a detailed understanding of the multidimensional nature of leadership and its far-reaching ramifications within the school community.

5.1 Summary of the Findings

The comprehensive survey served as a pivotal instrument in this research. It has enabled the study to showcase quantitative data that provides a broad overview of the prevailing trends and perceptions regarding educational leadership, school climate, and student behaviour. This research has spotlighted a wide spectrum of perspectives and experiences by administering carefully crafted questionnaires to a diverse cohort of participants, including school leaders and teachers. This data offers quantitative metrics and a foundational framework for the subsequent qualitative phase of the research.

Furthermore, qualitative interviews were crucial in augmenting understanding by exploring those underlying dynamics that may not be readily apparent through quantitative analysis alone. Engaging in open-ended discussions with school leaders and teachers allowed for a deeper exploration of their lived experiences, perspectives, and insights into intricate leadership practices, as well as their tangible impacts on the daily operations of the school environment. Through rich dialogue and reflective narratives, this research was able to portray

profound insights into the multidimensional nature of leadership, elucidating the interplay between the leadership styles, school climate, and student behaviour.

5.2 Insights from the Survey

The survey was a dynamic platform for the teachers and school leaders to articulate their diverse experiences and perspectives. Their responses have enhanced the reader's understanding of effective leadership practices in educational settings. The participants were encouraged to share their experiences through a precisely designed questionnaire. Their answers provided real-life scenarios and concrete examples that offered invaluable insights into the practical manifestations of various leadership styles. By elucidating the distinct complexities of leadership dynamics, the participants shed light on the subtle yet profound impacts that leadership practices exert on students' behaviour in the daily functioning of schools.

The responses from the school leaders and teachers painted a vivid picture of the key role played by collaborative, supportive, and inclusive leadership styles that shaped the ethos of the school culture and environment. Across the board, there was a consensus regarding the transformative power of leadership approaches characterised by collaboration and inclusivity. The school leaders accentuated the importance of fostering a culture of trust and empowerment, wherein all the stakeholders' collective wisdom and expertise are valued and employed to propel the school community towards shared goals. Likewise, the teachers underlined the significance of leadership styles, prioritising open communication, mutual respect, and collective decision-making processes. They enunciated the profound impact of such leadership approaches on fostering a sense of belonging and ownership among the staff

members, thereby cultivating an environment conducive to professional growth and collaboration.

Moreover, the survey findings revealed a clear correlation between effective leadership practices and cultivating a positive school climate. The school leaders and teachers articulated how collaborative and inclusive leadership styles create a nurturing and supportive environment wherein the students feel valued, respected, and empowered to thrive. By fostering a culture of inclusivity and shared responsibility, school leaders can engender a sense of cohesion within the school community, laying the foundation for academic excellence and holistic student development.

Furthermore, the survey stimulated a critical reflection and dialogue surrounding the differences in effective leadership practices. The participants in the survey were prompted to interrogate the underlying assumptions and beliefs that inform their leadership approaches, thereby nurturing a culture of continuous improvement and innovation. Through insightful discussions and exchanging ideas, the survey participants were empowered to challenge conventional norms and explore novel strategies for enhancing leadership effectiveness in educational contexts.

5.3 Reflections on the Findings

A rich picture of insights has emerged through the qualitative interviews conducted as part of this research. The interviews have encapsulated the multidimensional interplay between leadership styles, school climate, and various aspects of students' behaviour. Within these interviews, three overarching reflections have arisen; each image offers a different perspective on the dynamics at play within the school environment.

According to the first observation, leadership styles and the school climate have underscored various leadership approaches exercised by the school leaders and their profound implications for creating the school community's overall ethos. From collaborative and inclusive leadership styles to visionary and transformational approaches, each school leader brought unique strengths and perspectives to the table, thereby contributing to the intricate mosaic of the school climate. These leaders cultivate a positive environment conducive to academic excellence and holistic student development by fostering trust, empowerment, and a sense of belonging among stakeholders.

The second theme is based on collaboration and professional development. It has underlined the fundamental role played by teamwork and ongoing professional development initiatives in encouraging a culture of constant improvement within the school community. School leaders have featured the importance of developing collaboration among staff members through various mechanisms such as team meetings, professional learning communities, and interdisciplinary projects. These collaborative endeavours endorse camaraderie and shared purpose among the teachers and serve as a motivator for innovation and best-practice sharing. Moreover, the emphasis on ongoing professional development initiatives underscored the commitment of the school leaders to equipping staff members with the requisite knowledge, skills, and resources to thrive in an ever-evolving educational landscape.

The third narrative is based on flexibility and adaptability. It sheds light on the essential attributes for addressing the various challenges encountered in the school environment. The school leaders and teachers recognised the imperative of being flexible and adaptable in navigating the complexities and uncertainties inherent to educational leadership. In adapting to shifting academic trends, addressing diverse student needs, or managing

organisational change, flexibility has emerged as a cornerstone of effective leadership. The school leaders demonstrated a keen ability to respond adeptly to emerging challenges by embracing a situational approach and tailoring their strategies to suit specific circumstances, while maintaining a steadfast focus on fostering a supportive and resilient school climate.

5.4 Interpretation and Analysis

The interpretation of the findings gleaned from the survey and qualitative interviews has illuminated the role of effective leadership in sculpting the essence of school culture and community dynamics. Collaborative and visionary leadership styles harness transformative power, which is at the core of this analysis. These findings have emerged as central pillars in nurturing trust, inclusivity, and shared responsibility among school leaders and teachers. School leadership has been characterised by its emphasis on open communication, empowerment, and collective decision-making processes. Leadership paradigms lay the groundwork for forming ownership within the school community. School leaders can harness all stakeholders' collective wisdom and expertise by championing collaboration and inclusivity, creating a culture of innovation and continuous improvement that surpasses conventional boundaries.

Moreover, the findings have indicated the profound impact of transformational leadership in inspiring positive change and driving innovation within the school community. Through their visionary outlook, transformational school leaders set a compelling vision for the future, galvanising stakeholders towards a common purpose and igniting a sense of passion and purpose among staff members. Through a culture of creativity, risk-taking, and experimentation, transformational school leaders empower teachers and students to perform

beyond their limitations and embrace new ideas and practices, activating positive change within the school environment.

Furthermore, the research findings shed light on the adaptive prowess exhibited by school leaders using situational leadership approaches, which proved instrumental in navigating the complex and ever-evolving domain of educational leadership. By tailoring their strategies to suit specific circumstances and contexts, the situational leaders demonstrated a keen ability to respond adeptly to emerging challenges while maintaining a steadfast focus on promoting stability and progress within the school community. This adaptive flexibility enables leaders to pivot seamlessly between different leadership styles as dictated by the exigencies of the situation, thereby ensuring a responsive and resilient organisational framework that can withstand the test of time.

In short, the research findings that emerged in this study stress the imperative of cultivating leadership protocols characterised by collaboration, innovation, and adaptability within schools. By embracing collaborative and visionary leadership paradigms while using the transformative potential of transformational and situational leadership approaches, school leaders can foster a culture of excellence and empowerment that activates the holistic development of all stakeholders within the school community.

5.5 Implication of the Findings: Practice and Policy

The school leaders engaged in introspection and critical reflection on their leadership styles and practices through the research, soliciting feedback from different stakeholders, including colleagues, staff, students, and other school community members. The study revealed that school leaders can gain valuable insights into areas for improvement and growth

by seeking input and perspectives from those directly impacted by their leadership. These factors are crucial to cultivating a culture of continuous self-improvement and development.

Furthermore, pursuing ongoing professional development opportunities is a cornerstone for enhancing leadership effectiveness and efficacy. Through participation in workshops, seminars, conferences, and other relevant training programmes, school leaders can acquire new skills, knowledge, and strategies to refine their leadership practices and navigate the complexities of academia with confidence and competence. Professional development initiatives not only serve to augment individual leadership capacity but also contribute to the collective growth and advancement of the entire school community.

Additionally, collaboration with colleagues emerges as a baseline for fostering transparency, accountability, and trust within the school community. Using the collective expertise, insights, and perspectives of fellow educators and administrators, school leaders can capitalise on collaborations, address challenges, and drive positive change for students within the school environment. With open dialogue, mutual respect, and shared decision-making, collaborative efforts strengthen the school community and uphold a sense of collective ownership and investment in pursuing common goals and objectives.

Moreover, an unwavering commitment to propagate learning and growth lies at the heart of creating environments where students feel empowered to progress academically, socially, and emotionally. School leaders can cultivate a dynamic and encouraging learning environment that nurtures the holistic development of all students by prioritising academic excellence, innovation, and inclusivity. Ample opportunities for exploration, discovery, and self-expression assist schools in inspiring a passion for lifelong learning. Teachers can equip students with the skills, knowledge, and confidence they need to succeed in an evolving world.

By embracing a proactive approach to self-reflection, professional development, collaboration, and upholding a culture of learning and growth, school leaders can chart a course towards excellence and empowerment within their respective school communities. School teachers and school leaders, as stewards of educational innovation and progress, play a critical role in shaping the future of education. They ensure that all students have the opportunity to realise their full potential and thrive in an increasingly complex and interconnected world.

5.6 Alignment with the Literature

The research findings seamlessly align with the existing literature on leadership in education. The results reinforce the predominant narrative that academic rigour and a multidimensional approach to research and practice in this domain are required. Through the careful process of triangulating data from a quantitative survey and qualitative interviews, the research validated and augmented the existing knowledge base, accentuating the intricate interplay between leadership styles, school climate, and student behaviour within the academic field.

In this research design, using quantitative and qualitative methodologies has provided a comprehensive and subtle understanding of the multi-faceted dynamics inherent in educational leadership. The research has captured a more holistic view of the complex phenomenon in the school environment by harnessing the quantitative data derived from a survey alongside the qualitative insights collected from interviews. This integrative approach has allowed us to exceed the limitations of any single methodological approach. Therefore, this analysis has enriched the depth and breadth of this research.

Moreover, the research findings underscore the interconnected nature of leadership styles, school climate, and their impact on student behaviour. These findings reaffirm the

inextricable link and mutual influence between these elements. Through this triangulated data analysis, it has been elucidated that different leadership styles can shape the overall climate of a school community, which subsequently impacts student behaviour and academic outcomes. This holistic perspective emphasises the importance of adopting a comprehensive approach to leadership development and practice that recognises the intricately detailed interactions between various factors within the academic system.

Furthermore, this research contributes to the ongoing discourse surrounding effective school leadership practices in education by highlighting the significance of collaborative and participatory methodologies. Through engaging school leaders and teachers across the school community in this study process, the research findings have fostered a sense of ownership and promoted greater buy-in and potential for real-world application. This collaborative approach enhances the validity and reliability of the research findings and bolsters a culture of shared responsibility and collective action within the school environment.

The research findings are aligned with the pertinent literature on leadership in education, as they offer a methodologically stringent and complex exploration of the dynamics at play within the school environment. Through the integration of a quantitative survey and qualitative interviews, this research has deepened the reader's understanding of the interrelationships between leadership styles, school climate, and student behaviour. It has provided valuable insights that could inform and guide future research and practice in educational leadership.

5.7 Conclusion and Recommendations for Future Directions

This insightful research underlines the significance of effective school leadership as the hallmark for shaping a positive school culture and environment. This research has

demonstrated that by prioritising investment in school leadership development and endorsing cultures of excellence, schools can harness their potential to the fullest. It ultimately leads to maximised student outcomes and the instigation of stable and positive transformations within their communities. The insights collected from this research highlight leadership's central role in influencing the immediate school climate and laying the groundwork for sustainable educational excellence through students' behaviour.

Moving forward, further research endeavours must continue to navigate deeper into the dynamics of educational leadership, thereby advancing a collective understanding of how various school leadership practices translate into tangible impacts on school climates and, consequently, students' behaviour. By setting out on this journey of constant inquiry and exploration, teachers and school leadership can further refine their strategies and approaches to ensure they remain responsive and adaptive to the contemporary educational context's evolving needs and challenges.

Through concerted collaborative efforts and a staunch commitment to continuous improvement, educators and administrators alike can work collaboratively towards the common goal of creating environments where all students, irrespective of their backgrounds or circumstances, have the opportunity to thrive and realise their full potential. Schools can serve as inspirations of hope and catalysts for positive societal change through a culture of inclusivity, equity, and empowerment. This approach can lay the groundwork for a brighter and more promising future for subsequent generations.

Integrating quantitative survey data and qualitative interview data represents a methodologically rigorous and comprehensive approach to examining leadership styles, school climate, and student behaviour within the school environment. This integrated methodology

allows this research to capitalise on the respective strengths of both quantitative and qualitative methods while mitigating their limitations. It provides a comprehensive understanding of the complex phenomenon under investigation.

Combining quantitative survey data and qualitative interview data simplifies the research by exploring research questions from multiple angles. It has facilitated a deeper exploration of the underlying mechanisms and contextual factors. For instance, while survey data have provided insights into the prevalence of specific leadership styles or perceptions of the school climate, qualitative interviews have offered rich contextual details and clear perspectives that enhance the interpretation of the quantitative findings. This multi-faceted approach enables a more comprehensive analysis of the intricacies involved in educational leadership and school climate dynamics.

Furthermore, triangulation strengthens the validity and reliability of the research findings by facilitating cross-validation and the convergence of evidence. Through triangulation, this research has identified consistencies, discrepancies, or patterns across different data sources, enabling a more robust interpretation of the results. By corroborating findings from both quantitative and qualitative analyses, triangulation enhances the credibility of the research outcomes and provides a well-rounded understanding of the phenomenon under investigation.

Moreover, the iterative process of data triangulation fosters methodological rigour and enhances the overall quality of the study. Research can identify potential biases, limitations, or gaps in the data, thus ensuring a more accurate and comprehensive interpretation of the results by systematically comparing and contrasting findings from different data sources. This

rigorous data analysis approach contributes to the credibility and trustworthiness of the research outcomes, enhancing its value for academic and practitioner audiences.

Overall, integrating quantitative survey data and qualitative interview data represents a powerful methodological strategy for advancing knowledge in educational leadership and school improvement. Combining the complementary strengths of quantitative and qualitative methods, this study has generated deeper insights, informed evidence-based practice, and contributed to improving educational systems. This integrated approach can drive positive change within academic institutions, ultimately leading to improved outcomes for students, teachers, and school communities.

In short, this dissertation study serves as a clarion call for school leaders, teachers, administrators, policymakers, and stakeholders across the educational spectrum to recommit themselves to the noble cause of educational leadership. By embracing the transformative power of effective leadership and embarking on a collective journey of continuous growth and improvement, we can create more equitable, inclusive, and nurturing learning environments where every student can flourish and succeed.

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Appendix

Appendix A




Leadership Styles Survey

Analyzing Leadership Styles and Their Influence on Student Behavior and Learning Outcomes: A Case Study in a Private School in Sharjah

Hi, Yassine. When you submit this form, the owner will see your name and email address.

1. Section 1: Participant Information



☐ School Leader

☐ Teacher

2. Years of experience in education

Enter your answer

3. Describe your leadership style ? Share specific examples or instances that reflect your leadership approach. examples :

1. **Transformational Leadership:** Leaders who inspire and motivate followers by fostering a sense of purpose and enthusiasm. They often focus on the personal development of their team members.
2. **Transactional Leadership:** Leaders who use a system of rewards and punishments to motivate and manage their team. This style emphasizes clear expectations and outcomes.
3. **Situational Leadership:** Leaders who adapt their leadership style based on the specific situation and the readiness or developmental level of their followers. This style is flexible and responsive to the needs of the team.
4. **Democratic Leadership:** Leaders who involve team members in the decision-making process, seeking input and collaboration. This style encourages a sense of ownership and participation among the team.

...etc. 

Enter your answer

4. How do you believe your leadership style contributes to the overall culture and environment within the school? [1]

Enter your answer

5. In your own words, describe the current school climate. Highlight aspects such as safety, trust, relationships, and inclusivity. Provide specific examples if possible. [1]

Enter your answer

6. What initiatives or strategies do you think could enhance the school climate and contribute positively to the overall experience of students and staff? [1]

Enter your answer

7. Can you share specific examples of discipline issues you have encountered in your role? How do you address and manage these situations? [1]

Enter your answer

8. Reflecting on your experiences, how do you perceive the relationship between leadership styles and student behavior within the school? [1]

Enter your answer

9. Describe the factors you believe positively impact student engagement in your classroom. Conversely, what challenges may hinder student engagement? [1]

Enter your answer

10. How would you describe students' interactions with their peers within the school environment? Provide examples of both positive and challenging interactions. 

Enter your answer

11. From your perspective, how do students generally interact with educators in the school? Share any noteworthy instances or patterns you've observed. 

Enter your answer

12. What overarching insights or patterns do you observe when considering the interplay between leadership styles, school climate, and student behavior in our school? 

Enter your answer

13. Are there any additional comments or reflections you would like to share that haven't been covered in the previous questions? 

Enter your answer

Submit

Interview Questions for School Leaders:**1. Leadership Style:**

How would you describe your leadership style in fostering a positive school climate and influencing student behavior?

2. Impact on School Climate:

In your role, how do you believe your leadership style contributes to the overall school climate, emphasizing aspects such as safety, trust, relationships, and inclusivity?

3. Challenges and Strategies:

Can you share specific challenges you have faced in managing student behavior or enhancing learning outcomes? What strategies have you employed to address these challenges?

4. Collaborative Initiatives:

How do you encourage collaboration among teachers and other staff members to create an environment that positively impacts student behavior and learning outcomes?

5. Reflection on Results:

Looking at the outcomes within your school, what reflections or insights do you have regarding the interplay between leadership styles, school climate, and student behavior?

Interview Questions for Teachers:

1. Leadership Support:

How has the leadership style of school administrators positively influenced your teaching experience and student interactions within the school?

2. Classroom Impact:

From your perspective, how do you see the impact of leadership styles on student behavior and engagement in your classroom?

3. Challenges in Student Behavior:

Can you share specific challenges you have encountered related to student behavior, and how do you think leadership styles play a role in addressing these challenges?

4. Collaboration with Leaders:

How do you collaborate with school leaders to create a positive and inclusive school environment that fosters student success?

5. Personal Observations:

Based on your experiences, what personal observations or insights do you have regarding the relationship between leadership styles, school climate, and student behavior in our school?