

THE IMPACT OF PRINCIPAL'S LEADERSHIP STYLES ON TEACHER AND SCHOOL EFFECTIVENESS

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ABSTRACT

The current study aimed at investigating the impact of Principal's leadership styles on teacher and school effectiveness in secondary schools in Tiko Sub-division, Fako Division, and Cameroon. The descriptive survey research design was adopted for the study. The population of the study encompassed 137 respondents (15 Principals and 122 Teachers) from 15 Secondary Schools in Tiko Sub-division, while purposive sampling was used as this study targeted principals and teachers of secondary schools in the Tiko Sub-division. The instrument used for data collection was the questionnaire titled "Principal's Leadership Style on Teacher and School Effectiveness" (PLSTSE). The 'PLSTSE' was validated by experts and found to have both face and content validity. The reliability coefficient was computed to be .81 using split-half statistics. The data collected were analyzed using SPSS to check the reliability of the survey and Pearson moment correlation for the hypothesis. The results of the findings revealed the impact of principals' leadership on school and teacher effectiveness had a mean value of 4.34 and 4.20 respectively. Both findings revealed there is a significant impact of principals' leadership styles on teacher and school effectiveness. The study concluded that principals practicing instructional, participatory, and transformational leadership styles in their schools could enhance the level of school and teacher effectiveness considerably. Based on the research findings and conclusions, the study recommended Principals need to develop management skills that enhance the effective engagement of teachers in school leadership.

Keywords: Principal, Leadership Styles, Teacher Effectiveness, School Effectiveness

1.0 INTRODUCTION

School and teacher effectiveness research has drawn attention to the importance of school leadership as a key characteristic of effective schools. The importance of leadership in an organization cannot be overstated when it comes to developing a vision, and mission, setting goals, designing strategies, policies, and methods to achieve those goals effectively and efficiently, as well as managing and coordinating internal operations (Xu & Wang, 2008). Achieving the purpose and vision and managing the changes in the external environment require excellent leadership (Harris, et al., 2007). Leadership is an essential management function that requires the ability to inspire a group of people toward a common goal. Leadership focuses on growth of followers, expectations and capacity building (Klein et al., 2013). For managers in leadership positions, it is important to focus on the growth of the value system, motivation level, and morale of the staff as their skills increase (Sougui, 2015).

Leadership is defined as the ability to mobilize a group of goal-driven followers to influence and motivate others to achieve organizational goals with high commitment and minimal use of force (Bass, 1985; Bass, 1999). Leadership has the ability to influence followers' perceptions of change depending on the dynamic role of leadership styles in the overall change process (Cummings & Worley, 2001). On the other hand, a leader has long been seen as a leader who motivates followers to help achieve common goals, who produces his experience by creating synergy, leads organizational learning processes by improving a common vision, and leads the organization most of the time in unconventional ways. practices, encourages continuous improvement, ensures progress towards predetermined goals, prepares to prepare them for all dimensions of organizational changes in communication with them, plays a key role and influences and directs the behavior, beliefs and attitudes of followers (Aydın, 2010; Bass, 1985) .

The main task of the principal is to help in the administration, direction and coordination of various activities within the college. The main task of the principal is to create and maintain an excellent teaching and learning environment for the educational programs operating in the school. The principal's role is also to support teachers in their teaching practices. Principals play a crucial role in achieving the goals and objectives of the institution. These responsibilities include the authentic and effective leadership of the principal, resulting in better professional performance among teachers. The principal's role is to provide valuable insights that focus on their daily methods and foster a good culture that supports exceptional teacher performance (Nanson, 2010; Saleem et al., 2020).

The effective academic performance of a school depends on the leadership styles of school administrators, teachers, and supervisors. To build effective programs of academic excellence, leaders should collaborate in order to generate effective academic activities, programs, and performances. This is only feasible if they have the capacity to develop effective leadership styles (Lin, 1999). Basic leadership is an aspect that determines the success of teaching in a school this is because the principal has an important role in school improvements and sustainable development (Goal, 2017). With this, it is necessary to know the management styles that can succeed in the organization through the environment of the managed institution. Therefore, knowledge of management style was considered one of the most important resources promoting the competitive advantage of an organization, because knowledge is the only way to improve the basic competencies of managers to achieve a competitive advantage (Politis, 2001). Principals who strive to achieve the goals of their schools and maximize school performance (Bursalioglu, 2000) are also leaders who strive to develop their staff for school development and provide the necessary resources for the continuous development of the school (Hoy & Miskel, 2010; Turan, 2010; Turan, 2014). Yukl (1999) defined school leadership as the activation of teachers to achieve the institutional goals of the school. They play a key role in maintaining a positive teaching and learning environment (Liebowitz & Porter, 2019). School leaders can successfully address these tasks by considering the roles and expectations of teachers and staff. Thus, only school management and teachers who work in harmony and coordination in all aspects of their school can succeed in the educational process (Gürbüz et al., 2013).

Educational researchers have extensively studied the factors contributing to teacher and school effectiveness. Leadership practices seem to have a rather positive impact on the lifelong

professional development of teachers in school contexts (Flores 2007), because they have the potential to empower teachers to commit to changing school arrangements and improving their own learning (Bogler, 2001; Fullan, 2002; Day et al., 2001). Adopting a leadership style in schools has an impact on how the school develops and achieves growth. To be more specific, it is thought that the leadership of the teachers and principals is a crucial component of the school because, when used effectively, it increases the focus on the academic performance of the institutions. In the education process, teachers are regarded as one of the most crucial components because effective teachers help students achieve academic success. According to Ladd & Sorenson (2017), effective schools use their teachers in a way that fosters both professional development and an increase in teacher motivation.

The leadership of principals can motivate teachers to change their attitudes and values by committing to the mission and vision of education. The practice of leadership is said to be able to move an organization that has led to a clear vision, mission and goals of the organization (Leithwood & Jantzi, 2005). Cameroon must ensure high-quality school principals in all schools with the ability to manage shared leadership, increase staff support, new management models and structures and commit to the education sector as a priority for national change and development. Although, empirical researches showed that leadership has a significant effect on school and teacher effectiveness, more investigation needs to be done on the dimensionality of different leadership styles in order to determine the impact of each leadership style in school and teacher effectiveness. In the context of Cameroon, there is less evidence on the impact of principal's leadership styles on school and teacher effectiveness and more researches need to be conducted on their leadership with school and teacher effectiveness. Few researches have been conducted to examine the impact principal's leadership on school and teacher effectiveness in Cameroon secondary schools. Therefore, the aim of this study is to determine the impact of principal's leadership on school and teacher effectiveness in primary schools, Fako Division, Cameroon based on teachers perception.

1.1 Research Objectives

Following objectives guided the study:

- To examine teachers' perception about the leadership styles of their principals.
- To investigate the impact of the different leadership styles on school and teacher effectiveness.

Hypotheses

H1: There is a significant impact of principal's leadership style on school effectiveness.

H2: There is a significant impact of principal's leadership style on teachers' effectiveness.

2.0 LITERATURE REVIEW

2.1 Theoretical Framework

The theoretical framework that guided the study was instructional leadership and transformational leadership theories.

2.2 Instructional Leadership Theory

One of the dominant theories of educational leadership is instructional leadership, which began in the early 1980s with the aim of improving educational outcomes in schools by changing the role of school leadership from administrator to educational leader (Emmanouil, et al., 2014 and Plessis, 2013). With great consensus among academics and practitioners, instructional leadership is seen as a very powerful tool for creating effective environments in schools to promote teaching and learning (Manaseh, 2016). Considered to be a very important factor in the management and development of education, this theory is used to define the school's vision, create the school's learning environment, monitor student progress, manage the educational process, and manage staff. It revolves around the role of school leaders in providing professional development support (Emmanouil, et al, 2014).

The instructional leadership model, one of nine leadership models, is considered the most important because it addresses teacher behavior in teaching and learning and working with students (Bush, 2013). According to Hallinger (2013) and cited in Bush (2013), the theory has been at the forefront of all other leadership theories since its establishment and development. This is because it is very important in influencing teacher performance and student academic performance. Furthermore, this theory is considered a top-down approach because it focuses on the ability of teachers to oversee, intervene and develop the teaching and curriculum in schools (Emmanouil, et al, 2014). According to Emmanouil, et al., (2014), the general goal of instructional leadership is that of professional competence, which can be achieved by facilitating a collaborative environment in which teachers share experiences and ideas, teach and promote new programs, to improve classroom instruction by promoting development, encouraging staff reflection by incorporating lifelong learning concepts, modeling classroom teaching, praising effective teaching, and providing feedback.

2.3 Transformational Leadership Theory

Another prominent theory that plays an important role in the leadership role of school leaders is the theory of transformational leadership. This theory is defined by Barns (1978) as "the effort to meet the needs of followers to elevate them to higher levels of job performance and organizational involvement by demonstrating respect and encouraging participation" as cited (Hauserman & Stick, 2013). Transformational leadership is the process by which leaders have the ability to inspire and motivate their followers to reach new levels of energy and commitment (Burns, 1978; Robinson, et al., 2008). Transformation leaders as school leaders create an energetic atmosphere within an organization that enables employees to overcome challenges and work together to achieve the organization's vision and goals (Robinson, et al, 2008). The theory developed by Bass (1990) emphasizes that leaders strive to change the personal values of their followers in order to achieve organizational goals beyond their own interests (Dabke, 2016). According to Emmanouil, et al., (2014), transformational leadership theory follows a bottom-up focus in which all teachers participate and engage in shared learning. Furthermore, leaders as school leaders in Transformational Leadership Theory seek to achieve school goals by stimulating motivation, stimulating intelligence, accommodating individual differences, and influencing idealism (Ghasabeh, et al., 2015). The main four dimensions of transformational leadership were explained by Trmal, et al., (2015) and referred to the "four Is":

- Idealized influence
- Intellectual stimulation
- Inspirational motivation
- Individualized consideration

In this approach, school leaders are responsible for creating a climate that motivates and inspires teachers to achieve school effectiveness by aligning their personal goals with organizational goals.

3.0 CONCEPTUAL FRAMEWORK

3.1 Leadership style

Leadership style is seen as a combination of different traits, characteristics and behaviors that leaders use when interacting with subordinates. (Mitonga-Monga & Coetzee, 2012). Mitonga-Monga and Coetzee (2012) consider leadership a model of managerial behavior that aims to combine organizational or personal interests and influences to achieve specific goals. Harris et al (2007) also hypothesized that leadership style can be defined as the type of relationship an individual uses to get people to work together toward a common goal or purpose. Leadership style is defined as the behavior that leaders display when working with and through others (Mwesigwa & Ssekinyu, 2020). Nam and Park, (2019), sees leadership style as a pattern of communication between leaders and subordinates. According to Hersey et al. (2000) the term "leadership style" can be interpreted as leadership behavior with two apparently independent dimensions: task and interpersonal. The idea of leadership style is described in this study as the pattern of the head teacher's interaction or behavior in guiding, structuring, and facilitating activities and relationships in a school. There is several leadership styles discussed and researched in school leadership literature, such as supportive, participatory, servant, spiritual, ethical, democratic, autocratic, laissez-faire, transformational, transactional, etc. The current study chose the instructional, transformational, and participatory leadership styles, which are briefly explained below:

3.2 Instructional Leadership

Phillip Hallinger's instructional leadership is a brand-new paradigm in leadership theories. The general definition of it according to De Bovoise (1984) is the school principal's control over the curriculum, pedagogy, and administration of the school. In instructional leadership, the principal helps the teachers in the school with daily tasks, curriculum development, effective staff development, and the creation of collaborative groups among staff members. According to Hallinger and Murphy (1985), there are three aspects of a principal's instructional leadership: establishing the school's mission, overseeing the curriculum and instruction, and fostering a supportive learning environment. The fact that these dimensions focus on the core academic endeavors of the institution, as well as teaching and learning activities, makes them crucial. In order to raise student achievement, it also emphasizes bettering classroom instruction.

The general behaviors of the principal in an effective school setting were the focus of several studies, according to Neumerski (2012), which went beyond personal characteristics. Successful principals, for instance, regularly observed and oversaw students' development and were very visible in their supervisory capacity (Tyack and Hansot, 1982); they were experts in

curriculum development and teaching and fostered a sense of shared purpose among their staff (Adams, 1999; Tyack & Hansot, 1982); and they were highly visible in their supervisory role. In the 1980s, Philip Hallinger created one of the most popular tools for evaluating instructional leadership, the Principal Instructional Management Rating Scale (PIMRS), as a result of the growing interest in the principal's role as an instructional leader. The PIMRS includes 50 principal behaviors that assess three dimensions and ten functions of instructional leadership, including (a) defining the school's mission (framing and communicating goals), (b) managing the instructional program (supervising instruction, coordinating curriculum, and monitoring student progress), and (c) fostering a positive school learning climate (protecting instructional time, investing in professional development, being present, encouraging high expectations, and providing incentives for teachers and students (Hallinger & Murphy, 1985)

3.3 Participatory Leadership

Participatory leadership, which promotes employee self-confidence and empowers them to take on responsibility for the group's goals, is one of the directions of modern educational leadership (Al-Shammari, 2020). One of the democratic leadership styles is known as participatory leadership; it involves a team of employees working together in a cooperative manner so that no one person serves as the regular or even perpetually irregular leader. In other words, participatory leadership is a cooperative and joint effort, not just the leader's cooperative method of leading a group, but a cooperative method in which the group is eager to distribute responsibilities to maintain interaction (Salim & Shaqran, 2021). Employees can also participate in making and implementing work-related decisions under participatory leadership. Instead of adopting centralization, the leader chooses decentralization, giving some of his or her authority to subordinates in proportion to the tasks assigned. A successful communication system is adopted, and participatory leadership is eager to inspire staff members and invest their innovative and creative skills. It's important to note that it places a strong emphasis on empowering subordinates to assume responsibility and guides them toward administrative advancement (Al-Mukhlafi, 2021; Lahloub & Al- Sarayrah, 2012).

One of the directions of contemporary educational leadership is participatory leadership which encourages employees to feel confident in them (self-confidence); it leads them also to take on responsibility and achieve the objectives of the group (Al-Shammari, 2020). Participatory leadership refers to one of the forms of democratic leadership; it is a leadership that practices the cooperative form by a group of employees, so that none of them is a regular leader, or even permanently irregular leader. In other words, participatory leadership is a cooperative and joint work, referring not only to the leader's cooperative method of leading a group; rather, it is a cooperative method in which the group is keen to distribute responsibilities to maintain interaction (Salim & Shaqran, 2021). Furthermore, participatory leadership allows employees to participate in making and taking decisions related to work. The leader adopts decentralization not centralization, the delegation of some of his/her powers to employees, in proportion to the responsibilities given. Participatory leadership adopts an effective communications system, and it is keen to motivate employees and invest their creative and innovative abilities. It is worth mentioning that it relies on training subordinates to take responsibility and takes them in the path of administrative growth (Al-Mukhlafi, 2021); (Lahloub & Al- Sarayrah, 2012).

Participative leadership may seek to involve members or subordinates and all those who matter in the running of a school especially teachers and parents with the view of tapping and harnessing their rich experiences, knowledge and talents Participative leadership may aim to involve members or subordinates as well as all of these parties. Lambert (2002) bemoans the outdated paradigm in which teachers' considerable talents went largely untapped due to a single individual's leadership. This resulted from the worship and heroism accorded to leaders. Somech (2005) asserts that in order to effectively manage by exchanging ideas, participative leaders must guide their teams by encouraging members to investigate opportunities and challenges. As a result, it seems impossible for one person to lead an organization, which supports the idea that no one person is a repository of knowledge.

Lambert (2002) believes that school management is a professional task that involves all the people involved in the school. Lambert (2002), mentioned that every effective principal tries to create a common vision with people of the school community. The main focus is that participatory leadership in schools is characterized by the cooperation of principals, teachers, students and parents. According to Somech (2005), participative leadership is simply defined as a situation where a supervisor shares the decision-making process with subordinates in an organization. This means that the manager values his employees and looks for an opportunity to apply their skills and knowledge by involving them in the activities of the organization. Participative leaders are required to lead by supporting group members in finding new opportunities and challenges, as well as the ability to lead ideas by sharing them (Somech, 2005).

As a participative leader, you are not only concerned with how this leadership style will affect the achievement of your goals, but you are also in charge of the members' leadership development. According Dimmock (1999), a participative leadership style ostensibly gives other people ownership and permission to make different suggestions. This demonstrates how members engage in participatory leadership to enable them to contribute their ideas. Participating in organizational activities reduces the likelihood that employees will view corporate tasks as merely a ruse because they see the process as more equitable (Rok 2009).

3.4 Transformational Leadership

The field of educational leadership has only recently come across the idea of transformational leadership. And must produce high-quality teachers and effective students in order to meet the innovative challenges faced by schools (Leithwood & Jantzi, 2005; Gkolia et al. 2014) Burns (1978) defined transformational leadership as the act of interacting with others to forge a bond that raises the motivation and morale of both the leader and the followers. According to Burns (1978), leadership is a process of change in which both the leaders and the followers frequently undergo change or improvement in behavior. According to Avolio et al., (1999), transformational leaders have the charisma and influence to motivate staff members to go above and beyond what is required of them at work. Transformational leaders see leadership as a process that energizes, motivates, and strengthens the leadership skills of those who follow them. Additionally, transformational leaders raise the level of awareness among their followers regarding the importance of the output and improve their success (Seltzer & Bass, 1990; Bass & Riggio, 2006).

According to Bass and Avolio (1994), transformational leaders can have an impact on their followers in a way that produces greater results than they had originally anticipated. One way to describe transformational leadership is as a set of leadership behaviors that, when used by leaders in their interactions with followers, help to successfully transform organizations (Bass, 1985). The actions of transformational leaders reflect four facets: idealized influence, inspiring motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 1994; Bass & Riggio, 2006). A transformational leader may not exhibit all behaviors, but he or she was aware of the importance of prioritizing in his or her leadership (Bass, 1990).

Transformational leadership offers a flexible approach to change, allowing a leader's individual style and the context to change and aid in problem-solving for the organization. (Bass & Avolio, 1990; Hallinger, 2003; Leithwood & Jantzi, 2005; Hallinger & Heck, 1998; Marks & Printy, 2003). Individuals are motivated, committed, and empowered by transformational leadership (Bass & Stogdill, 1990; Bass, 1996; Burns, 1978; Leithwood & Duke, 1999; Zhang & Bartol, 2010) and achieves high levels of performance and organizational goals by motivating followers to act outside of their own self-interest. (George & Jones, 2012; Hetland et al., 2011; Schermerhorn et al., 2010). Through the identification and expression of a school's vision, the promotion of group goals, the provision of individualized support, the stimulation of intellectual curiosity, the provision of an appropriate model, and the setting of high performance standards, transformational leadership in educational settings helps people become more committed to achieving school goals. (Jantzi & Leithwood, 1996).

3.5 School Effectiveness

The term effective school or school effectiveness, or more recently educational effectiveness, is often used in studies that describe various factors that can have a positive impact on students' school performance. There are many operational definitions of school effectiveness. Mortimore (1991) defined an effective school as one where students can achieve higher academic achievement than schools with a similar number of students. Goldstein (1997) used the term school effectiveness to describe factors that may play a role in student performance differences within and between schools. According to Scheerens (2013), the most general understanding of the term school effectiveness refers to the degree to which a school has achieved its goals. All of these definitions indicate that the purpose of school effectiveness is to enhance student learning in school. Similarly, school effectiveness refers to the extent to which students have improved their performance on assessment scores (Todd & Mason, 2005). The school goal can be achieved through continuous supervision of teaching and non-teaching staff (Ayandoja et al., 2017). Thapa, et al., (2013) argue that school effectiveness is positively influenced by the experience of staff and school leaders and their respective values and norms. Good interaction between school leaders and teachers also improves school effectiveness. Brown and Militello (2016) emphasize that school leaders should observe and evaluate teacher teaching to provide valid feedback. In short, the effectiveness of the school cannot be improved unless the principal is effective.

3.6 Teacher Effectiveness

Although teacher effectiveness is abstract concepts that cannot be directly identified or assessed, the majority of academics agree that it is a multidimensional concept, meaning it has

numerous components and dimensions (Falaye & Awopeju, 2012). According to Onyeachu (1999), teaching effectiveness is the ability of a teacher to engage in various aspects of teaching, such as subject mastery, effective communication, lesson preparation and presentation, as well as one-on-one interaction with students and other staff members.

According to a definition given by Hunt (2009), the effectiveness of teachers is the sum of the traits, skills, and behaviors that teachers' at all educational levels exhibit in order to help their students achieve their goals. These outcomes may include achieving both specific learning objectives and more general objectives like the ability to solve problems, think critically, collaborate, and become productive members of society. An effective teacher is one who consistently achieves objectives that either directly or indirectly center on the students' learning, according to Aina (2013). Dunkin (2007) offered a further definition of teacher effectiveness as the extent to which a teacher has the desired impact on students. Additionally, he distinguished it from teacher performance, which refers to how a teacher acts while teaching, and teacher competence, which measures the degree to which a teacher possesses the necessary knowledge and skills. In a similar vein, Akpan (2013) described effective teaching as the achievement of all or most of the learning objectives and the lowering of differences in students' cognitive abilities. Afe (2003) defined effective teaching as the kind of instruction characterized by the display of intellectual, social, and emotional stability, love for children, a positive attitude toward the teaching profession, and the capacity to inspire good qualities in students. An effective teacher is one who challenges students intellectually, inspires students, sets high standards, and promotes self-initiated learning, according to Darling-Hammond and Adamson (2010).

It is common to discuss a teacher's effectiveness in terms of their attention to students, how they perform, how they behave in front of the class, and the rules and regulations they enforce to improve student outcomes. In addition to focusing on students' performance, effective teachers must be clear about their instructional goals, have a solid understanding of the curriculum's content and effective teaching methods, communicate with students effectively about what is expected of them, use the right teaching methods and materials to make learning useful, and be knowledgeable about their students (Ko, et al., 2013). Good teaching is the foundation of effective teaching, but other factors that contribute to teacher effectiveness include having adequate and appropriate subject knowledge, assessing students to determine their needs and requirements for learning, being able to use questions to engage and challenge students, and consolidating understanding as an effective use of assessment for learning (Ko, et al., 2013).

4.0 CONCEPTUAL FRAMEWORK

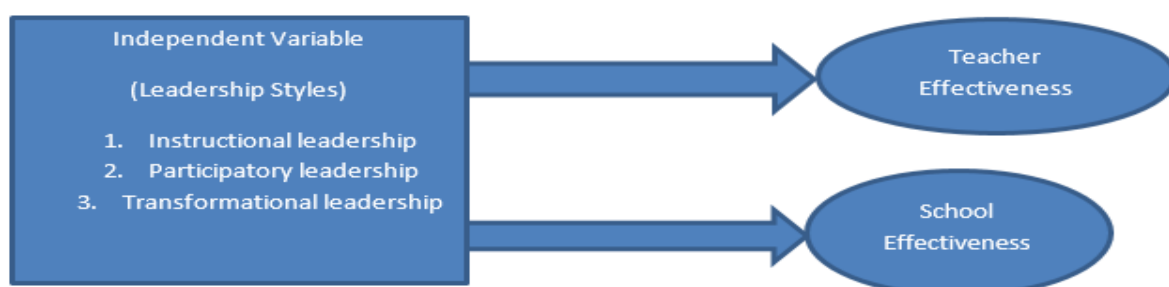


Figure 1: Conceptual framework of Principal's leadership styles on teacher and school effectiveness

Source: Author's conceptualization (2023)

5.0 EMPIRICAL REVIEW

5.1 School and Teacher Effectiveness under Instructional Leadership

In the world of management, one leadership style that is relatively new is the instructional leadership style. Teachers' ability to adapt to a novel and difficult task like instructional leadership in their daily activities is influenced by principals' instructional leadership and their level of self-efficacy. If the principal acknowledges the teachers' efforts, it will boost their confidence and motivation (Hipp, 1997). Teachers need to find a fresh approach to developing teaching techniques that are current and relevant in light of globalization. According to Bellibas and Liu's (2017) study, there is a significant correlation between teachers' self-efficacy and how principals are perceived to lead instruction. In study conducted by Zheng, Yin, and Li (2018), explored the connections between instructional leadership, professional learning communities, and teacher self-efficacy in China. They discovered a favorable relationship between principals' instructional leadership and teachers' self-efficacy.

The role of the school leader has changed over the past 10 years, requiring instructional leadership to be evident in order to enhance academic achievement (Lunenburg, 2010; Robinson et al., 2008). Education researchers have addressed the role of school leaders in improving student and school performance. Research has found that a school leader's leadership and decision-making style significantly affects school achievement (Leithwood, 2010) and that school leaders could improve instruction by adopting teaching methods that close the achievement gap (Wenglinsky, 2004). It is important to understand the impact school leaders have on student achievement, particularly in schools that have the highest percentage of students living in poverty.

Sergiovanni (2006) recognizes the educational leader as the one with expert knowledge on educational issues (p. 7). Sergiovanni expresses that the instructional leader is critical as the instructional leader must be able to provide pedagogical expertise and encourage leadership growth beyond the current status of faculty members. The teacher is responsible not only for student learning but also for teacher teaching (Barton, 2013). Teachers need to be able to diagnose problems within the institution and know how to fix the problems while maintaining a positive learning culture (Sergiovanni, 2006). The school principal's traditional managerial role has been replaced by that of instruction leader, teacher of teachers (Barton, 2013, p. 94). The educational leader must be an experienced clinical practitioner (Sergiovanni, 2006). The facilitator must have the knowledge to turn a problem into a success (Bottoms, 2012).

5.2 School and Teacher Effectiveness under Transformational Leadership

Effective school leadership is a crucial component of the explanation for the success of the school. (Hallinger, 2011; Levine & Lezotte, 1990; Hallinger & Heck, 1998). School and teacher effectiveness is the school ability to accomplish their goals which is highly dependent on leader's effectiveness (Hallinger, 2011; Marzano et al., 2005; Hallinger & Heck, 1998). An

important element in explaining school and teacher effectiveness is competent school leadership (Whitaker, 1997). The most effective leaders, according to McFarlin and Sweeney (1998), should interact with subordinates to achieve organizational goals (Yukl, 1999) and foster a strong community support for the change by establishing a vision for the organization and motivating students at school. (Bass, 1985; 1997). A principal's capacity for transformational leadership is also a key factor in the success of efforts to improve school effectiveness. Furthermore, the transformational leadership skills of principals are crucial to the success of school and teacher effectiveness initiatives. (Alexson, 2008). A review of the literature reveals that some researchers have empirically looked into the connection between effective school leadership and transformational leadership. By concentrating their efforts on long-term goals, creating a shared vision, motivating the teachers to follow their vision, and setting high performance expectations, school leaders who engage in transformational leadership practices, according to empirical studies, increases the effectiveness of the school and the teachers (Hallinger, 2003; Hallinger & Heck, 1998; Harris, 2008; Jackson, 2000; Leithwood, et al., 2004). The follower will feel loyalty, trust, and respect toward the leader as a result of the transformational leadership practice, and they will be inspired to go above and beyond what is required, increasing the effectiveness of the school (Leithwood et al. , 2004). Leithwood and associates looked at the impact of transformational leadership on organizational outcomes and student achievement from 1990 to 2006. (Leithwood & Jantzi, 2000; Leithwood & Jantzi, 2006; Leithwood, et al., 2004; Leithwood et al., 2002, Leithwood & Jantzi, 1990). The results of their research showed that transformational leadership qualities have a significant positive impact on organizational conditions, student achievement, and teacher work environments, all of which improve the efficiency of the school and the effectiveness of the teachers. Furthermore, Leithwood and Sun (2012) found that the working environment in schools was significantly impacted by transformational leadership dimensions. Strengthening school culture and creating collaborative structures are two transformational leadership dimensions that have a small but significant impact on teachers and educational environments. When staff members ensure they are adequately involved in decision-making related to programs and instruction, their activities toward school goals will be increased, which is one explanation for how transformational leadership can increase the level of school effectiveness.

According to Cheng (1997), school principals need a new set of leadership beliefs to overcome traditional limitations, facilitate educational changes, create a suitable learning environment for school stakeholders to work in, and pursue long-term effectiveness in schools in order to effectively deal with the challenges posed by a changing educational environment and educational reforms. According to Bass and Avolio (1994), followers of transformational leaders are more likely to provide organizational commitment because these leaders empower followers to make decisions, inspire trustworthiness, and respect the variety of the followers' potential. This idea was backed up by Walumba & Lawler (2003), who identified transformational leaders as those who inspire followers to become actively involved in their work and, as a result, raise the level of their commitment to the organization. In light of this, Lee (2004) referred to earlier studies that discovered higher organizational commitment among followers whose leaders encouraged participation in the decision-making process, placed emphasis on consideration, and were helpful and concerned with their followers' growth.

5.3 School and Teacher Effectiveness under Participatory Leadership

The collective decision-making process is the crucial process of making choices by identifying a decision, gathering information, and assessing alternative solutions. The participative leadership style calls for a collective decision-making process by creating a fertile environment for everyone in the group to have a chance to speak their mind in the improvement of teaching and learning instructions (Siamoo, 2013). The study reviewed different literature relating to this study.

According to Russamsi, et al., (2020) Principal leadership has been shown to enhance teacher professionalism and productivity. According to Zainuddin et al. (2020), a combination of school leader leadership and effective organizational communication can increase teacher engagement and improve performance. According to Endaryono et al (2021), democratic leadership style is recommended for school administrators. They make decisions by deliberation by involving all elements by consensus, carry out decisions by delegating authority and responsibility to subordinates, and program evaluations are carried out systematically. In a study to determine the impact of principal leadership styles on secondary school teachers' job satisfaction in the Jaffna District, Nadarasa (2014) discovered that democratic leadership has a positive impact and autocratic leadership has a negative impact. In light of the findings, principals should adopt a democratic leadership style because it can help teachers feel satisfied in their jobs.

The democratic leadership typology of the principal is a key quality to enhancing teacher effectiveness according to Rohman and Muna's research (2019). Schools are capable of competing in educational competitions and are prepared to face any challenge. Nasir et al. (2021) added that the democratic leadership model of madrasah principals is shown by the behavior of principals who are communicative, disciplined, and responsible, dare to innovate, honest, open, have good social relations with madrasa residents, and involve subordinates together. According to Yanti (2021), democratic leadership styles have a positive and significant impact on teachers' educational, personal, professional and social skills.

Nigerian teachers' involvement in decision-making was the subject of a 2011 survey by Olorunsola and Olayemi (2011). The purpose of this study is to examine the effectiveness of teachers in relation to school decision-making, in particular the formulation of rules and regulations, school development planning, staff training, student discipline, the organization of school examinations, and employee participation in welfare programs. was to determine how influential the and environmental protection. This study used a descriptive survey study design to collect information from her 200 teachers at her 5 secondary schools selected for the study. The results of the survey show that secondary schools in Nigeria's Ekiti state have the highest levels of cooperation between principals and teachers, ranging from 93% to her 72%. Studies have shown that involving teachers in decision-making promotes an environment in which students can perform at a high level. Teachers have more control in making decisions. Based on the findings of the survey, it was suggested that the continued involvement of school leaders in decision-making enhances the empowerment of teachers.

Yu (2015) also asserted that the principal plays a key role in the success of efforts for enhancing levels of school effectiveness. However, schools administrators, who aspire to succeed in working for continued school improvement, need the involvement, participation, and support of not only the teachers but also other stakeholders, such as parents and school clients or the

students (Mulford, 2003; Yu, 2015; and Kadir, Tijani & Sofoluwe, 2020). Blaise (2012), and other scholars, identified the major functions of principal in decision making as: supervision of instruction and curriculum planning, students' personnel services decision, school discipline, and students' academic performance decision making (Blaise, 2012; Gemechu, 2014; and Ayeni, 2018). This implies that decision making is a vital aspect of the school system, such as staff and student discipline, which constitute a significant indicator of school effectiveness. Oloyede (2018) concluded that students' academic performance does not only enhance a school reputation by attracting new students for admission, but also serves as a full proof for justifying or determining the extent to which human resources have been committed to teaching and learning. The implication of this assertion is that students' academic performance has become a key to the gateway of functional school programme in measuring the principals' administrative effectiveness (Baker et al., 2010; Oloyede, 2018; and Tijani, 2020).

6.0 METHOD OF STUDY

The descriptive survey research design was adopted for the study. The population consisted of 137 respondents (15 Principals and 122 Teachers) from 15 Secondary Schools in Tiko Sub-division, Fako Division Cameroon. For this study the researcher used purposive sampling as this study targeted principals and teachers of schools in Tiko Sub-division. The instrument used for data collection was the questionnaire titled "Principal's Leadership Style on Teacher and School Effectiveness" (PLSTSE) constructed by the researcher. The researcher also adopted the Leadership Questionnaire developed by Bass (1985) but with little adjustments. 'PLSTSE' has five point Likert rating. The 'PLSTSE' was validated by experts and found to have both face and content validity. The reliability co-efficient was computed to be .81 using split-half statistics. The data collected were analyzed using SPSS to check the reliability of the survey and Pearson moment correlation for hypothesis.

6.1 Data Analysis

Table 1: Summary of Hypotheses

Hypothesis	Mean Value	P-Value	T-Value	Mean Difference	Empirical Conclusion
H1: There is a significant impact of principal's leadership style on school effectiveness.	4.34	0.000	4.856	.194	Accepted
H2: There is a significant impact of principal's leadership style on teachers' effectiveness.	4.20	0.000	4.733	.191	Accepted

One sample t-test was applied to the collected data and the test value was set to 4. A mean value of 4 or higher is a clear indication of approval of the hypotheses. The mean values of Hypothesis-1 and Hypothesis-2 in Table 1 are above 4 and based on these values all hypotheses have been accepted. The mean value shows that all of the respondents have agreed on the questions mentioned in the questionnaire. The significant value less than 0.05 indicates the positive outcome, hence based on the significant mean values, significant p-values, positive t-values, positive mean differences both hypotheses have been accepted, indicating the

significance impact of principal's leadership styles on teacher and school effectiveness. The results of the impact of principal's leadership style on school effectiveness had a mean value of 4.34 signifying teachers perceived that principal's leadership has a significant influence on school effectiveness. The mean value of 4.20 for the impact of principal's leadership style on teacher effectiveness revealed teachers perceived principal's leadership styles has having a significant impact on their teaching effectiveness. Both findings revealed there is a significant impact of principal's leadership styles on teacher and school effectiveness.

7.0 DISCUSSION

7.1 Impact of Principal's Leadership Styles on School Effectiveness

The results of the impact of principal's leadership on school effectiveness had a mean value of 4.34 signifying leadership had a significant influence on school effectiveness. The results of this research agree with those of Thapa et al. (2013) who note that school leaders should provide good ideas on how to strengthen the relationship between staff and teachers and inspire them to work as a team (rather than independently) to achieve the schools' vision and mission. The mission of every school is to provide appropriate teaching and learning for its students. The results of this research are consistent with the work conducted by Uko (2015), which shows that school effectiveness is positively influenced by the experience of school leadership and staff and their respective values and norms. Good interaction between school leaders and teachers also improves school effectiveness. The results agree with Day et al. (2000) who concluded that research from different countries and different school contexts has demonstrated the powerful impact of leadership processes on school effectiveness and improvement. ... Essentially, schools that are effective and capable of improvement are run by school leaders who make a significant and measurable contribution to the effectiveness of their staff. These results are consistent with the finding of Leithwood & Sun (2012), which suggests that leaders improve school conditions through the achievement of a shared vision and goals for schools, their high expectations, and the support of school members, practices that reflect school culture strengthen and promote, influence cooperation within the organizations. The result of the study by Zambat et al., (2010) on school effectiveness in primary school showed that there is a positive and significant association between intellectual stimulation and individual support with school effectiveness, which agrees with the results of this study. Their findings also showed that leaders influence teachers primarily through people development practices, providing individual support and intellectual stimulation. In another study, Leithwood & Sun (2012) found that holding high expectations was significantly related to teachers and school conditions. These results are consistent with the findings of Hebert (2010), which imply that there is a positive relationship between school effectiveness and transformative leadership, as perceived by teachers at 30 elementary schools in the United States. Likewise, Hoy (2013) reported that there was a significant positive correlation between the dimensions of transformative leadership and school effectiveness. Furthermore, the results of Abgoli & Sabeti (2013) in secondary schools in the city of Shiraz, Iran showed that there was a positive relationship between transformative leadership by managers and school effectiveness. It showed that the higher the scores in transformative leadership by managers, the higher the scores in school effectiveness. The results of this study agreed with studies by Ngussa and Joseph (2017), Mwinuka (2016), Nzowa and Ngusa (2019), Lyimo et al. (2017) who insisted on involving stakeholders in solving educational challenges to improve students' academic

performance in order to improve the quality of educational provision in public secondary schools. This implies that collective decision-making has a high impact on improving educational quality. The results of this study are consistent with those of Bachelor (2014), Armstrong (2016); Dwyvedi (2018); Maritim (2019) observed that involving subordinates in decision-making improves decision-making quality and organizational effectiveness, leading to the achievement of organizational goals. (Bachelor, 2014; Armstrong, 2016; Dwivedi, 2018; and Maritim, 2019). This is consistent with the findings of Konkay (2014) and other scholars, who acknowledged that participatory decision-making enhances employee expertise and encourages participation in the decision-making process. Change is most likely to be effective and sustainable when teachers, parents, and school administrators have more say in the policies and programs that affect students (Gemechu, 2014; Konkay, 2014; and Damnjanovic et al., 2018). The results conclude that when managers involve subordinates in the decision-making process, the organization is healthier, employees are more motivated, employees feel more part of the organization, and strive to achieve goals.

7.2 Impact of Principal's Leadership Styles and Teacher Effectiveness

Finding on hypothesis 2 shows that there is significant impact of principal's leadership styles on teachers' effectiveness with a mean value of 4.20 which revealed teachers perceived principal's leadership styles to have an influence on their effectiveness and productivity. This finding supports Mark (2011) who found that school leaders make decisions alone without involving teachers. This finding also supports Butter (2012), who found that teachers are marginalized in decision-making compared to other professions. This finding also supports Ako (2011), who showed that a lack of teacher involvement in decision-making leads to resistance to direction and poor teacher performance. This finding also supports Perry (2012), who found that school leaders either make decisions on their own or choose teachers they consider their favorites to help them make decisions. This finding is consistent with Nsubuga (2008) who found that there is a strong positive association between leadership style and academic performance. Goldman (2008), who observes that leaders who use a democratic leadership style build consensus through participation, but these leaders also expect higher levels of excellence and self-direction; Such leaders have time to listen and share ideas with their followers. Charlton, (2010) who argued that effective leadership has a positive impact on teacher productivity. Marshall (2014) who found significant correlations between the dependent variable of teacher satisfaction and dominant leadership style as measured by planning, decision-making, communication, professional support, and evaluation. Hindt (2015) also found that the behavior of key leaders significantly affects teacher morale and student performance. These results are also consistent with a study published by Elkins and Keller (2003), Gumusluoglu & Ilsew (2009), Sosik et al. (1998) who found that a leader who embraced transformative leadership had a close relationship as a determinant of innovation and creativity in the workplace supports innovation, autonomy, recognition, and challenge. The study also found that these leaders had practiced intellectual stimulation to develop innovation and creative thinking among their followers. Dimensions of intellectual stimulation also allow leaders to challenge employees to think outside the box and use a new approach to solving a problem or task. This finding is consistent with the research of Setaiwan (2016), who reiterated that transformational leadership improves school and classroom effectiveness. A main leadership role is to motivate teachers to achieve their goals to ensure effective learning activities (Chanthea, 2013). Transformational leadership in educational institutions fosters a

sense of effectiveness by empowering school staff, leading to improved educational outcomes (Alsaeedi & Male, 2013). This result is consistent with the results of other studies (Avolio et al., 1999) which showed that leaders who showed individual understanding and interest in teachers and were proactive achieved positive outcomes for teachers such as: B. Greater satisfaction .and achievement, as perceived by teachers. Based on these insights, school leaders who want to influence school outcomes should assess their leadership style and set goals for high-level dimensions of transformational leadership. This research findings align with the assertion by Nwiyi & Uriah (2007) who opined that professional development are sets of activities engaged in by teachers in order to enhance their knowledge, skills and attitude for effective teaching and learning. It is therefore believed that transformational school leadership creates room for the development of the teachers by approving the attendance of these programs for self-development and for the good of the students. The results of this study agree with the study by Huen et al. (2002) in which they discovered that transformational leadership provides intellectual stimulation by encouraging teachers to pursue their own goals for professional learning, encouraging them to evaluate and refine their own practices, supporting them as needed, and supporting staff Provide opportunities to learn from each other. Transformative school leadership will encourage teachers to be more committed to their prescribed roles in the school to achieve better learning outcomes, and will increase the effectiveness of the school leader for better quality outcomes for the benefit of humanity and society. The results of this study are consistent with those of Oduwaiye (2014) and other scholars. They hypothesized that participatory decision-making has the special function of motivating employees and directing them towards high work effort. Teachers achieve higher job satisfaction, which also leads to achievement of school goals. This can go a long way in renewing teacher commitment, especially during this difficult time when teacher salaries and benefits have not been paid for months (Mulford, 2003; Oduwaiye, 2014; and Tijani, 2020). Involving teachers in decision-making also allows them to be actively involved in the school's administrative processes. As a result, teachers take a wider and greater interest in the school, its vision and priorities. Participation in decision-making is therefore a positive approach to information sharing among teachers, which makes teachers better decision makers (Mulford, 2003; Prozesky & Mouton, 2015; and Tijani, 2020). This finding is consistent with Wadesango (2012) and other scholars who postulate that participation in decision-making fosters teachers' creativity and initiative by empowering them to implement innovative ideas. Involvement in decision-making also improves the quality of management's decision-making, as more diverse views and expertise are available as input to decision-making. In this sense, teachers will become more involved and committed to schools as direct implementers of educational policy. This always leads to the achievement of school goals and objectives, or school effectiveness (Wadesango, 2012; and Tijani, 2020).

8.0 CONCLUSION

The major findings of this study revealed that there were positive and significant impacts of principal's leadership styles on teacher and school effectiveness. Principals utilizing instructional, transformational and participatory leadership styles do establish a climate of trust and respect among staff which enhances school and teacher effectiveness. The results of the present study indicate that the three independent variables used in the research namely participatory, instructional and transformational leadership styles significantly correlated with overall school and teacher effectiveness. The results also point to the need for preparing

principals for leadership role in school improvement as well as in-service training to upgrade their leadership role, which has a positive impact on school and teacher effectiveness. From the forgoing, it can be concluded that principal's leadership style plays a pivot role in school and teacher effectiveness.

9.0 RECOMMENDATIONS

Based on this study, the following recommendations were made:

1. Principals need to develop management skills that enhance the effective engagement of other school stakeholders;
2. Principals should create an interactive environment that allows teachers and parents to participate in the school's decision-making process;
3. School leaders should create and maintain a generally accepted vision and mission for school and student performance, and engage broadly with teachers on student performance data and the quality of educational services;
4. School leaders should support the professional development of teachers, provide adequate time for collaboration, and create a physically, emotionally and cognitively safe learning environment for students and staff;
5. School leaders should be concerned with supporting high academic achievement of students and parents concerned with setting high expectations and standards for the academic, social, emotional and physical development of all students. We must develop strong and respectful relationships with our local communities and stakeholders;
6. School leaders should recognize the importance of ensuring that teachers have the opportunity to express their opinions and ideas regarding decisions relating to the school and its operations. By involving teachers in decision-making, school leaders may increase shared meaning and increase teachers' buy-in and commitment to the school's mission and goals.
7. It is suggested that principals might combine instructional, transformational and participative leadership styles concurrently to enhance school and teacher effectiveness.
8. The results suggest that school and teacher effectiveness could be managed by principals fostering intrinsic task motivation among teachers, as well as by promoting teachers' organizational commitment.
9. To create a nurturing environment in which teachers and students can reach their full potential, school leaders must balance administrative and administrative responsibilities tasks with education management functions.

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