

The Effects of Leadership Style on Students Performance

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Abstract

The organization of the leader has to be ready in all aspects of activities to lead effectively. Similarly, department heads are responsible for promoting good teaching and learning practices among teachers and students. This study was aimed to examine which leadership style used by Natural and computational college of Debre Berhan University and the relationship between the leadership style and college effectiveness in students' performance. The sample were 95 females and 125 males; 16 administrators (college head, associate deans, coordinators, department heads, and officers), and 24 student monitors with available sampling, and out of 312 teachers, 180 with simple random sampling. The researchers used questionnaires, focused group discussion and observation to collect data. The data was analyzed employed both qualitative and quantitative analysis and a descriptive survey design. The overall result indicated that transformational leadership and autocratic styles were highly applied than the remaining leadership wo leadership styles because its components are (0.895,0.7140 and 0.887,0.674) respectively revealed that these are the main components in leading the college while others are used moderately and rarely. It was also revealed that the selected college students and workers perform reasonably better. Moreover, both teachers and students were satisfied with their college leaders that indicated that the performance of teachers and students is the direct reflection of leadership styles. It was recommended that the college head and his subordinate coordinators should improve their way of transformational and autocratic leadership style since they were found as the best factor of student performance.

Keywords: leadership styles, student performance, University education, University context

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1. INTRODUCTION

1.1. Background

Leadership is a complex, multifaceted process concerned with the art of inspiring, motivating, and guiding followers in a particular direction which involves casting a vision, goal setting, and encouraging people to be successful (Fischer, Dietz, & Antonakis, 2017). These leaders should promote happiness, unity, harmony, strength, and prosperity in society (Potocki & Brocato, 1995)

And it is critical for the success and survival of all forms of organizations preparing objectives, building charming and attractive leadership. Leaders can clearly show the goal and objective the institution want to achieve. Visionary leaders can steer the organization towards great success (Silva, 2016). Leadership success is realized by quality results. Successful leaders have to develop both managerial and leadership behavior and traits. Therefore, the leader shows how to set objectives and implement them based on established rules and regulations (Zvavahera, 2014a).

Leadership is a personal commitment to make a difference in lives and success, however; it is under-utilized in many universities as most academics feel that they have nothing to do in contributing towards building human capabilities and capacities. This would normally lead to staff, stakeholders, and students being dissatisfied thereby leading to poor performance (Mishra, 2006).

"Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or intended needs." the main concern of leader should be creating an inspired team that can produce or give these quality service (Ijaz Ahmad Tatlal, Iqbal, Amin, & Quraishi, 2014). Education structure is the way in which educational programs are processed and institutions are administered and lead by a brilliant leader to mitigate the challenges (Kumpulainen, Kajamaa, & Rajala, 2018). Our society demands training centers to increase the quality of their student learning. This pressure is falling on leaders. However, in most cases of colleges, they are occupied by routine work rather than focusing on improving student performance (Manning, 2017). Conversely, Colleges should provide enhanced flexibility and autonomy in managing their operation and resources according to the needs and abilities of students, to facilitate the development of quality education with their characteristics (Akalu, 2014). Research suggests effective college leaders must demonstrate targeted leadership skills, such as promoting professional growth among faculty and demonstrating efficacy in teaching methodology, there should be also

collaborative partnerships between leaders and teachers may help unite efforts and overcome the weakness of the college learning processes (Akalu, 2014). Therefore, key questions that guided this research included, which style of leadership made department heads relevancy, instill passion, and provide effective leadership that inspires teachers through such challenging times, and can lead and achieve a positive stable environment where teachers view department heads and other coordinators as cooperative partners in the education process through modeling effective pedagogical strategies and tools? It also delted which type of leadership style enables to performs better. Understanding how the college head and its subordinate leadership style affect academic performance. This may give hints in revising the learning situation of this declining academic performance and quality of learning (Anyango, 2015).

Thus, this study aims to examine which leadership style affects students' academic performance and satisfies the working environment of the college. Taking these into account the following leading question are formulated.

1. What are the relations between leadership style and students' performance?
2. To what extent are college leadership style and different professional satisfaction are related in college on natural and computational college?
3. How do leaderships styles and and professionals job satisfaction affect students' academic performance?

2. Review of related literature

2.1. Importance of leadership on students performance

Leaders are the heart of the organization to achieve short and long-term goals and objectives. they can help the team to develop a shared understanding of organization's, mission, vision, and its activities, can give clear and convincing organizational direction to their folowers (Ojokuku, Odetayo, & Sajuyigbe, 2012). Scholars say that leadership matters because effective leaders make a difference in people's 'career and live; empower followers and educate them on how to do their activites by taking appropriate actions that can facilitate change (Hina & Hussain, 2019; Karadağ, Bektaş, Çoğaltay, & Yalçın, 2015; Mlingwa, 2015; Sun & Leithwood, 2015).

Leaders should know what is required to improve the quality of teaching and learning process the ones who can make use of the employees' capacity and inspire enthusiasm and hopefulness. In this case, leaders may get the best out of their employees and as a result increase their productivity (Hina & Hussain, 2019; Karadağ, Bektaş, et al., 2015; Mlingwa, 2015; Sun & Leithwood, 2015). Apart from the fact that the college head knows what to do, he/she knows when, how, and the reason for doing it, the consequence of improvement that brings about perfection on students' performance. It may therefore, be argued that a headteacher, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the college's goals (Ouma, Lucy, & John, 2015).

So that, the main job of the college head is to create an inspiring atmosphere that fosters competence, effective teaching, and learning. Therefore, the type of environment that exists in a college could be used as an instrument to measure the head teacher's effectiveness (TS & Swamy, 2014; Vaismoradi, Bondas, Salsali, Jasper, & Turunen, 2014). In light of the stated views, in the context of this project, leadership will be perceived as the ability of the college head to relate with the teachers such that the flairs that are embedded in individual teachers are liberated, causing them to constantly see and seize opportunities to improve organizational performance and enhance individual development; leadership is an integral part of this study (Beri & SHU'AIBU).

2.2. Types of leadership

There are different perspectives concerning leadership and leadership style in terms of leading institutions and organizations. Leadership is associated with colleges and college administration in the educational sector. College leaders are expected to guide and motivate all employees and encourage them to meet the objective of the college (Karadağ, Çoğaltay, Bektaş, & Yalçın, 2015).

2.2.1. Autocratic (authoritarian) leadership

An autocratic leader is one who decides and comes up with a solution for the entire group on their own with little or no discussion with other team members. decide on their perception until they convince the subordinates (De Cremer, 2006; Van Vugt, Jepson, Hart, & De Cremer, 2004).

2.2.2. Laissez-faire or free rein leaders

Laissez-faire or free rein leaders are leaders who give very little guidance when dealing with group issues provide overall authority and control to their subordinates (Al-Ababneh, 2013). They assert that free-rein avoid holding power and responsibilities by one higher official, improves job satisfaction of the subordinates as well as ensuring that the potential of the subordinates can be optimally utilized (Howard, 2005; Khan, 2012; Martirosyan, Saxon, & Wanjohi, 2014).

2.2.3. Democratic (participative) leadership

Leadership is very relaxed and participative in which the leader invites the subordinates or team members to participate in the decision respecting them and their input into overall processes (Sheshi & Kërçini, 2017). Democratic leaders consistently take input and advice from those members or followers in a decision making process within the mission setting, many of the participants displayed this kind of leadership by obtaining

suggestions from other members of the group to come to a team consensus when trying to solve a problem or an issue(Choi, 2007; Iqbal, Anwar, & Haider, 2015; Moynihan & Pandey, 2010; Snell & Swanson, 2000).

2.2.4. Transformational Leadership

Leaders are inspiring, the team members with a shared vision, they spend most of their time by guiding and discussing with their subordinates, they are not willing to do everything but delegating responsibilities amongst their teams and when they are observing weakness they are ready enthusiastically to help their subordinates with detail and reasonable guiding principle (Ayoko & Chua, 2014; Bass & Riggio, 2006; Boysen, Kelly, Raesly, & Casner, 2014; Nielsen, Yarker, Brenner, Randall, & Borg, 2008). These can create and sustains a context that maximizes human and organizational capabilities; facilitate manifold levels of transformation, and align them with core values and a unified purpose. Make organizations charisma a special leadership style commonly associated with transformational leadership; extremely powerful, extremely essential for teamwork(S.Nanjundeswaraswamy & Swamy, 2014; Wang, 2014).

2.3. Character and skills associated with effective leadership

They are well aware of student learning requirements, academic standards, and appropriate instructional strategies that lead to student learning, giving priority to decision processes that impact the quality of student learning and teacher proficiency, communicating the links between academic standards, effective instruction, analyzing data, using critical thinking, and problem-solving, evaluating decisions for effectiveness, uses timely, effective, and transparent processes for making decisions, equity, intended and actual outcomes, and revisions as needed and incorporating data-driven decision making with effective technology integration to analyze college results (Chai & Kong, 2006; Zvavahera, 2014b).

Educational leaders play an important role to make teaching and learning more effective and to give quality education to students. The leadership style of ahead of the college depends on the leaders' assumptions about the human being, human nature, and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style (Akessa & Dhufera, 2015a, 2015b; Khan, 2012; Martirosyan et al., 2014)

3. RESEARCH METHODOLOGY

3.1. Population and sample of the study

The population of the study covered eight departments' of Natural and computational science college:-24 students monitors, 16 administrators'(college heads, associate deans, coordinators, and, department heads) and 312 teachers; among these 24 student monitors and 16 administrators' with available sampling, and 180 teachers with simple random sampling were taken as a sample principle(Cohen, Manion, & Morrison, 2005; Creswell, 2009; Gray, 2004; Robinson, 2007).

3.2. Method of analysis and instruments used in the study

Schedule questionnaires, observation, and focused group discussions were employed to collect data. The mixed qualitative and quantitative methods were used, then the qualitative data were analyzed using pattern match and quantitative data was analyzed using inferential analysis of component analysis employed with the help of SPSS 21soft were package principle(Cohen et al., 2005; Creswell, 2009; Gray, 2004; Robinson, 2007).

3.3. Reliability and validity of the instruments

The reliability of the instruments was checked through Cronbach's alpha by using pilot test collected from 15 teachers and students that were not included in the main samples. And the content validity was checked using four experts from education college by using rating each question (poor, fair-good, and very good). According to their comments and suggestion, the questions were corrected and rearranged. The Cronbach's alpha and validity were **0.852** and **0.92** respectively.

4. RESULT AND DISCUSSION

4.1. The focused group and observation result and analysis

For discussion question is "Is direction and clarification of job duties and responsibilities are required to accomplish expert activities effectively?" Most of the discussants believed that direction and clarification are useful to accomplish one's activity effectively and improve these activity progressively. Since, every leader has their vision, aim, and objectives.

For the question "Is incentives needed when experts accomplish their work effectively and vice versa?" Again most of the discussants strongly argued that when one outperformed his/her activities; should be rewarded which activates him/her to do more, on the contrary when one does his activity carelessly he/she should be punished.

To the question "Is complete freedom without any support needed for experts to do their activity better?" On the contrary, most discussants replied that complete freedom is not necessary which may lead to an unwanted

direction. But comparative freedom is required to do various academic activity creatively.

To question "Is some attractive inspiring support needed to have a better achievement?" Harmoniously, all discussant replied that such type of discussion and support are important to trigger experts to do their work with pleasure and feel their heads are trusted them.

For question "Is guidance and discussion with leader and elder required to achieve the quality result?" Similarly, most of the discussant viewed that the presence of guidance and discussion with the leader and elder necessary because it enable to get experience to complete duties honestly.

To question "Is setting goal together with leader necessary, surprisingly, all discussant supported that preparing goal together with the leader because it enables both parties to have common interest and achievements.

Finally, Is successive discussion and support one another with the leader is necessary to be best performer?" with one voice all discussant viewed that the presence of consecutive discussion and trust should be there to be effective. The observation also reflects the same processes that happened in the college that supports the discussion.

Quantitative analysis

Table1: The mean value of the overall teaching leaning processes Descriptive Statistics

	N	Mean		Std. Deviation	Variance
	Statistic	Statistic	Std. Error	Statistic	Statistic
How do you rate quality of your performance?	220	3.75	.074	1.102	1.213
How do you evaluate the performance of your students	220	4.03	.062	.924	.853
How do you evaluate your satisfaction on your teaching meet the needs of all students	220	4.28	.066	.975	.950
How do you evaluate the overall teaching learning process in your college?	220	4.27	.067	.991	.983
Valid N (listwise)	220				

As described above in Table1, one from valid respondents 220 ordered to rate their quality of performance (very low =1, low=2, medium=3,good=4 and very good=5) the mean of their response is 3.75 (with variance 1.21) shows that with a slight variation all of them are good with their quality work, their student performance mean is 4.04 (variance 0.853) illustrated that they have done good activities and have good students performance, their satisfaction mean was 4.28(variance 0.95) shows that they were satisfied with their leaders, work and the overall teaching process was 4.27(variance0.983) expresses that the overall teaching and learning environment is very good.

Table2: Correlations of students performance with teachers and other office employee satisfaction and overall processes

	How do you rate quality of your performance?	How do you evaluate the performance of your students	How do you evaluate your satisfaction on your teaching meet the needs of all students	How do you evaluate the overall teaching learning process in your college?
How do you rate quality of your performance?	Pearson Correlation Sig. (2-tailed) N	1 .538 220	.538 .000 220	.470 .000 220
How do you evaluate the performance of your students	Pearson Correlation Sig. (2-tailed) N	.538 .000 220	1 .000 220	.472 .000 220
How do you evaluate your satisfaction on your teaching meet the needs of all students	Pearson Correlation Sig. (2-tailed) N	.470 .000 220	.472 .000 220	1 .000 220
How do you evaluate the overall teaching learning process in your college?	Pearson Correlation Sig. (2-tailed) N	.452 .000 220	.604 .000 220	.788 .000 220

As can be seen on above Table2: there is a strong positive correlation of students performance (0.472) with the overall teaching learning processes(0.602). Demonstrated that the style of leadership positively affected both

the students performance and the overall processes of teaching.

Table3: the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.758
	Approx. Chi-Square	4255.573
Bartlett's Test of Sphericity	df	276
	Sig.	.000

The A Kaiser-Meyer-Olkin (KMO) test is used to determine the sampling adequacy of data that are to be used for Factor Analysis. From the above Table2, it KMO is 0.758 which indicates the data is adequate to perform the operation factor analysis and $P < 0.05$. this also confirmed that the data is adequa(Andale, 2017; Revelle).

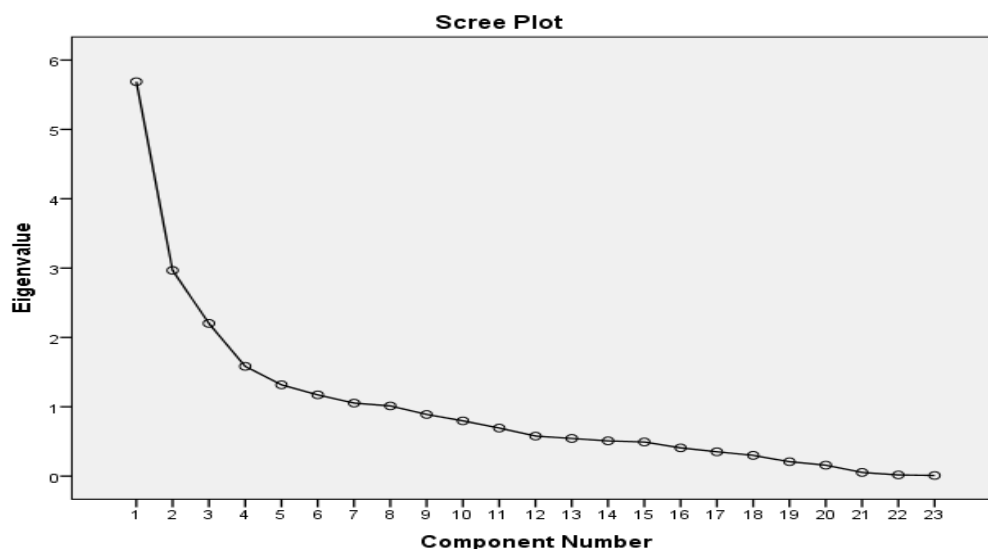


Figure 1 Scree plot

Table 4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.225	25.937	25.937	6.225	25.937	25.937	3.870	16.123	16.123
2	3.298	13.742	39.679	3.298	13.742	39.679	2.941	12.253	28.376
3	2.511	10.462	50.140	2.511	10.462	50.140	2.693	11.219	39.595
4	1.432	5.967	56.108	1.432	5.967	56.108	2.529	10.537	50.132
5	1.387	5.780	61.888	1.387	5.780	61.888	2.132	8.883	59.015
6	1.220	5.085	66.972	1.220	5.085	66.972	1.548	6.450	65.465
7	1.043	4.344	71.317	1.043	4.344	71.317	1.404	5.852	71.317
8	.930	3.874	75.190						
9	.886	3.692	78.883						
10	.828	3.451	82.334						
11	.747	3.114	85.448						
12	.603	2.512	87.960						
13	.532	2.215	90.175						
14	.449	1.872	92.047						
15	.436	1.816	93.863						
16	.423	1.763	95.626						
17	.372	1.551	97.177						
18	.282	1.174	98.351						
19	.207	.862	99.214						
20	.080	.331	99.545						
21	.038	.157	99.702						
22	.028	.117	99.819						
23	.026	.109	99.928						
24	.017	.072	100.000						

Extraction Method: Principal Component Analysis.

According to the argument of principle component analysis, the most important components are the component which has eigenvalue greater than one, both the scree plot figure 1, and Table 4, shows there are 7 components that have eigenvalue greater than one that is covering about 71.3% of the overall variation (Abdi & Williams, 2010; Wold, Esbensen, & Geladi, 1987).

Table 5: Rotated Component Matrix^a

	Component						
	1	2	3	4	5	6	7
Teachers need to be supervised closely, or they are not likely to do their work.	.075	.163	.177	.137	.914	.078	.085
As a rule, teachers must be given rewards or punishments in order to motivate them to achieve organizational objectives.	.386	.063	.049	.805	.237	.039	.081
Effective leaders give orders and clarify procedures.	.396	.068	.068	.807	.208	.014	.081
Most teachers feel insecure about their work and need direction.	.119	.270	.254	.272	.199	-.211	-.197
The leader is the chief judge of the achievements of the members of the group.	.042	-.067	.046	.415	.037	-.071	.745
Leader should suggest teachers to meet set targets	-.037	.255	.775	.096	.089	.079	.139
In complex situations, leaders should let subordinates work problems out on their own.	-.078	.774	.101	.060	-.011	.134	-.105
As a rule, leaders should allow subordinates to appraise their own work.	.207	.322	-.105	-.149	.130	.143	.558
In most situations, workers prefer little input from the leader.	.378	.572	-.464	.101	.148	.061	.298
Leaders should give subordinates complete freedom to solve problems on their own.	-.083	.739	-.054	-.038	.107	-.059	.241
In general, it is best to leave subordinates alone.	.930	.050	.121	.141	.025	.004	.071
Leader should allow teachers to do various attracting technique of teaching by themselves	.169	.795	.107	.141	.133	.066	-.070
Teachers should be a part of the decision-making process.	.063	.129	.019	-.126	-.005	.852	.205
Most workers want frequent and supportive communication from their leaders.	.157	-.029	.630	.137	.198	.134	-.193
Providing guidance without pressure is the key to being a good leader.	.608	.034	-.016	.303	.155	.161	-.115
It is the leader's job to help subordinates find their "passion."	.942	.054	.116	.165	.032	-.011	.093
Leaders need to help subordinates accept responsibility for completing their work.	.122	-.097	.591	.322	.032	.226	-.080
It is better to encourage teachers to get involved in setting work goals	.119	.133	.113	.157	.324	.640	-.200
It is better to makes others feel good by making friendly environment around them.	.159	-.076	.744	-.037	.187	-.136	.055
Teacher and students have complete trusted in their college head.	.912	.031	.120	.183	.021	-.012	.109
Heads expresses in a few simple words what teacher and students could and should do.	.070	.118	.212	.168	.917	.079	.065
Heads provides appealing images about what teacher and students can do.	.258	.255	.306	.619	.023	-.024	.152
Heads and subordinates help others to improve themselves.	.390	.571	-.459	.099	.159	.063	.300
Teacher and students cooperatively work with their college head.	-.233	-.302	.178	.373	-.085	.416	-.115

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

As indicated above in Table 5, college head, associate deans, teachers' and students monitors responses shows that the most used leadership style by the natural and computational college of Debre Berhan University is democratic and transformational leadership styles. Since these two style of leadership has shown in rotated component matrix (0.942, 0.602 and 0.912,0.390) respectively. However, some elements laissez-faire and

autocratic are also important (0.930 and 0.396, 0.386) respectively. Illustrate that the most important components among the four style of leadership for genuine teaching learning processes are those which are revealed in component one with eigen value greater than one and have a component value greater than 0.350 (Bro & Smilde, 2014). That is, during their activities expertise and professionals want their college head or leaders allow them to find their passion(0.942) which is similar to the suggestion of (Snell & Swanson, 2000), they are also need guidance and direction from their heads without pressure which is a key to accomplish their performance according to the college aims and objectives(0.602) that is in accordance with the idea of (Moynihan & Pandey, 2010). From transitional leadership style teacher and students want their college head have complete trusted with them (0.912) similar to (Wang, 2014), and have desires to do various activities in coordination with college head, associate heads and department heads (0.390)(Boysen et al., 2014). Moreover, from laisses fair teacher wants to have a comparative academic freedom (0.930)(Howard, 2005), and then from autocratic:- to be more efficient according to the vision and the objective of the college professionals need inspiring order and clarified procedure(0.396)(De Cremer, 2006), as well as professionals would be happy in getting reward or incentive (0.386) when they perform better and get constructive measure when they do careless activities(Van Vugt et al., 2004). Demonstrated that eventhough, democratic and transformational leadership style are dominant (0.895,0.7140 and 0.887,0.674); autocratic and Laissez –fairer leadership also have an important contribution(0.930 and 0.396, 0.386).

5. Conclusion

Leadership is one of the fundamental functions of administration and the behaviors of the principal vary according to the extent of their work responsibilities. College heads, associate dean and department heads have become instructional leaders, focusing on raising student achievement (Davis & Darling-Hammond, 2012).

Most of the surveyed college discussants use their experience in the work processes. The analysis also shows that fundamental decisions are made mostly by leaders. According to the belief of majority of surveyed discussants want their head allow them to find their passion, providing guidance without pressure and are motivated when there is rewards and incentives during when they perform their activities better.

Also they have a desire their head have complete trusted on them, want to receive constructive guide, suggestions, inspiring order and clarified procedures by leaders. Most of the workers believe the presence of punishment, the presence of consecutive discussion and support among professionals and leaders is significant to have successful team accomplishment, and there should be comparative academic freedom. Thus, it is up to the leader to select what style of leadership applies to its employees, but according to Debre Berhan university natural and computational college some of democratic and transformational as well as a few componts of laisses fair and autocratic style of leadership, bring benefits to their organization and its stakeholders.

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