

Student's Academic Achievement: Does Leadership Style Matter? A Systematic Review

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Abstract

Leadership style is considered as one among many factors which significantly contributes to student's academic achievement. This paper aims to examine previous studies that focus on the relationship between different school teachers leadership styles and student's academic achievement. The purpose of this study is to find out which leadership style best to be implemented in the school context. The studies analyze through systematic review to compare the difference and similarities. The research revealed that transformational leadership style is the most present leadership style which significantly increase student's academic achievement compared to any other leadership styles.

Key words: Education, Leadership style, Student's Academic Achievement

INTRODUCTION:

One cannot deny that the main key factor of successful institution, school or even government is depending on the way of leaders in leading their institution. Leadership refers to a process in which a person has an influence in directing a group of people to accomplish specific objectives.

Leadership style has become a priority in education policy programs worldwide. It plays a crucial role in refreshing school outcomes by influencing the motivations and capabilities of the teachers as well as the school climate and environment. An increasing base of knowledge from research and practice has depicted that the primary job of the educational leaders is to put emphasis upon student achievement by formulating of challenging caring and supporting environmental conditions that are conducive to student learning.

School leadership and student achievement are now global issues. One only has to study student achievement measures as put forth by the program for international student assessment and trends in international mathematics and science studies, launched in 1995 and 1997 respectively, to determine that the world's eyes are on international comparisons of students performance across the globe.

There are a variety of perspectives concerning leadership in terms of institutions and organizations. Leadership is associated with schools and administrators in education studies. Various forms of leadership approaches and theories are - The great man leadership approach, Trait leadership approach, group leadership approach, behavioral leadership approach, situational leadership approach and humanistic leadership approach.

OBJECTIVES OF THE STUDY :

1. To find out the relationship existed between leadership styles and students academic achievement.
2. To find out leadership style which is best to be implemented in school.

RESEARCH METHODOLOGY :

Research Design:

The current paper aimed to investigate which leadership style best to be implemented in school context by review some studies related in the relationship between leadership styles and students academic achievement. Thus to achieve the purpose of the study ,systematic review was used.

Data Sources :

The data on this research were directly taken from different journals . The researchers only choose and download the studies published within the last 15 years.

Research Procedures and Analysis :The Researchers did 3 main procedures in conducting the research. The researcher download and saved sixteen previous studies conducted related to the relationship between leadership style and students academic achievement. Then the researcher read carefully research paper to fulfill . Finally those three aspects were put to a synthesize table to ease the researchers to analyze, synthesis as well as to find out the differences and similarities among them.

Literature Review :

Definitions of Leadership styles

Northous states that leadership begins in a certain group or communities which have the same goals and can influence the followers. Rost & Bass argued that the concept of leadership is hard to define as a whole because it is a dynamic process since a leader has periodic characteristics when they lead. The complexity of the concept of leadership might happen because there were many different styles of leadership,for instance transformational,instructional,distributive,interactional,servant,democratic,ethicaeducational,autocratic ,laissez-faire and authentic leadership. First, transformational leadership style refers to the leaders who can increase their followers interest because of having some vision and mission in their institution. Second instructional leadership style refers to the leaders who focus on developing educational programs in their school as well as influencing good relationships among the stakeholders to enhance educational achievement. Distributive leaders refer to the person who is encouraging collaboration among professionals in their school as well as including them in decision making processes. Forth, interactional leadership style refers to the leaders who give some beneficial things to their followers as a reward for their effort in achieving leaders demands. Another leadership style is servant leadership. In this regard, leaders who implement this style are the leaders who are not selfish and expect nothing in return from their followers. Democratic style refers to those leaders who consult with their followers in formulating policies and decision making . Ethical leadership refers to the leaders who basically use interpersonal relationship in order to assign their followers to follow his roles. Autocratic style refers to the leaders who give orders which should be obeyed by their followers . The laissez-faire leadership style on the other hand ,give dominant role and opportunity to all followers in decision making.

Autocratic leadership style refers to the leaders that use "knowing ones self and self awareness" to maintain good relationship with their followers.

Previous Research:

Saini Seema & Goswami Indrajit (2018) conduct a study on [1] "A Priliminary Study on Understand leadership style of Senior Teachers Through their perceptions and contexts in formal schools in Mumbai". The main purpose of the study was transactional leadership behavior of school principals and vice principals may have a significant contributions to their professional commitment. The findings of this study was most of the Indian formal schools ,the senior teachers are maintaining their status quo more as transactional leaders and less then transformational leaders.

Ogbonnaya, C.N; Izuagba, J.N & Chukwudebelu, C.B(2020) conducted a study on [2]Assessment of the impact of Transformational leadership style on students academic Achievement in English language. This study investigated impact of transformational leadership style on students academic achievement in English language. Descriptive survey design was adopted for the study. It revealed that transformational leadership style have positive relationship with students academic achievement.

Barman Shankar & Mohalik Ramakanta (2018) conducted a study on [3]"Leadership style of head teachers at secondary level in west Bengal". The main purpose of this paper is to study the leadership style of head teachers at secondary level as perceived by teachers. Survey method was applied for studying the leadership style of head teacher. The study found that 86.4 % teacher pointed out that H.T works according to the rules of the school.

Beri Nimisha & Shuaibu Musa (2018) conducted a study entitled [4]" Leadership style of school administrator and teacher effectiveness: A Meta analysis". It was found out that leadership styles of school administrator has effect on teacher effectiveness where transformational leadership style found to be the most effective while autocratic and laissez faire style of leadership are found to have negative effect on teachers effectiveness.

Nandamuri purna Prasad conducted a study on[5] "Leadership and school principals-A study". The data was collected through the questionnaire . The findings reveals that democratic style of leadership was preferred by more than 75% of the school heads.

Sharma Jibon kumar & Sing S Keshorjit (2013)Conducted a study on [6]"A Study on the Democratic style of leadership". The study is exploring in nature and attempt to explore and analyse the democratic aspects of leadership style. The study adopted survey and interview techniques for collecting data. The study found that Democratic style highly preferred the practice of leadership.

Pourrajab,Masoumeh; Ghani,Muhammad Faizal Bin(2016) conducted a study on [7]"Four-Frame Leadership and Students Academic Achievement". The aim of the study is to identify the relationship between principal leadership styles and students academic achievement. The researchers applied a correlation survey with quantitative approach. The sample size included 150 school principals in Malaysia. The findings of this study show that there is a positive,direct and slite correlation between

students academic achievement and four frame (structural, human resource, political and symbolic frame).

Gamal Abdul Nasir Zakaria et,al(2014) conducted a study entitles an [8]“Achievement in Brunei Darussalam”. The objectives of the study are to identify leadership style and its relationship to academic achievement. The Leader Behaviour Description Questionnaire (LBDQ) formed by Halpin was used. Academic Achievement was measured using the School certificate Examination Results, Religious Primary School(SSSRU) from 2008-2011.The results showed that most of the school leaders adopt a democratic style of leadership. There was a significant correlation between the structure of task oriented leadership style and students performance in the examinations.

Suleiman Anef Yahya (2015) consuacted a study on[9] “Leadership styles ,Types and Students Academic achievement in Nigeria”. This study examined whether the principal’s leadership style types contributing influence in the school performance as well as students academic achievement. The research design used in a quantitative descriptive cross sectional survey research design. The results showed that transformational leadership type found mostly practiced for in terms of improving students academic achievement. Majority of principals practiced four combinations of leaderships. Authoritarian style combined with transactional type or with instructional type .

Muchanje Peter Nyaga & Wanyoko Macharia Samuel(2021) study on[10] “Task oriented leadership style on students’ academic achievement in public secondary schools in Nyeri Country,Kenya”. The study sought to find out the extent to which task oriented leadership style used by school heads in public secondary school in Nyeri central Sub –country affects student ‘s academic achievement.The study used descriptive research design. The study found that principals who practiced task oriented leadership style posted high mean mark in Kenya Certificate of Secondary Education (KCSE).The study revealed that there is a strong positive correlation between task oriented leadership style and student achievement.

Rautiola James D (2009) conducted a study on [11]“Effects of Leadership styles and student academic achievement”. Purpose of this study was discover the effects school leaders have on student academic achievement .The researcher conducted qualitative and quantitative research. It revealed that a plethora of leadership styles including transformational,instructional,collective and organic impact on student academic achievement.

Dahar M.Arshad at al conducted a study on [12]“Relationship between the leadership styles and academic achievement at the secondary stage in Panjab (Pakisthan)”. The purpose of study was to investigate the relationship of leadership style with an impact on academic achievement in Panjab. The study used a questionnaire for teachers to identify the leadership styles and result sheet to identify the longitudinal data for academic achievement. The results found that most of the aspect of democratic style were found significant and positive in their relationship. The study also found positive impact for democratic style but laissez faire had no significant impact on achievement.

Yalcm Mikail (2015)conducted a study on[13] “The effect of educational leadership on student’s achievement: A meta analysis study”. Main purpose of the study was study the relationship between leadership styles and students academic achievement. The research used meta analysis design.The

results was the most comprehensive effect among leadership styles was found in distributive and transformational leadership.

Angela Lynn Smetana conducted a study on [14]“Transformative responsiveness and school leadership: A mixed method approach toward closing academic achievement gaps”. The purpose of the study was identifying the pattern of leadership behavior among educational leaders within the public school system. The results was the importance of effective leadership within education is viewed as the key toward closing the academic achievement gaps exhibited between the student from middle to high income level families.

Naz Farah study on[15] “Effective Instructional Leadership can enhance teachers motivation and improve student’s learning outcomes”. The purpose of the study was investigate the impact of instructional leadership on teachers motivation and students learning outcomes. A questionnaire was use as a tool to collect data. The research was quantitative. The findings of this study showed that both the male and female teachers of the public and private secondary schools agreed that the instructional leaders encouraged teamwork developed positive relationship between parents and school staff.

Abdulmajid Ahmed & al (2020) conducted a study on[16] “The impact of Principals Leadership style and students Academic Achievement”. This study investigated the impact of principals leadership styles and student’s academic achievement. The descriptive survey design was adopted to the study. The findings have clearly indicated that most teacher perceived their principals leadership style as largely autocratic.

FINDINGS AND DISCUSSION

After synthesizing the previous studies the researcher found seven different leadership styles that directly or indirectly contributed to student academic achievement. Those styles are transformational, democratic, transactional, autocratic, task oriented, laissez faire and instructional leadership. The seven different leadership styles were classified into two categorized which having significant and average score toward the positive impact on students achievement. Those are transformational, democratic, transactional, whereas the leadership styles that categorized to have average score toward negative impact on student academic achievement are autocratic, instructional, laissez faire and task oriented. The majority of the studies revealed that transactional and transformational leadership were very much related to student’s academic achievement, some studies revealed differently.

Table 1

Leadership styles and student’s academic achievement

Leadership style	Sources	Relationship
Transformational	Saini Seema& Goswami Indrajit[1], Ogbonnaya, C.N; Izuagba, J.N & Chukwudebelu, C.B[2] Beri Nimisha & Shuaibu	positive

	Musa[4], Suleiman Anef Yahya[9], Rautiola James D[11], Yalcm Mikail[13], Naz Farah[15].	
Democratic	Nandamuri purna Prasad[5], Sharma Jibon kumar & Sing S Keshorjit[6], Gamal Abdul Nasir Zakaria et,al[8], Dahar M.Arshad at al[12],	positive
Transactional	Saini Seema& Goswami Indrajit[1], Rautiola James D[11],	positive
Autocratic	Beri Nimisha & Shuaibu Musa[4] Abdulmajid Ahmed &at al[16]	negative
Laissez -faire	Beri Nimisha & Shuaibu Musa[4]. Dahar M.Arshad at al[12]	negative
Instructional	Suleiman Anef Yahya[9]	negative
Task oriented	Gamal Abdul Nasir Zakaria et,al[8], Muchanje Peter Nyaga & Wanyoko Macharia Samuel[10]	positive

The findings of the current research has given a clear picture that student's academic achievement is significantly influenced by the implementation of leadership styles of the institution. Based on the findings ,it can be seen that most previous studies [1],[2][4],[9],[11],[15]have the same results of identifying that transformational leadership style was the most prominent styles which influence in positive impact on student's academic achievement. Thus ,it can be concluded that transformational leadership style is having a high degree of relationship in increasing student's academic achievement.

CONCLUSION :

This research findings indicate that transformational leadership style has been proved to have significant factor in increasing student's academic achievement of implemented in different participants, places and situations. Thus it is recommended for school principals and other to implement,maintain transformational leadership styles in returned to the improvement of student's academic achievement as well as improvement of school qualities .

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