

A CORRELATIONAL STUDY OF SCHOOL LEADERSHIP STYLES AND QUALITY EDUCATION

Noor Muhammad Jamali¹, Dr. Zubair Ahmed Chachar²

¹Ph.D. Scholar, Faculty of Education, Elsa Kazi Campus Hyderabad, University of Sindh, Jamshoro, Sindh, Pakistan.

²Assistant Professor, Faculty of Education, Elsa Kazi Campus Hyderabad, University of Sindh, Jamshoro, Sindh, Pakistan.

Corresponding author: asimh5253@gmail.com

Corresponding Author: Noor Muhammad Jamali*

DOI: <https://doi.org/10.5281/zenodo.21351280>

Received	Revised	Accepted	Published
27 March, 2025	27 June, 2025	11 July, 2025	24 July, 2025

ABSTRACT

Being a leader means guiding others instead of just considering them as followers. Knowing what this entails is the conceptual cooperation of many school employees with mutual understanding to create chances for students, which is a fruitful exercise for reaching the objective of high-quality education in schools and other educational settings. While the term leadership has many different connotations. Quality education refers to instruction that develops students' capacity and enhances their comprehension. In the field of educational management, the term leadership styles refer to a leader's ability to influence a group of people's actions in order to achieve a particular objective in a particular circumstance. Due to the nature of the data, the correlational survey method with a quantitative approach was utilized to accomplish the goals and evaluate the research hypothesis. The study's population consisted of 1921 male secondary school teachers in District Shaheed Benazirabad. This study was carried out utilizing the straightforward random sampling method and Kerjcie and Morgan's Table of Appropriate sample. The table indicated that 322 was the sample. The study's findings show that effective leadership can improve student education in a setting designed for improved learning under a capable leader. The leaders possess the ability to comprehend the school's general situation as well as the difficulties teachers and pupils encounter throughout the continuous teaching process. The heads are better able to comprehend the situation and potential solutions. They typically use different leadership philosophies depending on the circumstances and demands of the moment. Those with the ability to solve problems, make decisions, and manage situations effectively are considered competent heads. Leadership styles are closely linked to high-quality education. High-quality education may arise from the improved implications of the leadership style.

Keywords: Leadership styles, Quality Education, School Leaders.

INTRODUCTION

Effective leadership is crucial to managing institutional issues for high-quality education. Educational leaders and school principals are problem solvers and facilitators. In particular, head teachers are crucial in advancing high-quality education. The topic of leadership styles has been emphasized and highlighted in a variety of ways by many nations throughout the world in their

organizational daily operations, programs, and performance (Liu, 2020). In Pakistan, there is a dramatic rise in the number of leaders and instructors in universities, colleges, schools, and other institutions that are directly and indirectly linked to high-quality education, coinciding with a rapid and growing awareness of leadership styles in numerous sectors and areas (Jalil, 2024).

Leadership styles are crucial to the development and survival of any business or institution, and because they have a greater influence on the accomplishment of high-quality educational goals, they are also crucial to educational administration. In order to attain the goal of high-quality education, leadership styles focus on improving schools, creating useful and widely accepted guidelines for them, and taking the appropriate action to inspire people to go in the correct way. The performance of schools is significantly impacted by school leaders. School principals' leadership styles have an impact on teachers' performance, either directly or indirectly (Yukl, 2021).

The most significant factors influencing high-quality education are leadership philosophies. In order to accomplish high-quality education through appropriate oversight and ongoing evaluation, head teachers are more likely to employ a variety of leadership philosophies. Teachers must obtain information about students' performance in order to guarantee and improve the quality of education (Gumusluoglu & ilsev, 2023). Teachers use this information to make important instructional decisions, such as whether or not to employ a particular teaching strategy, whether or not students are making satisfactory progress toward achieving educational goals, what to do if a student has a learning disability, how to motivate a student (Avolio et al., 2024).

This level of instructor involvement can guarantee quality instruction. In this sense, various methods are employed for high-quality education to provide information about students' performance so that the instructor and other stakeholders can ascertain the extent to which a student has mastered a particular skill, understood a particular concept, or acquired a particular piece of knowledge (MacBeath, 2025). Therefore, the purpose of this research is to examine how leadership styles and high-quality education are related. The study's goal is to look into how leadership styles and high-quality education are related. The study's hypothesis is: Leadership styles and high-quality education are not significantly correlated. The boys' public secondary schools in District Shaheed Benazirabad (SBA) are the exclusive focus of this study.

LITERATURE REVIEW: A more comprehensive understanding that is more pertinent to education views leadership style as having a far richer and more ambitious focus on high-quality instruction in school environments. In addition to encouraging power sharing and transformative discourse, a rich viewpoint on leadership style also supports high-quality education (Roger & Gómez-Leal, 2021). It is not hyperbole to state that ongoing leadership evaluation and monitoring can be an essential component of high-quality education. It offers thorough and impartial data that allows for the recognition and response of each student's learning as well as the evaluation, maintenance, and improvement of the overall quality of education for better results (Vigoda-Gadot, 2022).

Kurt Lewin, the father of social psychology, developed ground-breaking research identifying leadership types in the 1930s, which served as the theoretical foundation for this study. Many later viewpoints on leadership have been impacted by Lewin's theory. Lewin's leadership philosophies, which are generally regarded as the most successful (Leach, 2025). In addition to participating in the group and allowing feedback from other members, leadership styles provide direction to group members. While some students in a group in Lewin's study were proactive, others were quiet, and their contributions were of a better caliber (Burke et al., 2022).

Although they encourage participation, group leaders still have the last word when it comes to making decisions. Members of the group are more driven and imaginative because they feel involved in the process. Leaders tend to make followers feel like valuable members of the team, which encourages dedication to the group's objectives. Leaders who use this approach include their followers in the decision-making process. Although group members' opinions are valuable in reaching a decision, the leader frequently still has the final say (Thien, 2020).

Lewin's theory of leadership states that some leadership philosophies are best for overall group success. However, the process of making decisions can be either quick or sluggish, thus it might be best in a circumstance where time is of the essence (Kirkbride, 2023). In order to improve the quality of education, teachers must participate in various teacher training programs, and the heads of successful schools should consistently stimulate

and support their creative and innovative ideas. Democratic leadership styles also improve interpersonal relationships, collaborative shared school practices, instructional and mentoring support, and parent and community involvement (Bekkers & Noordegraaf, 2021; Sørensen & Torfing, 2022).

One of the strategies to address the issue of the declining quality of education is to improve it, mainly through the appropriate leadership style of school administrators. A leader's approach to giving instructions, carrying out strategies, and inspiring others is known as their leadership style (Spillane 2021).

Day and Sammons (2023) state that in order to improve quality education, school administrators should increase teachers' willingness and students' interest in working for quality education with an inspirational role. On the other hand, it may indicate that the situation may result in tardiness, lack of creativity, low interest in meetings, teachers beginning to engage in pointless activities during working hours, and some teachers quitting their jobs. As a result, effective leadership manages the organization's culture, which in turn affects high-quality education (Humes & Rodrigues, 2019). Therefore, the purpose of this study is to investigate how leadership styles affect high-quality education.

A basic definition of leadership is a leadership style that, for example, a principal or head teacher may use to make staff and pupils feel engaged and consulted, which can improve the quality of education (Hayward, Goss & Tolmay, 2024). As a result, it is crucial for a leader to comprehend the ideas of monitoring and ongoing assessment as well as their position in overseeing the schools. In

order to optimize the quality of education, he must also be able to effectively organize and carry out operations as well as understand and apply the data gathered from them (Eagly, Johannesen-Schmidt & Van, 2022).

The school is transformed into a seamless learning environment for improved student learning through the application of school leadership methods with teacher coordination and collaboration for quality education. Schools are the lowest level of education delivery, according to the Sindh Education Sector Plan (2019-24). A suitable management and leadership or development strategy is required to address the significant governance and management issues that have impacted quality education at the provincial and district levels (SESP, 2019-2024). Improving the quality of education by motivating and supporting teachers and their work while providing basic amenities in educational institutions is one of the leadership's biggest problems (Jalil et al, 2024).

METHODOLOGY: Due to the nature of the data, the correlational survey method with a quantitative approach was utilized to accomplish the goals and evaluate the research hypothesis. With a thorough grasp of the study's fundamental principles, the correlational approach makes it simple for researchers to investigate the study's real findings. The study's population consisted of 1921 male secondary school teachers in District Shaheed Benazirabad. This study was carried out utilizing the straightforward random sampling method and Kerjcie and Morgan's Table of Appropriate sample. The chart indicated that the sample was 322.

Table 3.1
Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

The researcher created a twenty-item questionnaire that was used as a tool for the investigation. Accordingly, the tool's validity and reliability were assessed. The two specialists contributed to the tool's dependability. In contrast, the examination of the gathered data yielded the Cronbach's Alpha value.

DATA ANALYSIS AND INTERPRETATION:

To accomplish the study's goal, correlation statistics were used to further evaluate the data.

Objective: to investigate the relationship between leadership styles and quality education.

Hypothesis: There is no significant relationship between leadership styles and quality education

The Statistical Package for Social Sciences 26 was used to further analyze the data gathered from the respondents in order to gain an epistemic comprehensive grasp of the issue. To examine the connection between leadership styles and high-quality education, the data was subjected to correlation statistical analysis.

Following table shows the Relationship between leadership styles (LS) and quality education (QE)

Correlation Analysis Table		LS	QE
LS	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	n	322	322
QE	Pearson Correlation	.738**	1
	Sig. (2-tailed)	.000	
	n	322	322

Correlation is significant at the 0.01 level (2-tailed).

There is a significant association between Leadership Styles and Quality Education, according to the findings displayed in the above table.738, Significant Value.000, while the null hypothesis is obviously rejected. As a result, the substantial correlation between the variables has been established. Because high-quality education can be delivered in accordance with the use of leadership styles in a true sense.

FINDINGS: The study's findings, as demonstrated by the statistical analysis, indicate that different leadership philosophies can positively impact students' education in a setting

designed to improve learning and promote high-quality education. The leaders possess the ability to comprehend the school's general situation as well as the difficulties teachers and pupils encounter throughout the continuous teaching process. The heads are better able to comprehend the situation and potential solutions. They typically use different leadership philosophies depending on the circumstances and demands of the moment. Those with the ability to solve problems, make decisions, and manage situations effectively are considered competent heads. Leadership styles are closely linked to high-quality education. High-quality education can be the outcome of the leadership style's improved implications. A high-quality education is a

fundamental human right that can be obtained in an appropriate setting under the guidance of qualified leaders. According to Gumusluoglu & Ilsev's (2023) research, leadership styles have a range of problem-solving strategies that support organizational innovation and creativity in the better interest of schools in reaching the objective of high-quality education. The innovative and creative ideas of leaders with various leadership philosophies aid in strengthening the fundamental components to obtain high-quality education. In this sense, the school's environment plays a crucial role, which may be established by the administrators who possess a variety of leadership styles that can be applied in a timely manner appropriate to the circumstances, and need-based analysis is equally valuable to cover the many situations. These kinds of abilities and knowledge are helpful in providing high-quality education as soon as possible.

CONCLUSION: Based on the study's research findings, it is determined that leadership styles are crucial for delivering high-quality education. This specific quality of education, which is regarded as the fundamental component, is stable in industrialized countries. The results of Johannesen-Schmidt, M. C., Eagly, A. H., and Van Engen, M. L. 2022. Transformational, transactional, and laissez-faire leadership styles: a metaanalysis comparing men and women supports the study's conclusions that these leadership philosophies are equally important for problem-solving and decision-making abilities. These leadership philosophies are fundamental to delivering high-quality education through creating a productive learning environment, managing personnel, and comprehending student concerns. In order to provide students with a high-quality education, this type of leadership can better address institutional issues. There is a high correlation between the variables, according to the research study's findings. arguing that high-quality education can be delivered in accordance with the application of leadership styles in their true sense.

RECOMMENDATIONS: Every member of society has the fundamental right to a high-quality education. The state ought to concentrate on helping school administrators establish their leadership philosophies. The stakeholders should work together with the school administrators, who are already fulfilling their leadership responsibilities, to address various issues for the

benefit of the schools and to guarantee high-quality instruction. It is the responsibility of policy makers to guarantee that school administrators receive enough training in all forms of leadership. With various leadership styles, competent leaders can manage a wide range of problems in every circumstance. When a leader collaborates with all relevant parties, including teaching and non-teaching staff, they may create a high-quality environment that draws students and leads to high-quality education.

SUGGESTIONS FOR THE FUTURE RESEARCH: To acquire better findings, this study might be expanded to a larger area. Since this study was limited to the Shaheed Benazirabad district, it would be more informative to do similar research in other parts of the country, such as Sindh, KPK, Punjab, Gilgitbaltistan, Azad Kashmir, and so forth. Due to resource constraints, leadership styles were only linked to high-quality education in the district of Shaheed Benazirabad in this study; however, other variables could be examined in various parts of the nation.

REFERENCES

- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2024). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15, 801-823
- Burke, C. S., Stagl, K. C., Klein, C., Goodwin, G. F., Salas, E. & Halpin, S. M. (2022). What type of leadership behaviors are functional in teams? A metaanalysis. *The Leadership Quarterly*, 17 (3): 288-307.
- Eagly, A. H., Johannesen-Schmidt, M. C. & Van Engen, M. L. (2022). Transformational, transactional, and laissez-faire leadership styles: a metaanalysis comparing women and men. *Psychological Bulletin*, 129 (4): 569.
- Gumusluoglu, L. & ilsev, A. (2023). leadership styles, creativity, and organisational innovation. *Journal of Business Research*, 62 (4): 461-473
- Hayward, Q., Goss, M. & Tolmay, R. (2024). The relationship between transformational and transactional leadership and employee commitment. Rhodes University: Business Report.

- Humes. G, Rodrigues, J. Á. (2019). Instructional leadership and student achievement: school leaders' perspectives. Leadership in Education, Taylor & Francis.
- Kirkbride, P. (2023). Developing transformational leaders: the full range leadership model in action. Industrial and Commercial Training, 38 (1): 23-32.
- Leach, L. S. (2025). Nurse executive transformational leadership and organisational commitment. Journal of Nursing Administration, 35 (5): 228-237.
- Liu, M. B. (2020). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher. Educational Management journals.sagepub.com.
- MacBeath, J. (2025). Leadership as distributed: a matter of practice. School Leadership And Management, 25 (4): 349-366
- Roger. H, Gómez-Leal, A. H. (2021). The relationship between emotional intelligence and leadership in school leaders: a systematic review. Cambridge Journal of Taylor & Francis.
- Thien, S. L. (2020). evolving dynamics between instructional leadership, collective teacher efficacy, and dimensions of teacher commitment: what can Chinese independent high schools. Journal of Leadership in Education, 5 (4): 349-366,
- Vigoda-Gadot, E. (2022). Leadership style, organisational politics, and employees' performance: An empirical examination of two competing models. Personnel Review, 36 (5): 661-683
- Yukl, G. (2021). How leaders influence organisational effectiveness. The Leadership Quarterly, 19 (6): 708-722

