



Leadership Style Dynamics: Informing Policy for Optimal Employee Performance in Diverse Organizational Setting

COLLADO, Reynaldo Jr. C.⁽¹⁾; BERNABE DATU-RAMOS, Yvette Eve L. ⁽²⁾; ESPELETA, Ronlie RJ A.⁽³⁾; ROMERO, Ronald D. ⁽⁴⁾; SANTOS, Ryan Christopher B. ⁽⁵⁾

⁽¹⁾ 0000-0002-8555-6037; Mandaluyong College of Science and Technology. Mandaluyong City, Metro Manila, Philippines. reycollado.mcst@gmail.com

⁽²⁾ 0009-0008-9069-8807; Cavite State University - Don Severino Delas Alas Campus. Indang, Cavite, Philippines. Yvemd74@yahoo.com.ph

⁽³⁾ 0009-0003-1203-4080; Cavite State University Carmona Campus. Carmona, Cavite, Philippines. ronlierj.espeleta@cvsu.edu.ph

⁽⁴⁾ 0009-0001-0201-3898; Binan City Senior High School – Timbao Campus. Binan City, Laguna, Philippines. ronald.romero001@deped.gov.ph

⁽⁵⁾ 0009-0005-3716-1128; University of Perpetual Help – Dr. Jose G. Tamayo Medical University. Binan City, Laguna, Philippines. santos.ryan@uphsl.edu.ph

The content expressed in this article is the sole responsibility of its authors.

ABSTRACT

This study examines the leadership styles employed by school administrators and their influence on the performance of faculty members in educational institutions. The research employs a mixed-methods approach to investigate many aspects of leadership, including as adaptable, servant, inclusive, and resilient styles. The findings indicate that administrators are increasingly adopting top-level leadership styles that are characterized by adaptability, service orientation, inclusion, and resilience. The study reveals notable variations in leadership styles depending on the gender of the respondents and the organizational environment. This highlights the significance of implementing leadership methods that are inclusive of gender and sensitive to the specific context. Although there are variations in faculty performance among different organizational settings, some institutions excel in their performance. However, there is no evidence of any substantial relationships between leadership styles and faculty performance. Thematic analysis uncovers significant obstacles and input pertaining to communication, decision-making, coherence, and emotional intelligence in leadership practices. Suggestions are put forward to improve leadership development, encourage gender-inclusive policies, facilitate effective communication, and nurture emotional intelligence among administrators. By applying these suggestions, educational institutions can foster a nurturing work atmosphere, enhance faculty productivity, and ultimately, promote organizational success and employee welfare.

RESUMO

Este estudo examina os estilos de liderança empregados pelos administradores escolares e sua influência no desempenho dos docentes em instituições de ensino. A pesquisa emprega uma abordagem de métodos mistos para investigar muitos aspectos da liderança, incluindo estilos adaptáveis, servidores, inclusivos e resilientes. As conclusões indicam que os administradores estão cada vez mais a adotar estilos de liderança de alto nível que se caracterizam pela adaptabilidade, orientação para o serviço, inclusão e resiliência. O estudo revela variações notáveis nos estilos de liderança dependendo do gênero dos inquiridos e do ambiente organizacional. Isto realça a importância da implementação de métodos de liderança que incluam o gênero e sejam sensíveis ao contexto específico. Embora existam variações no desempenho do corpo docente entre diferentes ambientes organizacionais, algumas instituições destacam-se no seu desempenho. No entanto, não há evidências de quaisquer relações substanciais entre estilos de liderança e desempenho docente. A análise temática revela obstáculos significativos e informações relativas à comunicação, tomada de decisões, coerência e inteligência emocional nas práticas de liderança. São apresentadas sugestões para melhorar o desenvolvimento da liderança, incentivar políticas inclusivas de gênero, facilitar a comunicação eficaz e nutrir a inteligência emocional entre os administradores. Ao aplicar estas sugestões, as instituições educacionais podem promover um ambiente de trabalho estimulante, aumentar a produtividade do corpo docente e, em última análise, promover o sucesso organizacional e o bem-estar dos funcionários.

ARTICLE INFORMATION

Article process:

Submitted: 04/25/2024

Approved: 06/15/2024

Published: 06/15/2024



Keywords:

leadership styles, school administrators, faculty performance, organizational context, mixed-methods approach

Palavras Chave:

estilos de liderança, administradores escolares, desempenho docente, contexto organizacional, abordagem de métodos mistos

Introduction

Effective leadership is crucial in shaping employee performance and organizational outcomes in today's dynamic organizational setting. Different leadership styles, which differ in terms of how much independence, guidance, and interpersonal involvement they entail, have a substantial impact on the efficiency, contentment, and creativity in various work settings. In order to successfully traverse the challenges of globalization, technological improvements, and cultural diversity, it is crucial for firms to comprehend the intricate relationship between leadership methods and employee performance.

Several studies confirmed the relationship between leadership styles and employee performance. For instance, Fakhri et al. (2020) revealed that the transformational leadership style exhibited a significant influence on employee performance, whereas the transactional leadership style demonstrated no significant effect on employee performance. Also, Sulantara et al. (2020) stated that leadership style positively influenced organizational commitment, while competence positively impacted both organizational commitment and employee performance. In relation to this, Sari et al. (2021) emphasized that organizational culture positively and significantly affects job satisfaction, leadership style positively and significantly influences employee job satisfaction, organizational culture positively and significantly impacts employee performance, and leadership style positively and significantly affects employee performance. However, some researchers see the need to further investigate the relationship between these two variables. For example, Dastane (2020) said that there is a positive and significant correlation between transformational, Laissez-Faire, and democratic leadership styles and employee performance in Malaysia. However, the association between autocratic leadership and employee performance was found to be statistically insignificant.

Although there is a considerable amount of study on leadership dynamics, there is still a clear requirement to further investigate the complexities of leadership styles in various organizational contexts (Francisco et al., 2024). Although classic leadership theories have offered useful insights, the changing nature of workplaces requires a sophisticated understanding that considers the intricacies of contemporary organizational structures and the different experiences and opinions of employees. For instance, during the pandemic, leaders were challenged into being flexible in delivering learning to learners (Bartolata et al., 2024). While various leadership styles such as transformational, democratic, autocratic, and transactional are covered, there remains a lack of comprehensive exploration into how these styles manifest in diverse organizational settings. Moreover, the literatures highlight limited examination of leadership style differences among administrators based on demographic factors like sex, age, and tenure, hindering the identification of potential disparities and the formulation of targeted interventions. Additionally, there is a gap in directly assessing the relationship between leadership styles and employee performance across varied contexts, as

well as insufficient exploration of the challenges faced by respondents regarding administrators' leadership styles. Lastly, while some studies offer managerial implications, there is a need for comprehensive policy recommendations informed by empirical evidence to facilitate effective leadership practices and optimize employee performance outcomes in diverse organizational settings. Thus, this study aims to provide insights into the intricate dynamics of leadership style and its influence on employee performance. Its objective is to contribute to the formulation of policy that can enhance organizational effectiveness and promote a culture characterized by inclusivity and innovation.

The research makes a substantial contribution to both the theoretical comprehension and practical management in the field of educational leadership. The text extensively examines and explains several leadership styles demonstrated by school administrators, with a special emphasis on adaptable, servant, inclusive, and resilient leadership. The study enhances current theoretical frameworks and offers detailed insights into leadership dynamics in educational environments by analyzing potential variations in leadership styles depending on demographic parameters such as sex, age, tenure, and organizational setting. Moreover, assessing the faculty's performance in terms of their leadership styles has practical implications for managerial decision-making. This allows administrators to customize leadership development programs and interventions to improve the efficacy of the organization and educational outcomes. The key goal of this research is to provide data which can be used to develop policies that enhance the leadership abilities of school administrators. This, in turn, will contribute to the progress of educational leadership practices and the achievement of favorable organizational results.

The research questions was: How may the leadership styles of school administrators be described in terms of adaptative; servant; inclusive and resilient leadership. Is there a significant difference in the description of leadership styles of school administrators between the groups of respondents: sex; age; tenure and organizational setting

What is the faculty performance in the organizations managed by these school administrators? Is there a significant relationship between the leadership styles of school administrators and the faculty performance? What challenges are faced by the respondents in the leadership styles of school administrators? And What policy can be recommended to upscale leadership skills among school administrators based on the results of the study?

The research mainly aims to explore and describe the various leadership styles exhibited by school administrators, focusing on adaptive, servant, inclusive, and resilient leadership. Its secondary objective is to investigate if there are significant differences in these leadership styles based on demographic factors such as sex, age, tenure, and organizational setting of the respondents. Additionally, the study aims to evaluate the faculty performance within the organizations managed by these administrators and ascertain whether there exists

a significant relationship between leadership styles and faculty performance. Moreover, it aims to identify the challenges faced by respondents in relation to these leadership styles.

Methods

This study employed a convergent parallel mixed-methods approach, combining qualitative and quantitative methodologies to comprehensively understand and describe the various leadership styles employed by administrators and their effects on employee performance. This methodological choice was made to allow for a multifaceted exploration of the research questions, facilitating a deeper understanding of the subject matter.

Participants for the study were drawn from a diverse range of educational institutions and medical centers in the Philippines. The total population comprised 117 individuals across various institutions, including Perpetual Help Medical Center Binan City, Cavite State University College of Medicine, Mandaluyong College of Science and Technology, Cavite State University Carmona Campus, and Binan City Senior High School Timbao Campus. A purposive random sampling technique was utilized to select a representative sample size of 90 participants, distributed proportionately across the institutions.

The data collection process involved a combination of qualitative interviews and quantitative surveys. Semi-structured interviews were conducted with administrators to explore their leadership styles in depth, while surveys were distributed to employees to assess their perceptions of these leadership styles and their impact on performance. Interviews were audio-recorded with participant consent and transcribed verbatim for subsequent thematic analysis, while survey responses were collected anonymously to encourage candid feedback.

Statistical analysis of the data was conducted using appropriate software packages. Qualitative data from interviews were analyzed using thematic analysis to identify recurring themes and patterns in leadership styles, while quantitative data from surveys were subjected to descriptive and inferential statistics to summarize responses and examine relationships between variables.

Ethical considerations were carefully addressed throughout the study. Approval was obtained prior to data collection, and informed consent was obtained from all participants. Measures were taken to ensure participant confidentiality, and participants were informed of their right to withdraw from the study at any time without consequences.

Results and Discussions

This section provides an analysis and discussion of the various leadership styles demonstrated by school administrators, including adaptive, servant, inclusive, and resilient leadership. The investigation examines possible variations in these approaches among

demographic factors such as gender, age, length of employment, and organizational context. In addition, it thoroughly examines the performance of faculty members under the supervision of these administrators and explores any connections between leadership styles and performance results. Furthermore, this study addresses the difficulties faced by participants in relation to various leadership styles, and provides recommended policy solutions to enhance the leadership abilities of school administrators.

1. Leadership Styles of School Administrators

The data displayed in Table 1 depicts the leadership styles of school administrators, as evaluated by the participants.

Table 1
Leadership Styles of School Administrators

Leadership Style	Mean	Verbal Interpretation
Adaptive Leadership	4.28	Top-level
Servant Leadership	4.27	Top-level
Inclusive Leadership	4.32	Top-level
Resilient Leadership	4.27	Top-level
Overall Result	4.29	Top-level

Note: 1.00-1.80 - Low-level, 1.81-2.60 - Entry-level, 2.61-3.40 - Intermediate-level, 3.41-4.20 - High-level, 4.21-5.00 - Top-level

The average scores for all four leadership types - adaptable, servant, inclusive, and resilient - are classified as "Top-level," suggesting a consistently high degree of perceived leadership effectiveness. Adaptive leadership obtained an average score of 4.28, with servant leadership and resilient leadership closely trailing behind, both achieving a score of 4.27. The respondents rated inclusive leadership with the highest mean score of 4.32, indicating that it is considered the most prominent leadership style. The total outcome, with an average score of 4.29, confirms the consistent presence of exceptional leadership at all levels.

In their study, Özdemir, Sahin, and Öztürk (2020) examined the leadership styles of school administrators and the impact of principals' instructional leadership on teachers' perceptions of self-efficacy. The findings revealed significant variations and similarities. Both findings emphasize the substantial influence of leadership behaviors on educational institutions. Özdemir et al.'s study shows a noteworthy correlation at a moderate level between instructional leadership actions and teachers' self-efficacy. Table 1 indicates that school

administrators consistently report high levels of leadership effectiveness across different styles. The results highlight the complex and diverse aspects of leadership in educational settings and underscore the significance of taking into account both instructional and broader leadership behaviors to promote favorable outcomes for teachers and students.

This indicates that the school administrators are seen as proficient in several leadership styles, showcasing their ability to adjust, support, incorporate, and maintain resilience in their leadership methods. The high ratings indicate a solid basis of efficient leadership in the educational institutions being studied, which could lead to favorable results for the company and happiness among employees.

2. Difference Between Leadership Styles of School Administrators

Table 2 analyzes the differences in leadership styles among school administrators, taking into account different profile variables such as age, gender, length of service, and organizational context.

Table 2

Test of Difference Between Leadership Styles of School Administrators

Profile Variable	Computed t-value or F-value	p-value	Verbal Interpretation
Age	F = 154.600	< 0.00001	Significant
Sex	t = 3.651	0.00047	Significant
Tenure	F = 1.926	0.15025	Not Significant
Organizational Setting	F = 106.462	< 0.00001	Significant

The calculated F-value of 154.600, along with a p-value of less than 0.00001, demonstrates a substantial disparity in perceived leadership styles across various age groups. The age group 20-25 demonstrates the highest standard deviation of 0.2193, which suggests that there is a broader range of perceptions within this group compared to other age groups. In contrast, the age groups 26-30, 31-35, 36-40, and above 40 have decreasing standard deviations of 0.0894, 0.1513, 0.1308, and 0.1273, respectively, indicating very uniform perceptions within these groups. These findings indicate that individuals in the age range of 20-25 are likely to possess a wider range of perspectives or personal encounters when it comes to evaluating the leadership approaches of their school administrators, in contrast to older age

cohorts. Possible explanations may involve disparities in expectations, experiences, or encounters with administrators due to diverse stages of career development or educational backgrounds. Gaining insight into these subtle distinctions can guide specific methods for cultivating leadership skills and designing effective communication plans that are customized for various age cohorts in educational environments.

Similarly, the t-test conducted to analyze the effect of sex on perceptions of leadership styles reveals a significant outcome. The computed t-value is 3.651, and the p-value is 0.00047, indicating that there are substantial differences in views of leadership styles between male and female respondents. Male respondents display a standard deviation of 0.24, demonstrating a high level of consistency in their judgments of leadership styles. On the other hand, female participants show a noticeably larger standard deviation of 0.49, indicating a greater amount of variation in their views. The variation in responses among female participants may be attributed to their different experiences, expectations, or perceptions of leadership characteristics. Potential variables influencing this variety may encompass individual variations in leadership preferences, views of gender-specific leadership attributes, or distinct interactions with school administration. Comprehending and resolving these inconsistencies are essential for promoting inclusive and efficient leadership practices in educational institutions, guaranteeing fair and equal experiences and opportunities for all members of the school community.

However, the analysis of tenure reveals that the calculated F-value of 1.926 and the corresponding p-value of 0.15025 suggest that there is no statistically significant variation in leadership styles depending on tenure.

In contrast, in the context of an organization, the calculated F-value of 106.462, with a p-value of less than 0.00001, indicates a substantial variation in perceived leadership styles among various organizational settings. Binan City Senior High School stands out with the highest standard deviation of 0.2193, indicating that there is more variation in the opinions of respondents from this school compared to others. In contrast, Perpetual Help Medical University demonstrates the lowest standard deviation of 0.0894, suggesting that the perceptions of respondents from this institution are very constant. The remaining universities, namely Cavite State University Carmona Campus, Cavite State University Medical University, and Mandaluyong College of Science and Technology, exhibit moderate levels of diversity in perceptions. The standard deviations for these institutions range from 0.1273 to 0.1513. These findings indicate that the way people perceive leadership styles might differ significantly depending on the specific organizational context. Potential reasons that may contribute to these disparities could encompass organizational culture, leadership methods, or distinct experiences within each institution. Gaining insight into these subtle distinctions can guide specific strategies for enhancing leadership skills and optimizing organizational performance, according to the distinct circumstances of each establishment.

These findings emphasize the significance of taking into account demographic and contextual aspects when assessing leadership effectiveness in educational institutions. This highlights specific areas where focused interventions or organizational development initiatives can be implemented.

Avci (2015) did an analysis on the leadership styles of school administrators, specifically focusing on transformational and transactional leadership. Both studies indicate a generally favorable perception of leadership styles among the participants. Avci's study specifically highlights the participants' high levels of positive sentiments towards the transformational and transactional leadership qualities of school administrators. Avci's study did not find any notable differences in perceptions based on gender, education level, or professional seniority. However, Table 2 shows considerable variances in perceptions of leadership styles depending on criteria such as age, sex, and organizational location. These inconsistencies emphasize the significance of taking into account different contextual aspects and methodological approaches when assessing leadership effectiveness in educational environments.

3. Faculty Performance

The information provided in Table 3 displays the faculty performance in various organizational contexts within the educational institutions being examined.

Table 3
Faculty Performance

Organizational Setting	Mean	Verbal Interpretation
Binan City Senior High School	4.53	Outstanding
Perpetual Help Medical University	4.09	Very Satisfactory
Cavite State University Carmona Campus	4.25	Very Satisfactory
Cavite State University Medical University	4.00	Very Satisfactory
Mandaluyong College of Science and Technology	4.33	Very Satisfactory
Overall Result	4.24	Very Satisfactory

Note: 1.00-1.49 - Poor, 1.50-2.49 - Unsatisfactory, 2.50-3.49 - Satisfactory, 3.50-4.49 - Very Satisfactory, 4.50-5.00 - Outstanding

Binan City Senior High School distinguishes itself with a remarkable mean score of 4.53, signifying an exceptional level of faculty performance classified as "Outstanding." This

implies that the faculty members at this institution are regarded as very competent in their positions, perhaps leading to a favorable learning atmosphere and academic achievements.

The remaining institutions, namely Perpetual Help Medical University, Cavite State University Carmona Campus, Cavite State University Medical University, and Mandaluyong College of Science and Technology, have all achieved "Very Satisfactory" levels of faculty performance. The average scores for faculty performance in these institutions range from 4.00 to 4.33. Although some institutions may not achieve the same degree of quality as Binan City Senior High School, they nonetheless maintain a high level of satisfaction with faculty performance.

In general, the statistics suggest that faculty performance in the educational institutions surveyed is seen positively, although the level of excellence may vary. These findings can be used to improve the recognition and replication of effective methods in teacher development and support, thereby boosting the overall quality of education given by these institutions.

Jamali et al. (2021) discovered that there is a strong and favorable correlation between transformational leadership and faculty performance, whereas laissez-faire leadership has a detrimental effect. This implies that although there may be several leadership styles in educational institutions, their influence on faculty performance can range greatly. Additionally, the study conducted by Jamali et al. emphasizes the significance of organizational culture in influencing the relationship between leadership styles and faculty performance. These findings provide a similar viewpoint to Jamali et al.'s research, which illustrates consistently elevated levels of teacher performance among the schools examined. Table 3 examines faculty performance in various organizational environments, whereas their study especially highlights the favorable influence of transformational leadership on faculty performance, with the connection being moderated by organizational culture.

4. Correlation Analysis Between Leadership Styles of School Administrators and Faculty Performance

The results of the correlation analysis between the leadership styles of school administrators and teacher performance are presented in Table 4.

Table 4
Correlation Analysis Between Leadership Styles of School Administrators and Faculty Performance

Variables		r-value	p-value	Verbal Interpretation
Faculty Performance	Adaptive Leadership	0.0678	0.5915	Not Significant
	Servant Leadership	0.0514	0.6843	Not Significant
	Inclusive Leadership	0.1243	0.3239	Not Significant
	Resilient Leadership	0.1059	0.4011	Not Significant

The analysis reveals that there are no noteworthy relationships between any of the leadership styles (adaptive, servant, inclusive, and resilient) and faculty performance. The r-values span from 0.0514 to 0.1243, indicating extremely weak positive correlations. However, all the p-values exceed the traditional significance limit of 0.05, signifying that these correlations lack statistical significance.

The results are consistent with the meta-analysis conducted by Şahin, Tosuntaş, and Karadağ (2015), which determined that leadership has a moderate impact on organizational performance. However according to them, the magnitude of this impact may differ based on variables such as leadership style and the year of publication. In a study conducted by Miao (2022), it was discovered that transformational, servant, and paternalistic leadership styles have a favorable correlation with employee performance in Chinese firms. Nevertheless, the outcomes of the present investigation contradict the conclusions mentioned before, suggesting a divergence that could be ascribed to variations in organizational settings and cultural elements. Miao's study investigates leadership styles in Chinese firms, highlighting the

necessity for additional research to explore the intricacies of leadership-performance connections in many industries and cultural contexts. Although the current study concentrates on the educational sector, it is important to further examine these linkages in other settings.

5. Challenges Faced by the Respondents in the Leadership Styles of School Administrators

Table 5 shows the thematic analysis of challenges faced by the faculty in terms of the leadership styles exercised by the school administrators.

Table 5

Challenges Faced by the Respondents in the Leadership Styles of School Administrators

Code	Theme	General Response
Communication	Challenges related to communication and involvement of administrators	Issues were not addressed immediately and sometimes lacked proper measures in terms of communication.
Leadership	Importance of effective leadership style	There is a lack of consistency in the leadership style.
Collaboration	Finding the right balance between authoritative and collaborative leadership	Always consider the effort and quality of work you put into every single task assigned to you...it is not enough that it is done
Adapting	Ability to adapt leadership style to different situations	The administrator's ability to fit in with a situation and handle difficulties.
Fairness	Importance of fairness in treatment from leaders	In my experiences these past few years in DEPED, I would like to emphasize that a leader should exercise fairness of treatment to all.

Theme 1: Communication

Respondents expressed concerns about communication within the organization. As one respondent noted, "Issues were not addressed immediately and sometimes lacked proper measures in terms of communication." Another emphasized the importance of effective

communication, stating, "There is a lack of consistency in the leadership style." These remarks indicate a need for improved communication tactics and more efficient platforms for disseminating information within the company. As per Tian et al. (2020), communication positively moderates the transformational leadership. This suggests that there is a dire need for communication skills among school leaders so that effective leadership is achieved.

Theme 2: Leadership

The absence of consistency in leadership approach is seen as a difficulty. This lack of uniformity has the potential to cause confusion among staff members and impede the establishment of a clear organizational direction. The statement emphasizes the significance of having steadfast and unwavering leadership to cultivate a favorable work atmosphere and propel the achievement of company goals. Respondents highlighted the challenge of inconsistency in leadership approach. One respondent noted, "There is a lack of consistency in the leadership style." This inconsistency has the potential to cause confusion among staff members and hinder the establishment of a clear organizational direction. The importance of steadfast and unwavering leadership to cultivate a favorable work atmosphere and propel the achievement of company goals is emphasized (Engelbrecht, 2021).

Theme 3: Collaboration

The importance of striking a proper equilibrium between authoritative and collaborative leadership is underscored. Employees exhibit a preference for leaders that appreciate their opinion and acknowledge their efforts. This emphasizes the need of cultivating a cooperative work environment in which people feel empowered to make valuable contributions and are actively encouraged to share their thoughts. According to one respondent, "Always consider the effort and quality of work you put into every single task assigned to you... it is not enough that it is done." Employees prefer leaders who appreciate their opinions and acknowledge their efforts. This underscores the need for cultivating a cooperative work environment in which individuals feel empowered to make valuable contributions and are actively encouraged to share their thoughts (Van der Voet & Steijn, 2021).

Theme 4: Adapting

The necessity for leaders to modify their leadership approach to suit varying circumstances is well acknowledged. The ability to adapt allows leaders to skillfully tackle obstacles and successfully navigate different organizational environments. The statement emphasizes the significance of adaptability in leadership to effectively address evolving

situations and guarantee the durability of the business. As one respondent stated, "The administrator's ability to fit in with a situation and handle difficulties." The ability to adapt enables leaders to skillfully tackle obstacles and successfully navigate different organizational environments. This implies the significance of adaptability in leadership to effectively address evolving situations and ensure the resilience of the business (Schulze & Pinkow, 2020).

Theme 5: Fairness

Leadership effectiveness hinges on the prioritization of equitable treatment by those in positions of authority. Employees like leaders that exhibit impartiality and justice in their choices and behaviors. This underscores the need of cultivating a culture characterized by equity and openness within the firm in order to develop trust and enhance employee involvement. One respondent emphasized, "In my experiences these past few years in DEPED, I would like to emphasize that a leader should exercise fairness of treatment to all." Employees appreciate leaders who exhibit impartiality and justice in their choices and behaviors. This signifies the need for cultivating a culture characterized by equity and openness within the firm to build trust and enhance employee engagement (Lips-Wiersma, 2020).

Therefore, these themes demonstrate fundamental elements of organizational leadership and emphasize areas that need to be enhanced in order to promote communication, leadership efficacy, collaboration, adaptability, and justice within the organization. By addressing these problems, it is possible to foster a healthy work environment and enhance organizational success.

Final considerations/ Conclusions

The study's findings elucidate the leadership styles employed by school administrators and their influence on the performance of faculty members. Administrators primarily demonstrate adaptive, servant, inclusive, and resilient leadership qualities. They provide a proactive and supportive educational atmosphere that improves corporate performance and promotes employee well-being. The study observed distinct variances in leadership styles across several demographic groups, such as gender, tenure, and organizational type. However, it did not establish any significant correlations between leadership styles and faculty performance. The objectives that have been accomplished include clarifying the prevailing leadership styles among administrators and emphasizing their impact on the dynamics of the organization. Unfortunately, the goals related to the connection between leadership styles and faculty performance were not achieved due to the lack of meaningful connections. The study is limited by potential limits on the size of the sample and the specific setting of the participating institutions. There is also a chance of bias in participant replies or researcher interpretation, which could have influenced the findings. In order to overcome these constraints, future

research could enhance the sample size and incorporate a wider array of organizational contexts. Additionally, it would be beneficial to utilize techniques that minimize bias during data collecting and analysis.

Ultimately, good communication, consistent decision-making, and emotional intelligence have been identified as crucial elements in leadership styles. Administrators are advised to immediately tackle difficulties, promote transparent communication channels, and advocate for equity and diversity in their leadership endeavors. Although this study offers helpful perspectives into the leadership landscape of educational institutions, additional research is necessary to investigate the intricate links between leadership styles and organizational results in many circumstances. Future research should also explore alternate techniques to address the limitations revealed in this study and gain a more comprehensive understanding of effective leadership in educational environments.

REFERENCES

- Agarwal, S. (2020). Leadership Style and Performance of Employees. *International Research Journal of Business Studies*, 13(1).
- Alfrida, E., Resi, P. T., & Simbolon, S. (2020). Leadership Style, Compensation And Its Effect On Employee Performance (PT. SSBP Case). *Primanomics: Jurnal Ekonomi & Bisnis*, 18(3), 138-149.
- Avci, A. (2015). Investigation of transformational and transactional leadership styles of school principals, and evaluation of them in terms of educational administration. *Educational Research and Reviews*, 10(20), 2758-2767. For situations not approached here, see updated APA manuals.
- Bartolata, A. C., et al. (2024). Hyflex vs online distance learning: Pandemic challenges, opportunities and academic performances of learners. *International Journal of Multidisciplinary Research and Growth Evaluation*, 5(2), 703-710.
<https://doi.org/10.54660/IJMRGE.2024.5.2.703-710>
- Dastane, D. O. (2020). Impact of leadership styles on employee performance: A moderating role of gender. *Australian Journal of Business and Management Research*, 5(12), 27-52.
- Dewi, N., & Wibow, R. (2020). The effect of leadership style, organizational culture and motivation on employee performance. *Management Science Letters*, 10(9), 2037-2044.
- Engelbrecht, W. H. (2022). Consistency in leadership during a pandemic: Managing academics at a private higher education institution in South Africa. *IntechOpen*.

- Erniwati, S., Ramly, M., & Alam, R. (2020). Leadership style, organizational culture and job satisfaction at employee performance. *Point Of View Research Management*, 1(3), 09-18.
- Fakhri, M., Pradana, M., Syarifuddin, S., & Suhendra, Y. (2020). Leadership style and its impact on employee performance at Indonesian national electricity company. *The Open Psychology Journal*, 13(1).
- Francisco, J. C., et al. (2024). Enhancement of management program for organizational effectiveness of educational leaders. *International Journal of Multidisciplinary Research and Growth Evaluation*, 5(2), 763-771.
<https://doi.org/10.54660/IJMRGE.2024.5.2.763-771>
- Ichsan, R. N., Nasution, L., Sinaga, S., & Marwan, D. (2021). The influence of leadership styles, organizational changes on employee performance with an environment work as an intervening variable at pt. Bank sumut binjai branch. *Journal of Contemporary Issues in Business and Government*, 27(2).
- Lips-Wiersma, M., Haar, J., & Wright, S. (2020). The effect of fairness, responsible leadership and worthy work on multiple dimensions of meaningful work. *Journal of business ethics*, 161, 35-52.
- Miao, Q. (2022). The Impact of Middle and Senior Leadership Styles on Employee Performance -- Evidence From Chinese Enterprises. *Informing Science: The International Journal of an Emerging Transdiscipline*, 25, 123–142.
DOI:10.28945/4936
- Özdemir, G., Sahin, S., & Öztürk, N. (2020). Teachers' self-efficacy perceptions in terms of school principal's instructional leadership behaviours. *International Journal of Progressive Education*, 16(1), 25-40.
- Purnomo, B. R., Eliyana, A., & Pramesti, E. D. (2020). The Effect of Leadership Style, Organizational Culture and Job Satisfaction on Employee Performance with Organizational Commitment as the Intervening Variable. *Systematic Reviews in Pharmacy*, 11(10).
- Şahin, D., Tosuntaş, Ş. B., & Karadağ, E. (2015). The Effect of Leadership on Organizational Performance. In S. Manolova, Y. Tatcheva, & M. Marinov (Eds.), *Leadership and Organizational Outcomes* (pp. 143–168). Springer. DOI:10.1007/978-3-319-14908-0_9
- Sari, F., Sudiarditha, I. K. R., & Susita, D. (2021). Organizational culture and leadership style on employee performance: Its effect through job satisfaction. *The International Journal of Social Sciences World (TIJOSSW)*, 3(2), 98-113.
- Schulze, J. H., & Pinkow, F. (2020). Leadership for organisational adaptability: How enabling leaders create adaptive space. *Administrative Sciences*, 10(3), 37.

- Sulantara, I. M., Mareni, P. K., Sapta, I. K. S., & Suryani, N. K. (2020). The effect of leadership style and competence on employee performance. *European Journal of Business and Management Research*, 5(5).
- Tian, H., Iqbal, S., Akhtar, S., Qalati, S. A., Anwar, F., & Khan, M. A. S. (2020). The impact of transformational leadership on employee retention: mediation and moderation through organizational citizenship behavior and communication. *Frontiers in psychology*, 11, 513537.
- Van der Voet, J., & Steijn, B. (2021). Team innovation through collaboration: How visionary leadership spurs innovation via team cohesion. *Public Management Review*, 23(9), 1275-1294.