

School Principal's Leadership Style and Teachers' Job Performance: A Systematic Review of Literature

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Abstract. The leadership style of the school principal plays a vital role in an institution because its primary goal is to guide, motivate, direct, and influence the school community – which includes teachers, staff, and other stakeholders—to fulfill the institution's vision, mission, and goals. As a result, the researcher conducted this systematic literature review to identify the effective leadership styles of school principals and how they connect to teachers' job performance, as successful teachers can transform an institution. The researcher thoroughly reviewed twenty (20) research articles, and the results revealed that the school principal uses a variety of leadership styles. Three of these – democratic, transformational, and autocratic – show potential and positively correlate with teachers' job performance. However, using an authoritarian leadership style should be conducted cautiously by the school principal as it can decrease teachers' job performance if not properly practiced. Furthermore, it has been concluded from the studied researchers that certain leadership styles have no substantial association, or a negative relationship, with teachers' job performance. Therefore, the authors of the reviewed literature did not recommend that school principals use it in their leadership roles within an institution.

Keywords: Leadership style; School principal; Teachers' job performance; Systematic literature review.

1.0 Introduction

An educator can be considered as one of the sources of knowledge, skills, and moral values that an individual should have for them to reach their full potential so that they will have their individual growth, personal and career-wise, and be able for to accomplish their roles and duties as a responsible citizen of the community, which is to contribute for the betterment of the society. According to Hunt's (2009) definition, cited by Mbua (2023), a teacher's effectiveness is the culmination of all the qualities, abilities, and actions that educators at all levels display to support their students in reaching their objectives. These results could include meeting both targeted learning goals and broader ones, such as developing problem-solving, critical thinking, teamwork, and productive citizenship skills. As a result, educators are crucial to the success of society. For this reason, educators must provide students with an excellent and positive teaching and learning environment. This can only be achieved if educators are inspired and supported to acquire the professional competencies they should have and are free to share their ideas, strategies, and innovative teaching practices.

The leadership style used by the school principal within the institution can impact teachers reaching their peak professional performance and giving the students a high-quality education. Research by Russamsi et al. (2020) shows that principal leadership can enhance teachers' professionalism and efficiency. Zainuddin et al. (2020) claim that solid organizational communication and a principal's leadership can increase teacher dedication and improve performance.

A leader's behavior or strategy for influencing the attitudes, feelings, ideas, and actions of the people in their organization is their leadership style (Wibowo & Hashanah, 2021). A leader can persuade others to accomplish a mission, duties, or goal and lead the organization more logically through a complex leadership style. Educational goals such as the successful implementation of curriculum and instruction, the outstanding academic achievement of students, and the professional growth of teachers in an institution can be accomplished through an effective leadership style used by the school principal.

According to Hartini et al. (2019), effective leadership enables all teachers or staff members to participate in various activities that impact people's and organizations' performance. Suppose the principal can pay attention to its members' qualities, such as forming a future image, determining what goals can be achieved, and showing enthusiasm for achieving organizational goals. In that case, teachers will see educational goals as the main objectives, inspiring them to perform to the best of their abilities (Mehdinezhad & Mansouri, 2016).

Principals must know various leadership philosophies and make informed decisions to improve teacher productivity and ultimately meet secondary education objectives. Leadership style has been and continues to be a significant research variable in management. The effectiveness of secondary education goals is mainly determined by teacher productivity, which strongly correlates with administrators' leadership styles (Ekpemogu et al., 2023).

Another administrator's responsibility is supporting teachers in their pedagogical approaches. Principals are essential for the institution to accomplish its goals and objectives. Among these duties is the principal's authentic and effective leadership, which enhances teachers' professional performance. The principals are responsible for creating a positive school climate that encourages outstanding teacher performance and offering insightful commentary on their day-to-day operations (Saleem et al., 2020).

The teachers' level of competence is one factor that can lead to the institution's educational goal being achieved. To be considered quality, a teacher must be professional in the sense that they can give their students a quality education, they must know how to work effectively with colleagues to share their professional expertise and ideas to improve students' academic performance, and they must be constantly motivated to support and contribute to school improvement while also continuing their professional growth. The school's principal should encourage and support the teachers in pursuing professional development to become competent educators.

In educational institutions, teachers are primarily responsible for their students' intellectual and personal growth. Instructors' guidance and leadership are the most critical factors influencing students' academic progress. The school administration must promote and enhance modern knowledge management and lesson plans that maximize student learning and improve teachers (Parveen et al., 2022).

The relationship between leaders' behaviors and leadership styles and employee job performance has long been a topic of interest for international scholars. More specifically, a large body of research indicates a significant entanglement between principal leadership styles and teacher job performance.

However, the researcher found that some teachers need more motivation to perform optimally, impacting students' academic performance and accomplishing the school's educational objectives. The researcher explored effective leadership styles for school principals to encourage teachers to perform at their highest potential. It was considered that ineffective educational leadership might have hindered their ability to perform optimally.

This will provide the school principal with evidence-based recommendations on effective leadership styles that have been proven to successfully motivate teachers. The goal is to implement these leadership styles to create an environment where teachers feel highly motivated, improving their performance. This will benefit the teachers by supporting their professional growth and enabling them to apply them in their teaching careers. Ultimately, the expected outcome is to contribute to the educational institution's greater efficiency and effectiveness in achieving its goals, mission, and vision.

2.0 Methodology

This study applies a systematic literature review method to analyze the papers that deal with the different leadership styles employed by the school principal and to determine the effective school principal's leadership style that will result in the quality job performance of teachers. A systematic literature review (SLR) is an independent academic process that looks for and evaluates all relevant literature on a topic to conclude the research question. A systematic literature review was conducted to explain the state of the field and the conclusions that ought to be made from it. A thorough methodological approach is utilized to increase the validity of the data chosen and reduce the discrepancies caused by an unreasonably restrictive selection of the available literature.

According to Kethavath and Kumari (2024), systematic reviews aim to clarify the current state of existing research and the implications to be drawn from it. Concerning a specific research issue, a systematic literature review (SLR) can shed light on the current level of knowledge on a subject and identify any gaps or areas that require further investigation. Thus, the researcher conducts a detailed analysis of each selected paper used to successfully perform this systematic literature review about the effective leadership style of school principals, which brings optimal performance to teachers.

This study adhered to the systematic review principles outlined by Kethavath and Kumari (2024). The underlying principle of a systematic review entails the meticulous gathering, evaluation, and summarization of all pertinent research data concerning a specific issue or topic utilizing a methodical approach. This process incorporates predetermined criteria for study selection, transparent procedures, and rigorous analysis to mitigate bias and ensure the credibility of the findings. Lame (2019) also stated that the main goal of the SR approach is to reduce bias and increase transparency at every stage of the review process. This is done using explicit, systematic methods to minimize bias in study selection and inclusion, assess the quality of included studies, and objectively summarize them.

The first stage that the researcher applied is to identify the research topic or the issue that has to be addressed in the paper through a well-crafted inquiry. After determining the research topic, the second stage was to conduct a literature search relevant to the identified research topic using three (3) databases, namely Google Scholar, Research Gate, and the Education Resources Information Center (ERIC). For the third stage, the researcher sets the criteria for selecting the studies or relevant work of the research topic. The following criteria were used to choose the studies: (1) they had to be published in peer-reviewed journals; (2) had to be published between 2019 and 2024; (3) had to focus on the connection between the effective leadership style of the school principal and the teachers' optimal job performance; (4) had to be conducted at the elementary and high school levels; (5) had to use quantitative research methods; (6) the publications had to be written in English; and (7) had to be complete- text available. In the fourth stage, the studies were downloaded and saved after they met the criteria for inclusion in the databases. The ones that were carried out were not included in the analysis because they needed to meet the requirements set by the researcher.

The researcher looked over and evaluated the study abstracts. To determine rigorously which papers were within and outside the scope of the research using the set criteria from the third stage. The researcher thoroughly examined and analyzed the documents gathered in the fourth stage. The researcher personally reviewed the entire text of each article to determine which ones were within the scope of the research.

3.0 Results and Discussion

As a result of the research, the school principal practiced several leadership styles. These were instructional leadership, cultural leadership, visionary leadership, ethical leadership, autocratic leadership, democratic leadership, laissez-faire leadership, transactional leadership, transformational leadership, bureaucratic leadership, charismatic leadership, authoritarian leadership, situational leadership, task-oriented leadership, directive, participative leadership, supportive leadership, achievement-oriented leadership, consultative leadership, delegation leadership, and distributed leadership. Most of the leadership styles mentioned above positively affected teachers' job performance, while some have no relationship with the teachers' job performance.

Table 1 below presents the research article used for the researcher's systematic literature review, along with the authors and the date of publication.

Table 1. Research article used in the systematic literature review

Author/s	Research Title	Date of Publication
1. Orunbon, N. O., Modupe M., & Onyene, I. C.	Principals' Path-Goal Leadership Practices and Teachers' Job Performance in Public Senior Secondary Schools in Education District V, Lagos, Nigeria	2024
2. Loretta, O. N., Obilor, P. U., Nwogbo, M. O., & Ubah, C. G.	Influence of School Leadership Styles on Teachers' Performance in Public Secondary Schools in Anambra State, Nigeria	2023
3. Amare, B., Yuya, A. (PhD) & Hailu, T. (PhD)	The Principals' Leadership Styles and Teachers' Job Performance in Secondary Schools of East Hararghe Zone, Oromia Regional State	2023
4. Kumari, H. L.	The Impact of Leadership Styles of School Principals on Teacher Performance.	2023
5. Hussain, M., & Hussain, L.	Impact of Leadership Style of Principals on Teachers' Work Performance and Motivation at Secondary Level	2023
6. Hardianto, H., Hidayat, H., Setiawan, M. N. A., & Zulkifli, Z.	Principal Leadership Effectiveness: A Literature Review	2023
7. Khan, F.	Transformational Leadership and Teacher Work Performance: Mediating Effect of Job Autonomy and Trust in School Principal – Insights from Senior Secondary School Data in India	2023
8. Bahadar, S., Ullah, H., & Ayaz, M.	Relationship Between Autocratic Leadership Style and Teachers' Job Performance in Secondary Schools of Khyber Pakhtunkhwa	2023
9. Farooq, A., Dilshad, S. A., & Qadir, S.	A Study of Leadership Styles and Teachers' Performance	2022
10. Parveen, K., Quang Bao Tran, P., Kumar, T., & Shah, A. H.	Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation	2022
11. Okoroma, N. S., & Agbo, L. O.	Influence of Principals' Leadership Styles on Job Performance of Teachers in Public Senior Secondary Schools in Etche and Obio/Akpor Local Government Areas of Rivers State	2022
12. Dursun, İ. E., & Bilgivar, O. O.	The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness	2022
13. Onia, S. I., & Elkhder, E.	The Effect of Principals' Management Styles on Teachers' Performance in Private Primary Schools in Omdurman Locality in Sudan	2021
14. Raupu, S., Maharani, D., Mahmud, H., & Alauddin, A.	Democratic Leadership and Its Impact on Teacher Performance	2021
15. Kadiyono et al.	Develop Leadership Style Model for Indonesian Teacher's Performance in Education 4.0 Era	2020
16. Saleem, A., Aslam, S., Yin, H., & Rao, C.	Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management	2020
17. Saleem, A., Aslam, S., Rafiq, J., & Rao, Prof. C.	Principal Leadership Style and Teacher Job Performance: Evidence from Pakistan	2019
18. Elpisah & Hartini	Principal Leadership Style and Its Effect on Teachers' Performance	2019
19. Akudo, F. U.	Principals' Transformational Leadership Style and Teachers' Job Performances in Public Secondary Schools in Nigeria	2019
20. Lay, A. A. M.	The Relationship between Principal's Transformational Leadership Styles and Teachers' Job Performance in Selected High Schools in Monywa Township in Myanmar	2019

Table 1 contains the titles of the research papers utilized in this study to systematically review each literature item to identify the most effective principal leadership style that will enhance teachers' job performance. It also includes the publication dates of each research paper and their respective research numbers for convenient reference in Table 2.

Ten (10) research articles focused on the relationship between the democratic leadership style of the school principals and its ties to the teachers' job performance. All of the research articles found that the democratic leadership style of school principals positively relates to teachers' job performance. It has been suggested by Saleem et al. (2019) that school principals create friendly working connections with teachers when they use democratic leadership styles. It indicates that when democratic leadership among principals increased, so did teachers' job performance. Since principals want to improve teachers' work performance, they give responsibilities to teachers, include them in school challenges, and participate in decision-making.

Table 2. Relationship between school principal's leadership style and teachers' job performance

Leadership Styles	Research Articles	Relationship with Teachers' Job Performance
1. Instructional Leadership Instructional leadership encompasses a series of deliberate actions aimed at positively influencing classroom instruction (Loretta et al., 2023).	12	Positive
2. Cultural Leadership Encourages a culture of shared communication between students and teachers and explores diverse communication methods to execute activities and enhance the effective use of intra-organizational communication tools (Dursun & Bilgivar, 2022).	2	Negative
3. Visionary Leadership It has a forward-thinking approach and take proactive steps towards shaping the future (Dursun & Bilgivar, 2022).	12	Positive
4. Ethical Leadership Aligns in ethics and values with the followers, makes challenging decisions based on high ethical standards, encourages the followers to embrace a vision, and strives to establish a community based on principles of social justice (Dursun & Bilgivar, 2022).	12	Positive
5. Autocratic Leadership Policies and procedures are established with minimal input or involvement from the group (Amare et al., 2023).	3, 6, 8, 9, 10, 15, 17	Positive
6. Democratic Leadership Enables team members to actively engage in organizational processes, fostering enhanced motivation and creativity (Amare et al., 2023).	13	Negative
7. Liaise-faire Leadership It permits autonomous decision-making by the group without the direct involvement of the leader (Amare et al., 2023).	3, 4, 6, 9, 10, 11, 13, 14, 15, 17	Positive
8. Transactional Leadership Consider employing a system of rewards and consequences during specific operations to incentivize employees to enhance their performance (Okoroma & Agbo, 2022).	3	Positive
9. Transformational Leadership Encourage followers to strive beyond expected performance by establishing more ambitious expectations, empowering them, and sensitively addressing their individual needs and personal development (Loretta et al., 2023).	9, 10, 13, 17	Negative
10. Bureaucratic Leadership Making decisions based on stringent rules, lacking any degree of flexibility (Kadiyono et al., 2020).	5, 11, 15	Positive
11. Charismatic Leadership Reiterating a clear vision, effective communication, and the display of consistency and focus are important considerations to emphasize (Kadiyono et al., 2020).	6	Negative
12. Situational Leadership Consider adapting their level of support and guidance based on the individual circumstances and motivation of their employees (Ghazzawi et al., 2017).	2, 4, 5, 6, 7, 15, 19	Positive
13. Task-oriented Leadership Engages in effective communication and motivation of subordinates by setting clear deadlines for task completion in accordance with predetermined objectives (Alvi & Rana, 2019).	15	Positive
14. Directive Leadership Ensure that employees have clear guidelines for making decisions and taking actions that align with the leader's perspective (Orunbon et al., 2024).	6	Negative
15. Participative Leadership Establish a supportive and inclusive work environment wherein employees are valued and respected (Orunbon et al., 2024).	15	Positive
16. Supportive Leadership It focuses on fulfilling followers' human needs, ensuring well-being by improving working conditions, and promoting equal treatment, respect, and recognition (Saleem et al., 2020).	6	Negative
17. Achievement-oriented Leadership Establish clear and achievable goals with high-performance standards, demonstrating trust in the capabilities of subordinates, and fostering a culture of ongoing performance improvement (Saleem et al., 2020).	1, 16, 18	Positive
18. Consultative Leadership Facilitates consultation with the employees and interacts with subordinates (Elpisah & Hartini, 2019).	1, 18	Positive
19. Delegative Leadership Empower staff to take initiative by trusting their skills, discipline, and decision-making abilities (Elpisah & Hartini, 2019).	4	Negative
20. Distributed Leadership Focuses on working together as a team, rather than working alone (Kumari, 2023).	16	Positive
	1, 16	Positive
	18	Positive
	18	Positive
	4	Negative

The transformational leadership styles of school principals also found in the seven (7) research articles have a positive relationship to teachers' job performance. To achieve organizational goals, followers' intellectual development, self-confidence, team spirit, and enthusiasm should be improved. Chu and Lai (2011) assert that the transformational leadership style concentrates on bringing change and innovation within the organization. According to Bunbababan et al. (2022), implementing a transformational leadership style enhances teacher performance and elevates educational quality. Higher than what they require, principals with a transformative approach will be able to meet the needs of their colleagues.

Then, there are autocratic leadership styles in this research, which has seven (7) research articles that state that this leadership style has a positive relationship with teachers' job performance. Bahadar et al. (2023) stated that authoritarian leaders typically want to make all decisions alone, and their colleagues, such as employees or teachers, must carry out their orders without expressing their opinions about the various decision-making processes. For this reason, teachers' job performance and the autocratic leadership style of institutional heads have a low or weak but positive and significant relationship. Some research indicates that although autocratic leadership styles use directive language when communicating with teachers and make decisions solely based on their suggestions or opinions, it still shows from their study that the authoritarian leadership style still primarily has a positive and constructive impression or impact on teachers' performance because they assist principals and administration in having reasonable control over working conditions, particularly when it comes to enforcing teachers who lack enthusiasm, which hinders students' learning outcomes, to perform their duties and accomplish complex work on time, which is essential for the success of the schools and their students.

However, one research article shows a negative relationship between the autocratic leadership style of the school principal and teachers' job performance (Onia & Elkhder, 2021). It was found in the article that autocratic leadership has no contribution to the job performance of the teachers; thus, it was not recommended that the school principal practice it.

The research study also found that four (4) research articles included transactional leadership style in their research article, and three (3) stated that this leadership style has a positive relationship with the teacher's job performance. The transactional leadership style, as referenced by Agbo, L. O., and Okoroma, N. S. (2022), primarily focuses on the functions of teamwork, organization, and supervision (Blackburn, 2020). Leaders who employ this leadership style use rewards and punishments when carrying out particular tasks to motivate their employees to perform better. This kind of leadership focuses on achieving the goals at hand. That is why leaders always see to it that there is a common goal within the group and a set of routines, rules, and regulations that colleagues should strictly follow to accomplish the goals efficiently and effectively—in this nature of the transactional leadership style, Okoroma, N. S. (2022) suggested that this leadership style should regularly employ reward and punishment by the school principal to motivate teachers to accomplish their tasks. Additionally, based on the result of the research by Kadiyono et al. (2020), which concluded that this leadership style has a positive relationship with teachers' job performance alongside the other previous studies which also have the same conclusion but transactional leadership should be appropriately implemented that it will encourage teachers to do their tasks given to them excellently. Conversely, one of the articles shows that transactional leadership has a negative relationship to teachers' job performance.

A laissez-faire leadership style was also found in this research, wherein five (5) research articles were included. Four (4) of them stated that there was a negative relationship between laissez-faire leadership style and teachers' job performance. As cited by Onia & Elkhder (2021), a laissez-faire leader needs a defined vision and provides his team with no professional leadership; he also needs a routine for managing his team and generating ideas. Leaders who practice laissez-faire leave responsibility and avoid making choices; instead, they can give teams complete freedom to finish tasks and establish their plans. Laissez-faire leaders typically offer their employees the freedom to decide what has to be done at work. Working on various tasks and coming to many conclusions about different problems or subjects independently without a leader results in low performance, job satisfaction, and productivity. It was also observed from the study of Saleem et al. (2019) that principals who employed this leadership show little interest in the regular activities, assemblies, and events held at the school, do not oversee what teachers do in the staff and classroom, and seldomly help teachers to get over obstacles and difficulties at work. Subsequently, Parveen et al. (2022) concluded that laissez-faire leadership is harmful or ineffective for each of the underlying characteristics of teacher job performance. Hence, the result of the four studies was that this leadership style practiced by the school principal has a negative relationship with the teachers' job performance.

On the other hand, according to one study, teachers' job performance is positively correlated with a laissez-faire leadership style (Amare et al., 2023), which stated that because teachers are aware of their responsibilities and know what, how, why, and for whom to perform tasks, principals restrict their involvement with teachers, and this permits improvement to teachers' job performance. However, according to its recommendation, only a few

principals use a laissez-faire leadership style to improve teachers' job performance, which is why it is not recommended to be employed by the principal.

Other research articles also concluded a positive relationship between the leadership styles of the school principals and teachers' job performance, such as instructional, cultural leadership, visionary leadership, and ethical leadership from the research article of Dursun & Bilgivar (2022). The study states that instructional leadership focuses on solving problems and getting the school closer to its objectives by working with others. Contrary to the result of the research article of Dursun & Bilgivar (2022), Loretta et al. (2023) show that instructional leadership negatively relates to teachers' job performance. School principals who practiced cultural leadership fostered a sense of belonging among the students and teachers. They explore different communication strategies to make tasks go more smoothly and make efficient use of intra-organizational communication tools effectively. Visionary school leaders act and design the future in this manner, while ethical leadership encourages ethical behavior without tolerating unethical behavior within the school organization; it can enhance the organizational climate while adhering to moral norms.

Kadiyono et al. (2020) also concluded in their study that bureaucratic leadership and charismatic leadership have a positive relationship with teachers' job performance. Kadiyono et al. (2020) mentioned that according to Bass (2008), strict regulations applied to both the leader and his subordinates are a characteristic of bureaucratic leadership. In contrast to the study of Kadiyono et al. (2020), Hardianto et al. (2023) revealed that bureaucratic leadership and charismatic leadership have a negative relationship with the teacher's job performance and task-oriented leadership.

Directive leadership, as per the study by Saleem et al. (2020), states that if practiced by school principals, directive leadership gives their teachers task directions and instructions, including what is expected of them, how to follow them, and when to finish them. Elpisah and Hartini (2019) describe a directive leader as overseeing all decisions regarding the task and simply instructing subordinates to follow out. Consultative leadership engages in conversations and consultation with subordinates before establishing goals and outlining general guidelines, and delegation leadership communicates with subordinates about their issues and lets them participate in decision-making. All these four (4) leadership styles also show a positive relationship between teachers' job performance and situational leadership.

Participative leadership also implies a positive relationship towards the job performance of teachers. This leadership can grow into a beneficial trust between leaders and colleagues. Leaders are more likely to have faith in employees' abilities and capabilities to fulfill the responsibilities outlined in their job descriptions. However, Kumari, H. L. (2023) and Saleem et al. (2020) state that participative leadership style negatively affects teachers' job performance.

Moreover, school principals' achievement-oriented leadership style is also positively correlated to teachers' job performance, which asserts that this leadership communicates their expectations to their followers. They frequently create attainable objectives with the potential for high-performance standards, have faith in their colleagues' skills, and support ongoing performance enhancement.

4.0 Conclusion

Democratic and transformational leadership styles show remarkable results from the research articles the researcher has reviewed. It shows that school principal who practices democratic leadership styles from the ten (10) research articles and transformational leadership styles from the seven (7) research articles implies a positive relationship towards the teachers' job performance. Hence, these two leadership styles could be effective for the school principal in enhancing teachers' job performance. Other than the democratic and transformational leadership styles, there is also an autocratic leadership style that seems practical and has a positive relationship with the teacher's job performance based on the result of the seven (7) research articles the researcher reviewed.

The principal's leadership style may indicate a positive or negative relationship between the teachers' job performance. Thus, school principals should be knowledgeable, well-versed, and competent in leading and

managing teachers using leadership styles that are appropriate for the institution so that the institution's objectives, goals, vision, mission, and core values will be successfully achieved.

The results of this study could contribute to the successful management of school principals towards teachers. The study presented an effective principal leadership style that could be utilized to encourage teachers to work at their best, ultimately accomplishing the educational institution's goals, mission, and vision. It's important to note that the effectiveness of leadership style depends on the nature of the principal and their subordinates. Therefore, not all reviewed literature shows the same result. The researcher suggested that future studies should focus on the specific effects of principal leadership styles on school performance, as this study identified the impact of effective principal leadership on teachers' job performance.

5.0 Contributions of Authors

Coullyn B. Ortiz¹ - writing, data analysis, encoding
Leonora F. De Jesus² - supervising, revising

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7.0 Conflict of Interests

No conflict of interest.

8.0 Acknowledgment

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