

Impact of Democratic Leadership Style in Teachers Motivation & Classroom Teaching Environment for Quality Oriented Teaching at Secondary Schools of Balochistan Province

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Abstract

The aim of this study was to investigate the impact of democratic leadership styles on teachers' motivation, classroom teaching and environment to enhance the teaching quality and its effectiveness at secondary school of Balochistan. The study was conducted through quantitative method and correlational design was used and data was collected through survey questionnaire, data was collected from 121 teachers from secondary schools of four areas (Quetta, Gawadar, Lasbela and Turbat) Balochistan. Random sampling was used to collect the responses participants. The findings of the study revealed that impact of democratic leadership style on motivation of teachers and classroom teaching environment was explored that democratic leadership motivates the teachers to self-establish the skills and competencies for effective classroom teaching which enhance the performance of students and meet the standard of quality of education in the schools. Democratic leadership develops the attractive and friendly environment for teachers and students to maintain the standard and moral of teacher and students in the institution and achieve the goals and objectives of education.

Key words: School Leadership, Democratic, Autocratic, Laissez-Fair, Teachers, Principal

Introduction

Quality of teacher plays significant role to enrich the quality and standard of teaching consequently it furnishes the attractive teaching learning environment. Teacher participate in diverse activities with students along teaching such as extracurricular activities, sports, plantation and study tours which increases the commitment of teachers and students. Democratic teacher largely effects on the performance of students, co-curricular activities and development of institution for establishment of quality education in the institution. (Bass & Stogdill, 1990; Thomas, 1997) Impact of leadership for the advancement of an institution is crucial, and leadership style, in particular, is a serious component in the performance and efficacy at all planes of instruction in developed and under developed nations. Literature on leadership, management and organization have regularly stated that style of leader is a key component and most important aspect in institutional progress and success, positive or negative effects on the organizational techniques and structures, styles of social interaction, beliefs, attitudes and work behaviour of the members (Shum & Cheng, 1997).

School leadership and the school environment play a significant part in the progress of teacher morale because if a head of an institution creates a positive and friendly environment for teachers and involves them in all school activities, instructors will be more excited about learning and teaching, teacher morale is also influenced by the school environment, including colleague's behaviour, school infrastructure and physical environment (Gadson, 2018). Leadership has the quality of letting others do what you want to do because they want to do it (Randolph-Robinson, 2007).

Educational Leadership

School educational leadership highly focuses the quality of education, compensate the resources, training the human resources and maintain the structure of the institution. Colaco (2018) stated that school leadership is responsible for enrolment of students, punctuality of teachers, it directs skills and abilities and efforts of teachers, pupils, and guardians toward common academic. Jolset (2019) stated educational leadership and innovation could be defined as a collaborative course of enlisting, guiding, and uniting the abilities and forces of teachers, students, and parents in order for them to generate and use new ideas and creative thoughts that will be channelled toward enhancing the quality of education and the learning system as a whole.

Styles of Leadership

Leadership styles can be divided into three types: authoritarian style, democratic style, and laissez-faire style. The University of Iowa investigated the impacts of various leadership behaviour styles on followers' perceptions and productivity. The following are the different forms of leadership (Majauskaite, 2016).

Authoritarian/ Autocratic Leadership

The leadership depend upon the orders and rule of law and do not permit to contribute in decision-making, they make their subordinates under control and make them responsible to finish the task. Managers in autocratic leadership style accept the complete authority and responsibility of the organization. Meeks (2020) debated about the autocratic or authoritarian leadership that in these styles of leadership all decisions are made by the leader under an autocratic government. The organization's followers, or workers, are subordinate to the leader, who wields all of the organization's power; all components of the organization are under the supervision of the leader (Lakho et al, 2019).

Democratic Leadership

Democratic or participative leadership is a leadership style in which a group of members of an organization work together to achieve a common goal. Democratic leadership is committed to encourage the employees to contribute in discussions and contribute the maximum performance in order to accomplish the goals and objectives of the organization. It motivates to work in every circumstances, it pay loyal attention to the feelings and suggestions of employees. In participative leadership, decision-making is shared, and each member of the group is allowed to have a say in decision making (Meeks, 2020). Blasé (2001) stated that these days, school districts rely heavily on individual schools for decision-making on a wide range of organizational and school-related issues. Democratic principles planned to assemble teams of teachers who would make decisions that would affect the whole school when this transfer of duties took place instead, dictatorial leaders dictated to their teachers what they should and should not do. Beghrain (2023) explored that, democracy, or participatory leadership is characterized by collaboration and cooperation. It's a style of leadership in which a leader consults with a subordinate before making a decision. When a leader uses this style of leadership, he or she solicits feedback from subordinates on an initial plan of action before making a decision. In this style, power and authority are decentralized (Okumbe, 1998). Awiagah (2018) discussed that leadership is dispersed among the instructors," according to the democratic style of leadership, which means that leaders collaborate with others, including discussing issues with teachers before making choices.

Laissez-Faire Leadership

The leadership which provides unlimited autonomy to employees in their own decisions for the accomplishment of objectives of the organization and betterment of it, sometimes leaders fails to provide leadership. Webb (2014) argued about the laissez-faire kind of leadership that laissez-faire leadership is regarded as ineffective leadership (Fazal et al, 20121). Leaders who use this leadership style give their employees the freedom to make their own decisions without having to follow orders. While laissez-faire leaders share decision-making, they also share blame when things don't go as planned (Webb, 2014).

Research Objectives

1. To examine the Impact of Democratic Leadership Style on Motivation of Teachers for Quality Oriented Teaching at Secondary Schools
2. To examine the impact of democratic leadership style on Teaching Environment for Quality Oriented Teaching at Secondary Schools

Research Questions

1. What is the impact of Democratic Leadership Style on Motivation of Teachers for Quality Oriented Teaching at Secondary Schools
2. What is the impact of democratic leadership style on Teaching Environment for Quality Oriented Teaching at Secondary Schools

Research Methodology

Quantitative method is used to complete the study impact of leadership style on teachers' motivation & classroom teaching environment for quality education. Causal effect design is used in order to explore the effect of democratic style. Correlational design is used to conduct the study and data is collected through survey questionnaire (Likert scale). Data was collected from 121 participants of diverse areas of schools from Quetta, Gawadar, Labela and Turbat of Balochistan through random sampling techniques. Consent is taken from the participants to maintain the complete privacy, protection of identity and data of research participants. Quantitative study is suitable to explore the effect and relationship of democratic leadership style on teachers' motivation and learning environment to establish the quality and standard of education in the institution. and teaching learning environment of classroom and school tentatively (Omari, 2011). Singano (2015) perceived quantitative study highly conduct the comprehensive study to examine the true findings of the study (Singano, 2015).

Results of the Study

Data is analysed quantitatively through SPSS software through tabular format, chi square test is conducted and interpreted the findings of the study.

Table 1

Response on Democratic styles of leadership

		SD	DA	N	A	SA	Aggregate
01	Head Master/ Principal always involve me in decision Making	10 5.1%	41 20.7%	11 5.6%	105 53%	31 15.7%	198 100%
02	Head Master/Principal Increase cooperation among teacher	8 4.0%	32 16.2%	13 6.6%	118 59.6%	27 13.6%	198 100%
03	I am consulted before my employer takes action.	6 3.0%	34 17.2%	36 18.2%	108 54.5%	14 7.1%	198 100.0%
04	Head Master/ Principal always encourages me while I consult with him/her	8 4.0%	33 16.7%	12 6.1%	109 55.1%	36 18.2%	198 100.0%
05	We can ask favor from our head when we need	7 3.5%	31 15.7%	10 5.1%	96 48.5%	54 27.3%	198 100.0%
06	I dialogue with my Head on daily basis	3 1.5%	37 18.7%	17 8.6%	102 51.5%	39 19.7%	198 100.0%
07	I am involved in performance appraisals to my department	7 3.5%	37 18.7%	17 8.6%	118 59.6%	19 9.6%	198 100.0%
08	I am friendly and approachable to my fellow employees	5 2.5%	30 15.2%	2 1.0%	82 41.4%	79 39.9%	198 100.0%
09	Head Master/ Principal always share new policies of department (notification etc)	9 4.5%	28 14.1%	18 9.1%	81 40.9%	62 31.3%	198 100.0%
10	Head Master/ Principal give the importance of teachers opinion in decision making	8 4.0%	34 17.2%	15 7.6%	78 39.4%	63 31.8%	198 100.0%
11	Head Master/Principal delegate the authority to subordinates (Teacher) in their work	2 1.0%	37 18.7%	27 13.6%	115 58.1%	17 8.6%	198 100.0%
12	Head Master/ Principal keep good relation with subordinates (Teacher)	6 3.0%	31 15.7%	9 4.5%	88 44.4%	64 32.3%	198 100.0%

Looking at item 1, which expresses that the majority of teachers (n=105, 53.0%) are involved in the decision making process in their school with their school head. As they agreed with the statement while (n=41, 20.7%) teachers disagreed with the statement that they are not involved in the decision making process in their institution. The result of item no 1 in the table revealed that majority of teachers are agreed that their head involve them in decision making process. The result under the item no 2 in the table revealed that majority of the teachers (n=118, 59.6%) believed that head masters/mistress increase cooperation among the teachers as they agreed with the statement while the result of item no 2 disagreed no of teachers (n=32, 16.2%) indicate that their head did not increase cooperation among teachers.

Result under item no 3 indicate that majority of teachers (n=108, 54.5%) are agreed with the statement that they are consulted by their head before any action taken him/her, the result under the item no 4 revealed that majority of the participants (n=109, 55.1%) have agreed with the statement that their head encourage them while they consult with him/her. The result under the item no 5 indicate that the majority of the teachers (n=96, 48.5%) are agreed with the statement that they can ask a favour from their when they need.

In item no 6 revealed that the majority of the teachers (n=102, 51.5%) have agreed with the statement that dialogue with my head on a daily basis. Moreover, the result of the item no 7 indicate that the majority of the teachers (n=118, 59.6%) agreed with the statement that they are being involved by the department in performance appraisal. the result under the items no 8 revealed that the majority of teachers (n=82, 41.4%) agreed about the statement that they are friendly and approachable to their fellow being employees.

Under the item no 9 majority of the teachers (n=81, 40.9%) agreed with the statement that their head master/ mistress always shares new policies and notification of department. the result of the item no 10 revealed that the majority of the teachers (n=78, 39.4%) agreed with the said statement that head master/principal always gives the importance of the teacher's opinion in the decision making process. The result of the items no 11 revealed that the majority of the teachers (n=115, 58.1%) agreed

with the statement that head master/ principal believe on the delegate of authority to their sub-ordinates (teachers) in their work.

Moreover, under the item no of 12 of the table majority of the teachers (n=88, 44.4%) agree with the statement that their head/principals keep good relation with their sub-ordinates. the result altogether indicated that the teachers of higher and high school are practicing democratic styles of leadership. The finding concurs with the previous studies of Meeks (2020) which assets, democratic or participative leadership is a leadership style in which a group of members of an organization works together to achieve a common goal. in participative leadership, decision-making is shared, and each member of the group is allowed to have a say in decision making (Meeks, 2020).

The heads from the different school d, e and f revealed that they firmly believe on participatory approach in school daily matters, school head consults with all teachers on any important matters and staff have full freedom to express their views and they have full freedom to decide which make progress in the school, all teachers work as a team in school and head of intuition support them when they need. The findings agree that effective leadership styles are linked to a caring atmosphere in high-performing schools, and democratic leadership styles are the most prevalent among secondary school teachers. The result of the above table is clearly indicating that teacher are taking participation in decision making process and their head giving importance to teacher opinions to run the administrative of school, in the above table all variables are linked with head master and head mistress democratic styles and secondary and higher secondary school teachers majority understanding that they have good relation with their head because of their styles of leadership that is democratic this is what in corroborated by Nafukho et al. (2011), who state that sharing and distributing leadership roles at school boosts teacher morale

The result of the study revealed that head master and head mistress of secondary school exhibited the democratic styles of leadership styles and they allowed the teachers to take participation in the decision making process. Principal increase cooperation among teachers, teacher encourage while they consult with principal and ask favours from head when they need. principal gives the importance of teacher's opinion in decision, the study area teachers agreed that their principal delegating the authority to its sub-ordinate, principal involves teachers in resource allocation, principal gave the teachers full mandate to make academic decision without interference, teachers have the to do as they deem is in the best interest of the school allowed teachers to make importance decision for the improvement and benefit of school. as the finding indicates that school principal styles of leadership is democratic and in which principal give the freedom to its sub-ordinate to work for the welfare of the institution and allow them to take participation in the decision making process (Singano, 2015).

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Recommendations

1. Government and stakeholders to provide full support to democratic leadership in order to motivate the teachers and increase their commitment through acknowledgement of the efforts and dedication for the school.

2. School and college leadership encourage the teachers to cooperate in decisions and school operation to enhance the smooth flow of school activities.
3. School leadership should be democratic so that it may reduce the communication gap between teachers and school administration in order to create a healthy teaching learning environment in the school.
4. Democratic leadership should compromise the standard and quality of education and train the staff and students to follow the school discipline

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