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**Fatima Mustanir**  
M. Phil, Department of Home  
Sciences, University of  
Agriculture, Faisalabad,  
Pakistan

**Aisha Siddique**  
PhD, University of Agriculture,  
Faisalabad, Pakistan

### To investigate the effect of qualification, Experience and gender on principal's leadership style

**Fatima Mustanir and Aisha Siddique**

#### Abstract

The basic aim of the conducted research reflects leadership as the process of inducing others to act to achieve quantified goals and the manner in which a person handles himself and is termed as style. Principal remains the main source of leadership influence. The significance of research had unveiled various styles important for the principals for the control over the followers or subordinates in the education sector. The main objective of present conducted research study was to find out the prevalent leadership styles of principals in the schools of district Faisalabad furthermore, to find relationship of leadership styles with qualifications, gender and experience of the principals. By simple random sampling (150) principals (105) were taken from the private and public schools. On the basis of analyzed data the results of the research showed that rather autocratic and democratic leadership styles were identified as two major and basic leadership styles for the principals in the territory of Faisalabad. SPSS 20 version was used for data entry and interpretations. Basic statistical tools were used to depict the results of the conducted research like that of Descriptive statistics, frequency distribution, correlation, reliability analysis and regression analysis. However, the study showed that most (66.7%) of the principals perceive themselves as democratic leader. This study also shows that principals' leadership styles have significant ( $p=0.000$ ) relationship with qualification and experience, but no association was found with regard to gender.

**Keywords:** Principals, leadership, qualification, experience, gender, autocratic, leadership style

#### Introduction

Every state has their-own beliefs and ideology of life, and on the base of this moral life it runs the educational structure. Oath of operative educational progression rests upon the academic leader. In the Girja's opinions a "Leader" is the one who leads the group of people or community joint for a common purpose. A leader is one who listens, obeyed and honored by his supporters. An impeccable leader unites and personifies the view of the people and dignities to any preferred goal.

Leadership is the process of inducing others to act to achieve quantified goals and the way a person handles himself is termed as style (Sheikh 2001) <sup>[31]</sup>. Principal is essential of all the educational scraps and as a result he has to achieve the role of planner, leader, administrator, business director, arranger, teacher, guide, thinker and friend (Sheikh, 2001) <sup>[31]</sup>. Yukl (2004) <sup>[35]</sup> has describe leadership is the act of influencing subordinates to achieve organizational goals over authority. Adeyemi and Brlarinwa (2013) <sup>[1]</sup> have well-defined leadership as "the art or method of influencing people so that they will make every effort enthusiastically on the way to the attainment of objects". Active schools are that in which the principal and his team members can achieve the goal of maintaining the system in relation to the nature and determination of the school and are united together by the faith that student achievement can superlative be achieved through a common task, common goals and mutual governance (Ogden and Germinario, 1994) <sup>[29]</sup>. From the time when, people has been generating heavy demands and problems on the school principal that he should be a man of personality, a remarkable organizer, a skilled supervisor, a ideal teacher (Kochhar, 1991) <sup>[23]</sup>.

The principal is the foundation in the school organization and education exertions. What is the foremost spring of the watch, the flywheel to the device or the instrument to the steamship, the principal is to school.

**Corresponding Author:**  
**Fatima Mustanir**  
M. Phil, Department of Home  
Sciences, University of  
Agriculture, Faisalabad,  
Pakistan

The work of principal is extremely difficult and much essential for any education organization. A number of elementary features are related with an operative leadership. These may take account of proficiency, interactive styles, ability to accomplish group, time managing etc.

Choi (2007) <sup>[10]</sup> enhance vision, courage, representation, sacrifice, and native participation as dynamic features of democratic leadership. Norris (1990) <sup>[26]</sup> showed that leadership is operational when the leader takes essential and adequate knowledge of educational ideas and principles, able to explore the main situation in the view of future, problem identifier, reformer, tricky solver, organizer and manager. Active principal is a person who mainly involves himself intense on the instructional life of the school, he should be more in the teaching space and less in the office, he is truthful to his job, he devotes himself more on schooling and learning than on financial business, he uses achievement data for development further. As an association, it is realized that some practices of behaviour add to supervisor's affectivity such as time managing, instructional organization, administration, institutional design (Kalra, 1997) <sup>[20]</sup>.

The way he shows his role either one as principal or leader, characters how he/she thinks, acts and feels in the school (Sheikh, 2001) <sup>[31]</sup>. According to the study of Yukl (2004) <sup>[35]</sup>, the procedure of influencing assistants may be useful by groups or individuals. This characteristic reveals the leadership (variety) arrangement or styles. A leader monitors a set of rules that form his or her exclusive leadership style that imitates leader's personality and attractiveness (George, 2004) <sup>[13]</sup>. Specialists in the field of leadership have categorized the leadership styles in altered ways on the foundation of different theories of leadership. One arrangement seems as autocratic, democratic and laissez faire leadership styles (Adeyemi, 2004) <sup>[2]</sup>. An autocratic leader is talks about to as authoritarian leader. He/she is always in rehearsal to directive command and order that the subsidiaries have to conform. He/she lead into staffs what is nominally required (Bass, 1990) <sup>[7]</sup>. A leader with democratic leadership style deals significance to members in policy making process so that every individual of the society feels himself/herself as an important member of the social order (Adeyemi, 2007) <sup>[3]</sup>.

Goleman (2002) <sup>[14]</sup> on the base of previous studies and researches has requested that different leadership styles have various effects on administrative and directive variables like simplicity and obligation of workers, sense of accountability in organizational environment. Renewal of institute, setting, ways for subordinates, and encouraging and developing societies are the common rehearses of successful principals (Jacobson, 2011) <sup>[19]</sup>. Hence, school leaders directly and indirectly spot the numerous characteristics of school and classroom progress end to end with academic enactment (Sammons, Gu, Day and Ko, 2011) <sup>[30]</sup>. Each of the style (autocratic, democratic) may have benefits as well restrictions.

According to Amanchi (1998) <sup>[5]</sup>, education results in more professional impetus and hence specialized training empowers for improved performance in educational institutions. As well qualified and academic knowledge, it is common belief that age and experience may play very significant role in leadership behavior. In most of the values, there is a myth that as people get older they become wiser due more exposure and experience. For example in African culture, experience is measured as function of age and hence older peoples are given importance for leadership places in different organizations (Ahiazu, 1989) <sup>[4]</sup>. Same myths are dominant in

Pakistani culture. Gronn (1986) <sup>[18]</sup> thought that leadership style is engrained in the condition of workplace and less reliant upon whole-of-life learning, personality traits or experience. However, Trompenaars (1993) <sup>[32]</sup> observed that leadership styles vary from culture to culture and country to country dependent upon life forms, beliefs and value system. Due to a usual organizational system in Pakistan, it was measured very important to inspect the relationship of gender, experience and qualification with the leadership styles of secondary school principals. Therefore, a study was conducted to identify the prevalent leadership styles of principals of Secondary Schools of Faisalabad.

### The objectives of the research study were

- To identify different leadership styles of Principals of schools.
- To quantify the relationship among dependent and independent variables.
- To provide with suggestions and recommendations.

### Hypothesis

H<sub>1</sub>: There is a significant relationship between Qualification and principal leadership style.

H<sub>2</sub>: There is a significant relationship between Experience and principal leadership style and their year of experience.

H<sub>3</sub>: There is a significant relationship between gender and principal leadership style.

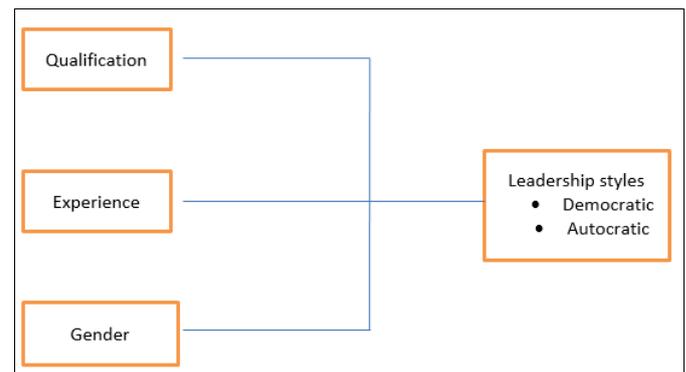


Fig: Conceptual framework

### Materials and Methods

Quantitative research techniques were used. In order to access principle's gender, qualification, work experience and their leadership style survey way was used. The correlational study design was adopted because the researcher could not directly control the characteristics that served as dependent and independent variables in the study since their signs had already occur and hence the study was carried out as survey.

### Sample size

List of all schools of Faisalabad district was obtained from DEO office, from which 150 school were randomly selected as sample. Out of those schools only principals of 105 school showed their willingness to participate in the research process.

### Tools used for data collection

#### Following instruments were used for gathering of data:

#### Leadership preference scale

The main subjects of this research involved 105 secondary level schools, 27 male principals and 78 female principals were selected as sample of study. In the data collection process, a rating scale on five-point Likert scale named

Leadership preference scales (LPS) by Bhushan (1995) was used to identify the leadership styles of principals and selected demographic variables were also included in this scale. Judgmental validation was used for validating this scale.

A liker type questionnaire consisting 30 items measures authoritarian vs. democratic leadership was employed for this study. Out of 30 items in the questionnaire fifteen were positively worded (autocratic) and fifteen negatively worded (democratic). To ascertain the reliability of the scale both the internal consistency and temporal stability of the scale both the internal consistency from 105 principals, the co-efficient of internal consistency as a corrected by spearman-Brown formula. The principals were asked to underline only one of the five alternative responses for a positive item (i.e. an agreement with which indicated preference for democratic leadership) the scoring was done as follow:

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

In case of negative items (i.e. an agreement with which indicated preference for autocratic leadership) the scoring was reversed. The total score was the sum of the scores on all the

statements. Descriptive and comparative analysis was done to analyze the data of present study.

**Statistical technique used for data analysis**

As per the objectives of the study and nature of the collected data correlation and chi-square test was used, frequency and mean of the whole data was conducted by using the SPSS software. Correlation was used to conclude the relationship between principal’s leadership styles and their qualification. Chi-square test was used to conclude the association between principal leadership style and their work experience and gender.

**Results and Discussion**

**Table 1:** Identified leadership styles of principals

<b>Principal's leadership style</b>	<b>N</b>	<b>%</b>
Autocratic leadership	35	33.3
Democratic leadership	70	66.7
<b>Total</b>	<b>105</b>	<b>100.0</b>

The table 1 showed that out of 105 principals, 33.3% were identified to have autocratic leadership style and 66.7% to have democratic leadership style.

**Table 2:** Qualification, work experience and gender wise distribution of leadership style of principal

<b>Qualification</b>	<b>Principal's leadership style</b>			
	<b>Autocratic leadership</b>		<b>Democratic leadership</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Bachelors in Science/Art	21	20	7	6.66
Masters In Science/Art	13	12.3	22	20.9
Bachelors in Science/Art +B.ed	1	0.95	31	29.5
Masters in Science/Art + M.ed	0	0	10	9.5
<b>Total</b>	<b>35</b>	<b>33.3</b>	<b>70</b>	<b>66.6</b>
<b>Work Experience</b>				
1-10 years	0	0	9	8.57
11-20 years	2	1.90	42	40
20-30years or above	33	31.4	19	18.09
<b>Total</b>	<b>35</b>	<b>33.3</b>	<b>70</b>	<b>66.6</b>
<b>Gender</b>				
Male	0	0	27	25.7
Female	35	33.3	43	40.9
<b>Total</b>	<b>35</b>	<b>33.3</b>	<b>70</b>	<b>66.6</b>

The above mentioned table showed the qualification wise distribution of leadership styles. Out of 105 principals, 21 (20%) principals were bachelors in science and arts subject and identified as having autocratic leadership style and 7 (6.66%) principals with the same qualification were identified as having democratic leadership style. There were 13 (12.3%) principals were masters in science/arts and identified as having autocratic leadership style and 22 (20.9%) principals with the same qualification were identified as having democratic leadership style. Only 1(0.95%) principal was bachelors in science and also possessed B.ed degree was identified as have autocratic leadership style. There were 31 (29.5%) principals, with the same qualification were have democratic leadership style. Among the 105 principals 10 (9.5%) principals, were have master’s degree as well as master’s in education, have democratic leadership style.

The table shows the experience wise distribution of principals’ leadership styles. Of the total 105 principals, 9(8.57%) had experience between 1-10 years, had democratic leadership style. Out of total 105 principals, 2(1.90%) had experience between 11 to 20 years, had autocratic leadership style, of these 42 (40%) were having democratic leadership

style. Out of the total 105 principals, 33(31.4%) had experience between 21 to 30 years or above, had autocratic leadership style, of these 19 (18.09%) were identified as having democratic leadership style.

The above table also shows the gender wise distribution of leadership styles of principals of schools. Out of total 105 principals, 27 (25.7%) principals were male, and 78(74.2%) principals were female. From which male principals 27 (25.7%) were identified as democratic and from female principals 35 (33.3%) identified as autocratic, and 43(40.9%) of female were democratic.

**Table 3:** Correlation between principal leadership style and qualification of principals

	<b>Principal's leadership style</b>	<b>Sig. (2-tailed)</b>
Principal’s leadership style	1	
Qualification	.796**	.000
Experience	.556**	.000

\*\*Significant at 0.01 level.

The table shows the positive significant (0.000) correlation

(0.596) between the leadership styles scores and principals qualification.

**Table 4:** Association between work experience and leadership style of principals

Leadership styles	Work Experience			
	1-10years	11-20years	21-30years	Total
Autocratic	0 (0.0%)	2 (4.5%)	33 (63.5%)	35
Democratic	9 (100.0%)	42 (95.5%)	19 (36.5%)	70
Total	9	44	52	105

$\chi^2 = 42.14$

The calculated value of chi square is 42.14 which is less than the table value with 2 df. ( $p < 0.001$ ) This means that there is a significant association between the leadership style of the principals and the experience of the principals.

**Table 5:** Association between Gender and leadership style of principals

Leadership styles	Gender		
	Male	Female	Total
Autocratic	0 (0%)	35 (44.9%)	35
Democratic	27 (100%)	43 (55.1%)	77
Total	27	78	105

$\chi^2 = 18.173$

The calculated value of chi square comes out to be 18.173 this is less than the table value with 1 df. ( $p < 0.001$ ) This means that there is no significant association between the leadership style of the principals and the gender of the principals.

**Regression Analysis**

Variables	Coefficient	Standard Error	T-Value	Significance (P-value)
(Constant)	-2.307	.882	-2.626	0.010
Qualification	0.251	.126	2.001	0.048**
Experience	.346	.114	3.030	0.003***
Gender	.176	.109	1.608	0.111 <sup>NS</sup>
R <sup>2</sup>	0.633			
Adjusted R <sup>2</sup>	0.596			
F- Value	16.96			

**Predictor: Principal’s leadership styles (Autocratic, Democratic)**

The regression results showed that qualification and experience showed significant relationship. The third variable gender was non-significant. Hence we accept our H<sub>1</sub> and H<sub>2</sub> and we do not accept H<sub>3</sub>.

**Discussion**

The main aim of the present study is to investigate the leadership style of the Pakistani principals in public and private schools. Furthermore, to investigate the effect of qualification, work experience and gender of the principals on their leadership styles (Autocratic; Democratic). Results found that the most prevalent leadership style is democratic leadership style and second most prevalent leadership style is autocratic leadership style. Qualification and work experience has the significant effect on leadership style of the principals while the relationship between principal’s leadership style and their gender does not exist.

About the leadership style of principal and their qualification the study found that leadership style of the principal has a significant relationship with qualification of the principals. Study revealed that Principals with high qualification were

more likely to lead their school with democratic leadership style. This finding is parallel with the findings of Cagle (1988) [8], Katozai (2005) [22], Nsubuga (2009) [28], and Amanchi (1998) [5].

Cagle (1988) [8] measured principal’s age, experience, level of education and size of the institute as significant factors of leadership style of principal. Knowledge is a primary and key weapon for the principal and therefore he/she should be qualified (Katozai, 2005) [22]. A principal must be prepared with knowledge about methods of education, institute, learning psychology and hygienic principles. He/she should have up-to-date knowledge of the concepts and principles of education offered by modern educationists. Principals, who are well prepared with knowledge and skills in management and leadership, would be able to progress school performance meaningfully (Nsubuga, 2009) [28]. Education results in more professional encouragement and hence expert training endows for upgraded performance in educational institutions. (Amanchi 1998) [5].

With regard to the leadership styles of principal and their work experience, the study shows an association between leadership style of principals and their years of experience. The findings are consistent with the findings of Mangin (2007) [25] and Luo and Najjar (2007) [24]. Principals who have a work experience of 15 years or less have democratic leadership style because they were more passionate about their work. They have hope for further promotion, the motivation of teachers increase day by day individually and institutionally as well. Mangin (2007) [25] revealed a positive relationship between principal’s leadership style and their years of experience. Luo and Najjar (2007) [24] claimed that a principal’s leadership styles is affected by their year of work experience, this implies that some principals seem to be democratic when their work experience was high.

With respect to the leadership styles of the principals and their gender, the present study found no association between leadership style of principals and their gender. Numerous studies have also reported that there is no significant relationship in principal leadership style and their gender. Andersen and Hansson, 2011 [6]; Vecchio 2002 [33]; Dobbins & Platz, 1986 [12]; Gibson, 1995 [15] all claimed that no significant gender differences in leadership style exist. A current research by Andersen and Hansson (2011) [6] conclude that there were significant difference exists in male and female leadership styles. Leadership qualities in men and women were similar. Dobbins and Platz (1986) [12] examined the effect of gender on leadership style of principals. They concluded that no evidence of meaningful differences existed. The studies of Butterfield and Powell (1981), Cambell *et al.*, (1993), and Ronk (1993) have all concluded that leadership style of principal is independent of gender.

**Conclusion and future directions**

This research was focused on two leadership styles practiced by the school principals. i-e: Democratic and Autocratic leadership styles.

This study revealed that all principals in the sample usually practiced democratic leadership style. In addition they have also adept autocratic leadership styles in some occurrences. Moreover, the study carried indication that principals modify their leadership style in accordance to the condition. However, the research shown most of the school leaders remark themselves as democratic leaders, they also believe at some-times they had to be repressive mostly in the circumstance of school management.

It was also discovered that practically all democratic leaders have shown totally autocratic activities according to the situation and condition. This study also indicates that there is a significant correlation between qualification and principal's leadership style.

This research was showed that Principals having greater experience were mostly practice autocratic leadership style and vice versa so that there is a significant association between experience and principal's leadership style. This study also showed that gender has no effect on principal's leadership style.

### Suggestions

This literature analysis on principal's leadership notes that current indications allow us to understand some broad goals for school principals. The researcher recognize that further study will reveal more about what is needed to find exact leadership practices that lead to the achievement of these goals. The researcher suggests that principals do the following:

- School principals should create a climate friendly to education in order that safety, a supportive spirit and other foundations of fruitful interaction prevail.
- Promoting leadership in others so that teachers and other adults take responsibility in realizing the school vision.
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost.
- Managing people, data and processes to foster school improvement.

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