The impact of leadership style on school performance in schools under Zhemgang Dzongkhag

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ABSTRACT
The study aimed to examine the leadership styles of principal and their impact on school performance in Zhemgang. It employed a mixed research approach, combining qualitative and quantitative methods. Using a correlation survey research design, the study explored the relationship between leadership styles (independent variable) and school performance (dependent variable). Data was collected to determine the strength of this relationship and the coefficients of determination between the two variables.In addition to on-site school observations, interviews were carried out with head teachers and teachers. Furthermore, focused group discussions were conducted with selected principals and parents. The purpose was to identify factors influencing school performance and to assess the effectiveness and correlation between leadership styles and school performance.The researcher, after conducting a thorough literature review and in-depth research, found that head teachers employ various leadership styles. However, for this study, the focus was on the overall relationship between leadership styles and school performance. Subsequently, the researcher analyzed four specific leadership styles in connection with school performance.Recognizing the numerous challenges faced by school head in fulfilling their responsibilities, the study emphasized the importance of enhancing management and leadership skills among them. It concluded that without adequate knowledge and skills in management and leadership, principal would struggle to substantially enhance school performance. The research highlighted the significance of visionary leadership in achieving effective school performance and emphasized the strong connection between visionary leadership and transformational leadership, recommending the latter for educational leaders.

I.   INTRODUCTION
Leadership stands out as a widely discussed and extensively written topic across various disciplines, including History, Sociology, Psychology, Religion, and Educational Management (Kandula, 2007). Whether on a global or local scale, organizations inherently require effective leadership. Leadership is not just integral to organizational survival but is also a strategic imperative for its success. Within educational institutions, the role of head teachers is pivotal in fostering academic performance. The effectiveness of actions taken within a school is often attributed to the head teacher (Nasongo & Lydiah, 2009). Acting as the central figure, the head teacher oversees every aspect of school management, becoming the linchpin around which many school functions revolve. Inadequate performance in numerous schools is not solely due to insufficient funds or inadequate facilities; rather, it is frequently a consequence of ineffective leadership (Nsubuga, 2009). Consequently, this paper delves into the relationship between leadership styles and school performance because educational leaders bear the significant responsibility of carrying forward the school's vision.

Leadership has been defined as the ability to steer a group towards a shared goal that would otherwise not be met in the leader's absence. This ability may be explained as the style in which the leader behaves with the people they lead to attain the group objectives. In the educational setting, studies exploring the perception of principals and teachers suggest that school leaders adopt various leadership styles, including autocratic, bureaucratic, democratic, instructional, transformational, transactional, moral, democratic, or laissez-faire leadership to achieve educational or

organizational objectives (Bandura, 2009). The appropriate leadership style would depend on the school's context and the maturity of the staff and, in practical terms, will require the school leader to adopt several leadership styles or change their style when the situation demands. This view has been corroborated in several empirical studies. For instance, principals demonstrating instructional and integrated leadership had higher student achievements, while principals demonstrating transformational leadership had higher student achievements (Mielke, 2021). Nonetheless, school leadership that takes a people-first approach may be crucial in driving a positive school culture conducive to better learners' educational outcomes.

The term 'academic performance' has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. This scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Gardiner & Enomoto, 2006). Performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system. Principals play a significant role in determining the academic performance in secondary schools due to their varied tasks and roles together with their constant supervision of their teachers determined to a great extent the level of teacher input and students' academic achievement (Barakat et al, 2019). Many of them have failed in school leadership because of many management problems relating to institutional planning, human relations, discipline, instructional supervision and community relations experienced which ultimately impact on students' academic performance. Studies carried out by many scholars indicate that students' academic achievement is mainly dependent on environmental factors and personal factors of the students (Faas et al., 2018). Students' personal factors include intelligence, discipline and personal goals. Environmental factors include the principals' leadership style, quality and quantity of teachers and learning materials

Broad overview of the topic

The topic under consideration revolves around the critical intersection of leadership styles and school performance within the context of educational institutions. Leadership, a widely discussed subject across various disciplines, plays a fundamental role in the success and survival of organizations, be they global or local. In the specific realm of educational institutions, the focus is on the role of head teachers in promoting academic performance.

The head teacher emerges as a central figure in school management, with their actions often determining the success or failure of the school's endeavors. The paper recognizes that the challenges faced by schools extend beyond financial constraints or inadequate facilities and can be significantly influenced by the effectiveness of leadership. In this context, the study explores the various leadership styles employed by educational leaders and their impact on school performance.

The paper underscores the immense responsibility placed on educational leaders to carry forward the vision of the school. The success of academic initiatives, the overall functioning of the school, and its ability to meet performance requirements are attributed to the leadership provided by head teachers. By delving into the dynamics of leadership styles and their correlation with school performance, the paper aims to shed light on the critical role that leadership plays in shaping the educational landscape. The overarching goal contribute insights that can inform and enhance leadership practices within educational institutions, ultimately influencing the academic success and achievements of students.

Background of the study

The background of the study encompasses the contextual landscape within which the research is situated. In this specific case, the study is framed within the field of education, with a particular focus on the dynamic relationship between leadership styles and school performance. The significance of leadership in various disciplines, such as History, Sociology, Psychology, Religion, and Educational Management, is acknowledged as a widely discussed and researched subject.

Leadership, recognized as fundamental to the survival and success of organizations, holds a pivotal role in the context of educational institutions. The study centers on the role of principal within schools, emphasizing their crucial responsibility in promoting academic performance. The head teacher is portrayed as a central figure, overseeing every aspect of school management and influencing the success or failure of the school's endeavors.

A noteworthy observation is made regarding the multifaceted challenges faced by schools, extending beyond financial constraints or inadequate facilities. The background recognizes

that poor leadership can contribute significantly to schools lacking the necessary performance requirements. This recognition becomes the impetus for the study, prompting an exploration of the different leadership styles employed by educational leaders and their potential impact on school performance.

The study is grounded in the understanding that the success of academic initiatives and the overall functionality of a school are intricately tied to the leadership provided by head teachers. The background emphasizes the substantial responsibility placed on educational leaders to carry forward the school's vision, thereby framing the research question around the exploration of how leadership styles may influence school performance.

In essence, the background sets the stage for investigating the nuanced interplay between leadership dynamics and educational outcomes, aiming to contribute valuable insights that may inform and enhance leadership practices within educational institutions.

II. LITERATURE REVIEW

According to Day et al., (2016), the leadership and management exhibited by school headmasters have a direct impact on the performance and effectiveness of teachers, subsequently influencing students' academic achievements and contributing to the overall working and living conditions of teachers. In the United States and Europe, school heads face the constant challenge of not only fulfilling managerial roles but also demonstrating effective leadership skills crucial for preparing young individuals with the necessary competencies for the dynamic global environment (Lonyian & Kuranchie, 2018).

Numerous education systems in various African countries, including Rwanda, are modeled on internationally recognized European standards. Throughout the educational journey, the direct leadership of teachers, students, and school resources is overseen by the school head. Day et al. (2016) emphasize the significant impact of effective school principals on pupils' academic performance in Rwanda.One of the key responsibilities of school heads is to facilitate teachers' access to current information through regular in-service training, provide information and communication technology (ICT) facilities for both students and teachers, create favorable conditions for conflict management within the school, and establish connections with the external community (Dias & Borges, 2017). Education policymakers

posit that if school principals can effectively fulfill these duties, they will create an environment conducive to teaching and learning activities, ultimately enhancing student achievement (Day et al., 2016).

In their research, Pashiardis and Brauckmann (2009, p. 121-122) explored the professional development requirements and identified leadership as a pivotal factor in enhancing students' academic performance. Pashiardis emphasized that the heightened emphasis on academic achievement has resulted in elevated expectations for the role, highlighting a growing acknowledgment that enhancing the professional development of school leaders could positively impact their effectiveness.

In a related investigation, Rautiola (2009) explored the impact of leadership styles in secondary schools, discovering that in the United States, there is a notable emphasis on evaluating both classroom and overall school effectiveness. The study revealed that a predominant leadership approach among American school administrators is participatory, involving various stakeholders such as teachers, principals, and parents in shaping organizational structures, curriculum, and instructional processes.

Obama et al., (2011) argued that in Nigeria, the National Policy of Education outlined specific goals and objectives aimed at fostering educational development. Within these objectives, school leaders held crucial responsibilities to ensure the successful realization of visions and missions. One of their key roles was to provide effective leadership in schools, ensuring that teachers met performance requirements and achieved set targets. However, it appears that many of these principals have not recognized their administrative styles as a determining factor in the academic performance of students in the state.

Research Objective
a) Investigate and analyze the diverse leadership styles employed by principal's in educational institutions and assess their direct influence on academic performance within the school setting. This objective aims to provide a comprehensive understanding of how specific leadership approaches contribute to or hinder educational outcomes.
b) Explore the multifaceted responsibilities undertaken by school head in managing various aspects of school functioning. This objective seeks to assess the extent to which effective leadership, particularly in decision-

making, resource allocation, and fostering a conducive learning environment, correlates with overall school performance.

c) Examine existing challenges and barriers faced by head teachers in fulfilling their leadership roles and identify potential strategies for improving leadership effectiveness. This objective aims to provide actionable recommendations that can be implemented to enhance leadership practices within educational institutions, ultimately contributing to improved school performance.

Research Questions

1. How do different leadership styles employed by principal in educational institutions correlate with academic performance, and what specific characteristics of these styles contribute to or hinder student success?

2. To what extent does the effective management of school resources, decision-making processes, and the creation of a positive learning environment by principal influence overall school performance?

3. What innovative strategies can be identified and recommended to enhance leadership effectiveness, ultimately improving school performance?

Significance

• The study's insights will guide educational leaders, particularly head teachers, by identifying effective leadership styles that positively impact academic performance, contributing to informed decision-making and resource allocation.

• The research holds broader significance by informing educational governance policies and shaping professional development programs for leaders. It provides actionable data for policymakers and contributes to the growth of leadership skills among educators.

• The study's findings contribute to addressing disparities in educational outcomes and fostering equity. Additionally, it guides efforts to strengthen school-community relationships, promoting a collaborative approach to education and enhancing overall school success.

III. METHODS
Research Design

The research employed a mixed-methods approach, incorporating both quantitative and qualitative methodologies. Quantitative data

consisted of closed-ended information, akin to attitudes, while qualitative data involved open-ended information obtained through interviews, allowing for a diverse range of ideas from respondents. The integration of qualitative and quantitative data aimed to provide a more comprehensive and enriched dataset. The study followed a descriptive survey design, in line with (Creswell, 2013)perspective that descriptive research designs seek to depict existing phenomena by eliciting individuals' perceptions, attitudes, behaviors, or values to explore the current status of variables.

Population and Sampling

The scope of this study encompassed ten school principals head, 20 teachers and 20 parents within Zhemgang Dzongkhag. The intended population for this research consisted of 300 respondents, including both Educational Officers, teachers and principalsof schools in Zhemgang Dzongkhag. However, the study focused on a sample size of 50 respondents drawn from this larger population.

Instrument

The examination of the gathered data encompassed the application of descriptive statistics such as frequencies, cross-tabulations, percentages, and multiple linear regression analysis. The scores for leadership styles were computed by categorizing 21 statements into the seven-factor domains of the transformational leadership continuum. This approach was employed for both headmaster self-assessment and follower evaluation. Each factor area yielded a corresponding leadership style score. The Likert scale, ranging from 0 to 4, was utilized, where 0 denoted "not at all," 1 indicated "once in a while," 2 represented "sometimes," 3 signified "fairly often," and 4 indicated "often, if not always."

As anticipated, the suitability of each statement for self-assessment by principal was gauged based on the interpretation provided by the Multifactor Leadership Questionnaire (Aviolo & Bass, 2000). The highest achievable score was 4, indicating that if all three statements within a given factor area were rated as 4, the total score for that area would be 12. Scores falling between 9 and 12 were associated with democratic and more favorable leadership outcomes, particularly if they pertained to the initial four styles. A score ranging from 5 to 8 was considered moderate, while a score of 0 to 4 was deemed low. Beyond determining scores for each style area, the analysis also

included calculating the average scores across the four transformational styles and the three reactive styles.

Data collection procedure
The examination of BECE results entailed cross-tabulating the percentage of pupils achieving a passing score of 0-50 overall in each school from 2021-2022. Initially, schools were categorized based on whether their principal were perceived as democratic or more authoritarian. Drawing from the literature review and collected data, the study identified additional variables significantly influencing students' performance in the Bhutan Board of Examination (BBE). These variables encompassed the principal's gender (male or female), years of experience, school type, pupil-teacher ratio, presence of a school vision/performance plan, actual teacher deficit, and time allocation for administrative/management duties versus leadership tasks like visioning and community support. Ordinary Least Squares (OLS) regression was employed to analyze the principal's leadership style and assess the impact of these variables.

Data analysis
All the information will be compiled from the participants and subsequently scrutinized utilizing the Statistical Package for the Social Sciences (SPSS). The analysis encompasses both descriptive and inferential methods. Descriptive analysis will be employed to assess the frequency and percentage of the entire population in terms of demographic background. Furthermore, it will be utilized to determine the mean, standard deviation, frequency, and percentage in order to assess the effectiveness of the principal style integration on academic performance in schools within Zhemgang Dzongkhag.

Ethical clearance
Comprehensive information about the research will be given to all participants, and we will request informed consent from both the CDEO and principals, documented through a signed agreement. Obtaining ethical approval from these authorities is a crucial step before seeking permission. Principals, once fully informed, will be able to withdraw from the process at any point without the necessity for detailed explanations. Participants are assured of anonymity, and it will be emphasized that the researcher is solely responsible for the research, covering its validity and reliability.

IV. RESULT AND DISCUSSION
The primary goal of this research was to pinpoint the characteristics of transformational leadership styles that positively impact academic performance. Respondents were requested to indicate their agreement, disagreement, or neutrality towards the presented items by marking checkboxes. Table 1 provides an overview of the respondents' perspectives on the attributes of transformational leadership style.

Table 1. Showing the leadership and enhancing academic performance (n=40)

Sl. No	Features of TL	Agreed	Neutral	Disagree	Total
1	Transformational leadership style serve as the role model to the staff	35 (87.5%)	3(7.5%)	2(5%)	40(100%)
2	It involve mentoring	40(100%)	0	0	40(100%)
3	The transformational leader has high expectation of his/her staff	37(92.5%)	3(7.5%)	0	40(100%)
4	The style holds teachers and pupils accountable	35(87.5%)	5(12.5%)	0	40(100%)
5	Transformational leadership style is geared toward improving academic performance	40(100%)	0	0	40(100%)
6	It is around on effective leadership	30(75%)	10(25%)	0	40(100%)
7	It is inspirational, motivational,	40(100%)	0	0	40(100%)
8	It creates friendly environment conducive for academic	40(100%)	0	0	40(100%)

	performance				
9	It enhances quality teaching	38(95%)	2(5%)	0	40(100%)
10	It is dynamic in responses to the test of time	35(87.5%)	2(5%)	3(7.5%)	40(100%)
11	It incorporate leadership skills and development	36(90%)	4	0	40(100%)
12	It aims at establish school culture which creates conducive learning environment	40(100%)	0	0	40(100%)

Source: Field Date 2023

The above table indicates unanimous agreement among respondents regarding all presented sub-items on transformational leadership that contribute to enhancing academic performance. The initial objective aimed to identify features of transformational leadership associated with improved academic performance. The findings reveal that sub-items such as holding teachers and pupils accountable (40 respondents, 100%) only teachers and parents, increasing academic performance (40 respondents, 100%), and the role of transformational leadership styles in accountability 35(87.5%) respondents agreed, 3(7.5%) neutral and 2(5%) disagree, were identified as the predominant features within transformational leadership, exerting a positive impact on academic improvement in schools. The study highlights that the effective application of transformational leadership correlates with a significant enhancement in academic performance. School principal play crucial roles in ensuring the implementation of activities that contribute to the academic improvement of both pupils and the overall school.

Other elements of transformational leadership that contribute to improved academic performance encompass inspiring and motivating all individuals within the school environment, providing stimulation and idealized influence. Staff members hold high expectations of transformational leaders, who are perceived to enforce accountability among teachers and pupils. It is emphasized that head teachers should maintain elevated expectations for the success of schools in collaboration with staff and pupils.

Furthermore, characteristics such as creating a friendly environment conducive to academic performance, enhancing the quality of teaching, and displaying dynamic responsiveness to the challenges of the times are integral to transformational leadership styles. These styles necessitate adherence to strict time frames for effective task accomplishment, consequently influencing the academic performance of primary school pupils. Additionally, they involve a focus on both pupils' learning and the professional development of teachers.

The study aligns with the perspective of Dembele (2005), who asserts that school leaders play a crucial role in school development. Their significance lies in establishing a clear vision or sense of purpose for schools, managing the curriculum, fostering a conducive learning climate, and setting high expectations for the development of both teachers and pupils.

The study revealed that teamwork and participatory leadership emerged as the principal attributes of the transformational leadership style. These two aspects are considered highly influential in defining and molding this leadership approach within educational institutions. Utilizing teamwork in the administration of school affairs is believed to yield favorable outcomes, as subordinates perceive themselves as integral parts of the system. This aligns with the findings of Machum & Kaitila (2014), who emphasized the significant impact of leadership style not only on job satisfaction but also on organizational performance. Consequently, democratic and participatory leadership styles are advocated to enhance organizational performance.

In conclusion, it can be affirmed that active participation and collaborative decision-making are essential components of effective school leadership. This ensures the smooth accomplishment of the core teaching and learning objectives. To achieve their intended goals, schools and other institutions are better served by adopting teamwork and participatory leadership styles over less interactive approaches such as one-way information leadership.

Principals, teachersand parents' responses
In discussing approaches to enhance the quality and effectiveness of their schools, principals, teachers and parents offered diverse responses, encompassing strategies such as

transformation and fostering a new cultural ethos. This included instilling a sense of self-instruction among students. However, some expressed a pessimistic outlook, asserting that, despite their efforts, their schools would never be acknowledged as exemplary. Reasons cited varied from a significant lack of resources to disengaged and indifferent parents. One head teacher articulated this sentiment:

"….In addition to the absence of fundamental amenities, this school faces the challenge of parents whose approach to education is notably deficient, with some never setting foot on the school premises. Even when extended invitations are offered, their participation remains limited or nonexistent" (Parent 2)

"…. We take pride in enrolling our children in high-achieving schools. The focus is not solely on the tuition fees but on ensuring that the school maintains a robust culture of success. Some of the institutions our children attend have consistently excelled academically, owing to their steadfast commitment to hard work, zero tolerance for undisciplined behavior, adherence to moral values, and the relentless pursuit of maintaining a position among the top-performing schools nationwide" (Parent 1)

These quotes offer contrasting perspectives on education. Parent 2 highlights challenges faced by a school, including lack of facilities and parental disengagement. Meanwhile, Parent 1 expresses pride in enrolling their children in high-achieving schools with a strong emphasis on academic success and values. Overall, they underscore the critical roles of parental involvement, school culture, and values in shaping educational experiences and outcomes.

On a more positive note, another principal who considered teachers as the most critical resource for improved school performance, had this to say:

"Schools function as interconnected systems, where various components play a crucial role. Principal, for instance, depend on effective teachers to ensure academic excellence. The attainment of academic excellence is contingent upon the quality of teaching meeting the required standards. Similarly, teachers rely on the cooperation and initiative of students to enhance academic performance. Additionally, both head teachers and teachers require the involvement of parents to share information on student progress and secure financial assistance for school resources. As critical friends of the school, parents contribute to identifying areas for improvement,

particularly during infrastructural development, and offer assistance accordingly." (Teacher 2)

"Teachers play a crucial role in the administration, and their active participation is essential for the efficient functioning of schools. When asked about the school's vision, the teacher mentioned that there seemed to be a vision, but it is not publicly available, and as a result, they do not recall its specifics."(Teacher 3)

Teacher 2 emphasizes the interconnected nature of schools, highlighting the crucial roles of various components such as effective teachers, students' cooperation, and parental involvement in achieving academic excellence. The statement underscores parents as "critical friends" who contribute to identifying areas for improvement, particularly during infrastructural development.On the other hand, Teacher 3 highlights the essential role of teachers in the administration, stating that their active participation is crucial for the efficient functioning of schools. The statement also mentions the existence of a school vision that is not publicly available, leading to a lack of specific recall regarding its details.

Properties of effective schools

Responses provided during interviews to the inquiry, "What constitutes a good and efficient school?" yielded nearly identical answers from all head teachers. They emphasized elements such as robust leadership, discipline, diligent staff, supportive parental involvement, committed students, and a nurturing environment fostering self-motivation. Notably, these attributes echoed the traits outlined by Edmonds (1979) in Lockheed and Levin's work (1993) regarding effective schools.

(a) Effective leadership exhibited by the principal;
(b) Focus on attaining proficiency in fundamental skills;
(c) Maintenance of a tidy and organized school setting;
(d) Elevated expectations from teachers regarding student achievement;
(e) Regular evaluation of student advancement.

Regarding methods to enhance the quality and effectiveness of their schools, principal offered diverse strategies, spanning from transformative initiatives to fostering a new cultural ethos. This included instilling a sense of self-directed learning among students. However, some principal expressed pessimism, believing that despite their efforts, their schools would never be deemed

exemplary. Their rationale varied, citing severe resource constraints and disengaged parental involvement. One principal articulated the following sentiment:

"Besides the absence of fundamental amenities, this school grapples with a concerning issue: many parents exhibit a disinterest in education, to the extent that some have never visited the premises. Even upon invitation, their participation remains minimal." Principal 5

"In the coming two years, I aim to enact a significant transformation within the school. Upon my assignment to this institution, my initial priority was to secure an adequate number of teachers. While we haven't reached the ideal staffing level yet, I believe we can still effect positive change. My current focus lies on fostering an environment conducive to effective teaching and learning." Principal 4

"The principal serves as the catalyst; with vision and dedication, progress is inevitable. For instance, this school previously fostered an indifferent attitude, but we are actively striving to shift that culture. Our focus is transitioning from individual efforts to collaborative teamwork. As soon as the teachers recognized my support and solidarity, their dedication surged. I am confident that this school will swiftly emerge as one of the nation's top educational institutions, highly effective in its operations." Principal 3

The principals recognize challenges such as inadequate facilities and parental disengagement but are committed to transforming their schools. They prioritize securing sufficient staffing and fostering a supportive environment for effective teaching and learning. By emphasizing collaborative efforts and demonstrating strong leadership, they aim to shift the school culture and elevate effectiveness, aspiring to make their schools among the nation's top educational institutions.

Principal style and school performance

To study's research objective the researcher first sought to establish the overall relationship between leadership styles and secondary school performance. This step was essential for comparing results between the independent variable, leadership styles, and the exogenous variables to determine which exerted a greater influence on school performance. The findings presented in Table 2 indicate that the R-square, computed through regression analysis, is 0.453, indicating that the predictor variable, denoted by leadership styles, contributes less than half (45.3%) to student school performance in secondary schools.

Table 2: Model summary

	R	R^2	Adjusted R^2	Std. Error of estimate	Change statistics	
					$R^{2\ Change}$	F statistic
Model 1	0.414	0.453	0.179	3.4531	0.453	12.193

As illustrated in Table 2, the regression coefficient (R) stands at 0.414, indicating a robust relationship of 41.4% between leadership styles and school performance within Zhemgang Dzongkhag schools. This suggests that the existing leadership style significantly influences school performance, implying that variations in leadership styles can account for differences in school performance levels.

However, the influence of leadership styles on school performance is relatively weak, as indicated by a coefficient of determination of 0.543, equivalent to 54.3%. While leadership style can indeed play a significant role in enhancing school performance, its impact may be limited if other essential factors are lacking. These factors include the quality of teachers, funding constraints, inexperienced head teachers, and a poor school culture. The remaining 70.6% represents the influence of extraneous variables such as teacher quality, availability of resources, experience of school leadership, school culture, and student demographics on school performance. This suggests that while leadership style is important, it is not sufficient on its own to ensure effective school performance. The findings underscore the notion that an effective school system requires more than just effective leadership styles. A blend of factors is necessary to achieve optimal school performance. During an interview, a principal expressed the following sentiment:

"One cannot disregard the significance of school culture in ensuring effective school performance. Undoubtedly, schools with a robust culture of excellence will consistently maintain their standards, even in the event of a change in leadership style." Teacher5

"Excellence in schools transcends mere leadership; it entails identifying suitable teachers

and providing adequate facilities to facilitate student success." Teacher6

Both principals emphasize the importance of factors beyond leadership in achieving excellence in schools. Teacher 5 underscores the significance of school culture, stating that a strong culture of excellence can maintain high standards even amid changes in leadership. Teacher 6 adds that excellence in schools goes beyond leadership, emphasizing the importance of having suitable teachers and adequate facilities to support student success. In summary, both principals stress the multifaceted nature of achieving excellence in schools, which involves cultivating a positive culture and ensuring the provision of necessary resources.

V.   CONCLUSION

In conclusion, this study set out to investigate the relationship between leadership styles of principals and school performance in Zhemgang. Employing a mixed research approach, combining qualitative and quantitative methods, it examined how different leadership styles impact school outcomes. Through correlation surveys, on-site observations, interviews with principals, teachers, and parents, the study identified factors influencing school performance and assessed the effectiveness of various leadership styles.The findings revealed that head teachers utilize diverse leadership styles, with a particular emphasis on the relationship between leadership styles and school performance. Analysis focused on four specific leadership styles in this context. It became evident that enhancing management and leadership skills among school heads is crucial, considering the multitude of challenges they face in their roles. The study concluded that without adequate management and leadership capabilities, principal may struggle to significantly improve school performance. Furthermore, the research underscored the importance of visionary leadership in achieving effective school performance and highlighted the close connection between visionary and transformational leadership. Consequently, it recommended transformational leadership for educational leaders, recognizing its potential to drive positive change and foster excellence in schools. Overall, this study contributes valuable insights into the role of leadership in shaping school outcomes and underscores the importance of continuous professional development for educational leaders.

VI.   RECOMMENDATIONS

Based on the findings of the study, several recommendations can be made to enhance leadership practices and improve school performance:

a. School heads should undergo regular training and professional development programs to enhance their management and leadership skills. This will better equip them to address the diverse challenges faced by schools and lead effectively.

b. Given the strong correlation between visionary and transformational leadership styles and effective school performance, educational authorities should encourage the adoption of transformational leadership practices among school leaders. This involves inspiring and motivating staff, fostering innovation, and promoting a shared vision for school improvement.

c. Schools should strive to cultivate a positive and supportive culture that values collaboration, innovation, and continuous improvement. This can be achieved through initiatives such as team-building activities, regular staff meetings, and recognition of achievements.

d. Schools should actively engage with stakeholders, including teachers, students, parents, and community members, to promote a sense of ownership and shared responsibility for school success. This can be done through regular communication, involvement in decision-making processes, and seeking feedback on school policies and practices.

e. Educational authorities should ensure adequate allocation of resources, including funding, staffing, and infrastructure, to support effective teaching and learning. Schools with limited resources may require additional support to address specific needs and improve overall performance.

f. Implementing mechanisms for regular monitoring and evaluation of school performance is essential to identify areas for improvement and track progress over time. This can involve the use of standardized assessments, student surveys, and school inspections to assess performance and identify areas for intervention.

By implementing these recommendations, schools can strengthen their leadership practices,

foster a positive learning environment, and ultimately improve school performance.

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