

How Teachers' Performance Predicted by Contingent and Postmodern Leadership at School

Assoc. Prof. Dr. Nazmi Xhomara

Luarasi University, Tirana Albania

Abstract

Leadership style is assumed to be one of the significant variables that impact the performance of teachers, as well as other aspects at school. The study aimed to inquire into the association connecting the school contingent and postmodern leadership models and teachers' performance, as well as the indication of those school leadership approaches on teachers' performance. The quantitative approach was the method used in the empirical study. A structured survey based on the Questionnaire of the leadership model (Atsebeha, 2016), and a systematic nonrandom sample of teachers (N = 279) and headmasters (N = 87) were selected to gather the quantitative data. The relationship linking contingent and postmodern leadership style with teachers' performance was inquired using Pearson correlation, and linear bivariate regression. It is revealed that as per teachers 0.7% of the variation in teachers' performance is explained by contingent leadership; meanwhile, in compliance with principals, 3.7% of the variance in teachers' performance is disclosed by contingent leadership. It is also indicated that as per teachers 7.4% of the variation in teachers' performance is described by postmodern leadership; meanwhile, in compliance with principals, 29.8% of the variation in teachers' performance is described by postmodern leadership. Therefore, the schools needed to promote contingent and postmodern leadership approaches as important variables that indicate partly teachers' performance. The results of the research study amplified the understanding that contingent and postmodern leadership models are important variables that affect partly teachers' performance.

Keywords: Contingent leadership, postmodern leadership, teachers' performance

Introduction

As far back as 380 BC, Plato argued in his Republic that “those best suited to leadership were those with the greatest knowledge”. Approximately 1900 years on from this ‘classic’ view of leadership, Machiavelli, in *The Prince* (1513), described leaders “somewhat less kindly, arguing that appearances were important, and leaders must appear compassionate, generous and of great integrity while at heart being self-centered and even cruel” (Pendleton, Furnham & Cowell, 2021).

The research works emphasize “three domains in which leadership operates: the strategic, operational and interpersonal domains”. “The strategic domain acts like the head: it makes sense of what is going on, envisages the organization's future, and creates plans to take it forward. The operational domain represents the hands and legs: it gets things done, achieves results, and drives the organization forward. The interpersonal domain is like the heart: it is where feelings reside and relationships are maintained” (Pendleton, Furnham & Cowell, 2021).

School leadership style is presumed to be the important variable that influences teachers' performance. Gunter (2004) shows that “the definition of educational leadership has changed from “*educational administration*” to “*educational management*” and, more recently, to “*educational leadership*”. It is mostly recognized that leadership comes second after classroom teaching in its impact on students' learning. Leithwood et al.'s (2006) most cited report shows that “leadership acts as a catalyst for beneficial effects, including students' learning”. The study goal is to look into the relationship linking the school contingent, postmodern leadership style and teachers' performance, as well as the indication of those school leadership models on teachers' performance. The *research questions* of the study included: (1) Is there an important relation connecting the contingent leadership style and teachers' performance? (2) Is there a significant relation linking the postmodern leadership style and teachers' performance? The conceptual definitions of the research study variables are as follows. “*Contingent leadership* is not a single model but represents a mode of responsiveness which requires effective diagnosis followed by careful selection of the most appropriate leadership style” (Bush, 2019). “This approach assumes that what is important is how leaders respond to unique organizational contexts or specific problems. There are wide variations in the contexts for leadership and that, to be effective, these contexts require different leadership responses” (Leithwood et al., 1999). Yukl (2002) notes that “leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation, and this reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership model”. According to Bush (2003), “the *post-modern leadership* suggests that leaders should respect, and give attention to, the diverse and individual perspectives of stakeholders, and they should also avoid reliance on hierarchy”. Keough and Tobin (2001) say that “current postmodern culture celebrates the multiplicity of subjective truths as defined by experience and revels in the loss of absolute authority”. Starratt (2001) “aligns postmodernity with democracy and advocates a “more consultative, participatory, inclusionary stance”, an approach consistent with participative leadership”. *Teachers' performance* in this study is a teacher's shown impact on students' academic progress, as well as on their overall development. Teachers' performance means the repertoire of skills, actions, attitudes, and strategies in the teaching-learning environment that end up in achieving learning objectives for students.

Literature review

Conceptual structure

The theoretical foundation for the study was developed from a thorough examination of works around leadership approaches at school. The literature review started with a search for relevant outputs including Sage and ERIC putting the key terms *school leadership* and *teachers' performance*. Figure 1 sums up the conceptual foundation achieved from the works review process, assuming a relation among the three variables. School leadership is contingent, and postmodern leadership is believed to affect the educational performance of teachers.

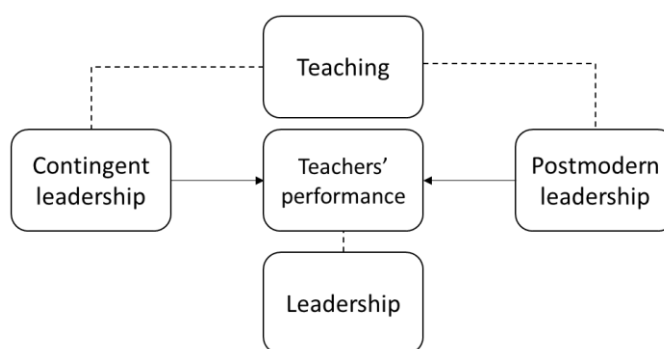


Figure 1. The conceptual foundation of contingent and postmodern leadership approaches and educational performance of teachers

The relation between school leadership models and the educational performance of teachers

Thomas, Tuytens, Devos, Kelchtermans, and Vanderlinde (2020), indicate that “transformational leadership of the principal is directly related to teachers’ job attitudes in a positive way”; and Ross, Lutfi, & Hope (2016), state that “distributed leadership correlated with teachers’ affective commitment”. Wirawan, Tamar, and Bellani (2019) found out that “principals’ emotional intelligence significantly predicted task-oriented”; and Katewa and Heystek (2019) showed that “school principals unknowingly use distributed leadership together with instructional leadership to collaborate and share their leadership with teachers”. Wenno (2017), as well as Xhomara (2018), showed that “between principal managerial leadership, knowledge construction and student engagement and teacher performance and active learning there is a very high correlation”, and Abu Nasra and Arar (2020), as well as Xhomara and Karabina (2021), found that “teachers’ in-role performance and academic performance of students increases as they perceive their principals’ leadership style as more transformational and less transactional and online learning differences”.

“The school principals’ authentic leadership behaviors had positive effect on teachers’ perceptions of school culture” (Karadag & Oztekin-Bayir, 2018; Boies & Fiset, 2019); whilst, Cirigliano, 2017), show that “effective instructional leadership providing teachers with necessary resources and professional development, providing students with necessary materials, evaluating instruction through formal and informal observations, and analyzing

data”. Okçu (2014), together with Chow (2016) determined that “there was a positive and moderate relationship between school administrators' transformational leadership style and skills to management diversity”; meanwhile, Urick & Bowers (2014), additionally Preyear (2015), indicated that “the school and principal context predicted high degree of leadership shared with teachers”. “Influencing complex instructional practices like cognitive activation with challenging content, prior knowledge, problem-based teaching, the comprehensive learning approach and assessment influence a combination of leadership styles is most promising and basic-learning skills” (Pietsch and Tulowitzki, 2017; Matson, 2018; Xhomara, 2020); meanwhile, “principals' supervisory, leadership and communication competences are significantly related to teachers' work performance” (Owan, & Agunwa, 2019).

“Correlation results generated between teachers' perceptions of principal leadership and teacher performance” (Sivertson, 2018); and “student performance was related to leadership characteristics, and teacher perceptions of leadership style affect commitment to the school as well as individual study work and lecturer support” (Rowley, 2013; Spencer, 2019; Xhomara, 2020). From another perspective, Magee (2012), in addition to Ogbonna (2017), released “no significant differences in overall school performance and leadership style”; furthermore, Tsayang (2011), denotes that “school management teams overrated themselves as displaying the collaborative behaviors than they were rated by teachers”. Somech and Wenderow (2006), reached the result of the “impact of directive leadership on teachers' performance”; and Marfan and Pascual (2018) showed that “principals are more likely to get involved in the former practices than in those related to teachers' work in the classroom”. Cooper, Macaluso, and Stanulis (2019), as well as Xhomara, Karabina, and Hasani (2022), suggest that “teacher leader efficacy is rooted both in the teacher leaders' self-perceptions and in how those perceptions influence and are influenced by principals' expectations and leadership behaviors, especially managerial leadership”. Chow (2013), as well as Setlhodi (2019), highlight “the subcultures within subject departments resulting from the different leadership styles”; meanwhile, Semarco and Cho (2018), and Xhomara (2019), showed that “headteachers' problem-solving behavior, collegial school management, clarifying behavior and monitoring operations behavior influenced their planning activities as leaders and the prevention of disruptive behaviors and students' life skills”.

“The transformational and transactional leadership scales, as well as amount of students' study time, correlated significantly with innovation climate, affiliation, principal positions in schools, and collaborative activity at both the teacher and the school levels and academic achievements of students” (Oterkiil & Ertesvåg, 2014; Gipson, Pfaff, Mendelsohn, Catenacci & Burke, 2017; Xhomara & Hasani, 2018); meanwhile, Bogler (2001) revealed that “principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions”. “There is a moderate, positive and significant relationship between transformational leadership, lectures attendance, and overall teachers' job satisfaction and academic achievements” (Tadele, 2014; Xhomara, 2017); and “teachers' perceptions of supportive leadership are closely linked with transformational and distributed leadership” (Mancuso, Roberts & White, 2011). So, there is a little gap in the

literature examination about the relationship connecting school leadership models and the educational performance of teachers. Hence, contingent and postmodern school leadership models are important variables that affect teachers' performance. To sum up, of the literature examination, the leading hypothesis was:

The variation in teachers' performance is described by the school leadership models.

Based on the leading hypothesis, specific hypotheses have been structured as follows:

Hypothesis 1:- The variation in teachers' performance is described by the contingent leadership style.

Hypothesis 2:- The variation in teachers' performance is described by the postmodern leadership style.

Methodology

Approach and design

The quantitative model was the research strategy selected to be used in the applied investigation. Thus, the correlation and bivariate regressive inferential tests were chosen to try out the research hypothesis. Contingent and postmodern leadership styles are measured as independent constructs. At the same time, teachers' performance is examined as a dependent construct.

The quantitative survey was used to accumulate the primary discreet data of independent and dependent constructs from two samples in the research. The features and statements of the instrument are based on contingent, and postmodern leadership approaches, as well as on teachers' performance-dependent construct. The reference of the structured survey is *the Questionnaire of the leadership model* (Atsebeha, 2016). The reconstructed instrument was primarily tested with a group of teachers and principals and then was administered with two samples in the study to pile up the primary discreet data. Cronbach alpha of the instrument reliability scale scores are inner .84 and .91. It is evidenced by the high reliability of the instrument applied in the research study. The data were gathered at the end of the last term of the school year.

Population and Sample

The intended population of the study is composed of teachers and headmasters of high schools in the capital city of the country. The systematic nonrandom samples of teachers (N = 279) and headmasters (N = 87) were selected to gather the quantitative data. Regarding education, 19.8% of the teachers' sample and 16.4% of the principals' sample have Bachelor studies; 79.2% of the teachers' sample and 83.6% of the headmasters' sample have Master studies. Referring to experience, 85% of the teachers' respondents and 89% of the headmasters' respondents have up to 10 years of participation in teaching and leadership respectively; meanwhile, 15% of the teachers' sample and 11% of the headmasters' sample

reported up to 20 years involvement in teaching and up to 20 years participation in leadership at school. The systematic nonrandom sample of teachers included 167 females (59.8 percent) and 112 males (40.2 percent); whilst, the sample of headmasters involved 59 females (67.8 percent) and 28 males (32.2 percent).

Procedure

The data obtained by the research instrument were transformed from raw data to derived data. A descriptive analysis, as well as a bivariate regression, was applied for the processing and analysis of the data gathered in the study. The relationship linking contingent and postmodern leadership styles with teachers' performance was inquired into firstly using Pearson correlation analysis. Secondly, the linear bivariate regression was applied to estimate the skills of scores to the scales of predicting the educational performance of teachers by contingent and postmodern leadership approaches. Preliminary assumptions were pretested, and no violations were found.

Study Results and Analysis

Statistical outputs of descriptive analysis

Contingent leadership approach

Table 1: Contingent leadership numbers' output

		Contingent leadership			
		Teachers' scores		Principals' scores	
		Frequencies	%	Frequencies	%
Valid	Never	56	20.1	14	16.1
	Seldom	56	20.1	23	26.4
	Occasionally	111	39.8	28	32.2
	Often	56	20.1	14	16.1
	Always			8	9.2
	Total	279	100.0	87	100.0

40.2% of the teachers state that they never or seldom face contingent leadership; 20.1% of the respondents state often or always; while, 39.8% of them occasionally. At the same time, 42.5% of the principals affirm that they never or seldom show contingent model; 25.3% of the respondents affirm often or always; meanwhile, 32.2% of them occasionally. Mean and Standard Deviation for teachers (M= 3.40, SD = .80), as well as for headmasters (M= 2.75, SD = 1.18) show the same tendency as pointed out by frequencies. Hence, there are small differences in the contingent model values (never or seldom: -2.3%; often or always: -5.2%; occasionally: 7.6%) between the two samples in the study. Therefore, approximately less than half of teachers (40.2%), along with less than half of principals (42.5%) claim that contingent leadership is shown mostly never or seldom.

Postmodern leadership approach

Table 2: Postmodern leadership numbers’ output

Postmodern leadership					
Teachers’ sample			Principals’ sample		
	Frequencies	%	Frequencies	%	
Valid	Never	98	35.1	17	19.5
	Seldom	84	30.1	38	43.7
	Occasionally	56	20.1	14	16.1
	Often	41	14.7	12	13.8
	Always			6	6.9
	Total	279	100.0	87	100.0

65.2% of the teachers affirm that they never or seldom face a postmodern approach; 14.7% of the respondents affirm often or always; while, 20.1% of them occasionally. At the same time, 63.2% of the principals state that they never or seldom show a postmodern approach; 20.7% of the respondents state often or always; meanwhile, 16.1% of them occasionally. Mean and Standard Deviation scores for teachers (M= 3.40, SD = .80), as well as for principals (M= 2.44, SD = 1.15) showed the same tendency as indicated by frequency numbers. Hence, there are no important differences in the postmodern model values (never or seldom: 2%; often or always: -6%; occasionally: 4%) between the teacher's and principals’ samples in the study. Therefore, most of the teachers (65.2%), in addition to most principals (63.2%) claim that postmodern leadership is shown mostly never or seldom.

Teachers’ performance

Table 3: Teachers’ performance numbers’ output

Teachers’ performance					
Teachers’ values			Principals’ values		
	Frequencies	%	Frequencies	%	
Valid	Low	9	3.2	1	1.1
	Pre-intermediate	47	16.8	11	12.6
	Intermediate	45	16.1	8	9.2
	Upper-intermediate	149	53.4	40	46.0
	Advanced	29	10.4	27	31.0
	Total	279	100.0	87	100.0

20% of the teachers state that there is a low or pre-intermediate degree of teaching; 69.5% of them stated intermediate or upper-intermediate degree of teaching; meantime, according to 10.4% of teachers it is evidenced by an advanced scale of teaching. Additionally, 13.7% of the principals affirm that there is a low or pre-intermediate degree of teaching; 45.2% of them

affirm an intermediate or upper-intermediate degree of teaching; meanwhile, 31% of principals that there is an advanced degree of teaching. Mean and Standard Deviation for teachers (M= 3.49, SD = 1.11), as well as for principals (M= 3.84, SD = 1.22), indicate a similar tendency for scores as indicated by frequency numbers. Hence, it is evidenced that a substantial difference in teachers’ performance’ (low or pre-intermediate level: 6.3%; intermediate or upper-intermediate level: 24.3%; advanced level: -3.3%) affirmed by teachers and principals. Therefore, roughly most teachers (69.5%), together with most principals (48%) state that there is an intermediate or upper-intermediate degree of teaching performance.

Statistical outputs of inferential analysis

Hypothesis # 1

Table 4: Correlation (r) analysis’ output of the relationship in the middle of contingent leadership and teachers’ performance

		Correlations’ outputs		Principals’ sample	
		Teachers’ sample		Principals’ sample	
		Teachers’ performance	Contingent leadership	Teachers’ performance	Contingent leadership
Pearson Correlation	Teachers’ performance	1.000	.007	1.000	.037
	Contingent leadership	.007	1.000	.037	1.000
Sig. (1-tailed)	Teachers’ performance	.	.453	.	.366
	Contingent leadership	.453	.	.366	.
N	Teachers’ performance	279	279	87	87
	Contingent leadership	279	279	87	87

Based on a sample of teachers, there is a negligible positive relationship in the middle of the contingent model and teachers’ performance, $r = .007$, $n = 279$, $p > .005$, as well as based on a sample of principals, $r = .037$, $n = 87$, $p > .005$. Hence, the high result of the contingent leadership model is associated with the high result of teachers’ performance based on a sample of teachers, as well as based on a sample of principals. P values $<.005$ (.453; .366) suggested that the relationship in the middle of contingent leadership and teachers’ performance is not important.

Table 5: Regression analysis' output of the relationship in the middle of contingent leadership and teachers' performance

Regression Coefficients ^a _ Teachers' sample										
Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	95.0% Confidence Interval for B		Correlation		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
(Constant)	3.491	.163		21.380	.000	3.170	3.813			
1 Contingent leadership	.007	.058	.007	.118	.906	-.108	.122	.007	.007	.007

Regression Coefficients ^a _ Principals' sample										
Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	95.0% Confidence Interval for B		Correlation		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
(Constant)	3.833	.278		13.777	.000	3.279	4.386			
1 Contingent leadership	.032	.093	.037	.342	.733	-.154	.218	.037	.037	.037

For the teachers' sample, based on Table 5, the beta standardized coefficient for teachers' performance is .007; meanwhile, for principals's sample, the beta standardized coefficient is .037. The result means that in the teachers's sample, 0.7% of the variation in teachers' performance is explained by the contingent approach; meanwhile, in the principals's sample, 3.7% of the variation in teachers' performance is explained by contingent leadership. Corresponding to the statistical outputs shown above, *Hypothesis # 1: The variation in teachers' performance described by the contingent leadership style, is not verified.*

Hypothesis # 2

Table 6: Correlation (r) analysis' output of the relationships in the middle of postmodern leadership and teachers' performance

		Teachers' sample		Principals' sample	
		Teachers' performance	Postmodern leadership	Teachers' performance	Postmodern leadership
Pearson Correlation	Teachers' performance	1.000	.074	1.000	.298
	Postmodern leadership	.074	1.000	.298	1.000
Sig. (1-tailed)	Teachers' performance	.	.005	.	.003
	Postmodern leadership	.005	.	.003	.
N	Teachers' performance	279	279	87	87
	Postmodern leadership	279	279	87	87

Based on Table 6, about the sample of teachers, there is a negligible positive relationship in the middle of postmodern leadership and teachers' performance, $r = .074$, $n = 279$, $p < .005$.

Meanwhile, about the sample of principals, there is a low positive correlation in the middle of postmodern leadership and teachers' performance $r = .298$, $n = 87$, $p < .005$. Hence, the high result of the postmodern leadership model is associated with the high result of teachers' performance based on teachers, as well as based on principals.

Table 7: Regression analysis' output of the relationships in the middle of postmodern leadership and teachers' performance

Regression Coefficients ^a _ Teachers' sample										
Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	95.0% Confidence Interval for B		Correlation		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
	(Constant)	3.360	.135				24.969	.000	3.095	3.625
1 Postmodern leadership	.069	.056	.074	1.231	.219	-.042	.180	.074	.074	.074

Regression Coefficients ^a _ Principals' sample										
Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	95.0% Confidence Interval for B		Correlation		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
	(Constant)	3.284	.246				13.369	.000	2.795	3.772
1 Postmodern leadership	.263	.091	.298	2.881	.005	.082	.445	.298	.298	.298

Based on the teachers' sample, as indicated in Table 7, the beta coefficient for teachers' performance is .074; meanwhile, based on the principals' sample, the beta coefficient is .298. The outputs mean that based on the teachers' sample, 7.4% of the variance in teachers' performance is described by postmodern leadership; meanwhile, based on the principals' sample, 29.8% of the variance in teachers' performance is described by postmodern leadership. In compliance with the statistical outputs shown above, *Hypothesis # 2: The variance in teachers' performance is explained by the postmodern leadership style*, is verified.

Conclusion and Indication

One significant limitation of the research study has been acknowledged as part of the deduction. The scores of the contingent and postmodern leadership approaches, as well as the teachers' performance have been gathered based on self-reported instruments. The purpose of the study was to investigate the relations between the school contingent and postmodern

models of leadership, and teachers' performance, as well as the indication of these school leadership approaches on teachers' performance. The prior assumption was that there is a connection in the middle of the contingent and postmodern leadership models and teachers'

performance. It is indicated according to approximately less than half of teachers (40.2%), as well as according to less than half of principals (42.5%) that contingent leadership is shown mostly never or seldom. At the same time, the study showed based on the most of teachers (65.2%), as well as on the most of principals (63.2%) that postmodern leadership is shown mostly never or seldom. Therefore, educational institutions need to promote contingent and postmodern leadership styles because there is a lack of these leadership styles at school. In compliance with 20% of the teachers, there is a low or pre-intermediate teaching degree; 69.5% of the respondents are in favor of intermediate or upper-intermediate teaching performance; meanwhile, 10.4% of teachers are in favor of advanced teaching performance. At the same time, in compliance with 13.7% of the principals, there a low or pre-intermediate teaching performance; 45.2% of them are in favor of intermediate or upper-intermediate teaching performance; meanwhile, 31% of principals are in favor of advanced teaching performance. Therefore, educational institutions need to support teaching performance because it is an important variable with an impact on school processes.

It is found that there is a negligible positive correlation in the middle of contingent leadership and teachers' performance ($r = .007$) based on teachers, as well as based on principals ($r = .037$). The study showed that, based on teachers 0.7% of the variance in teachers' performance is described by contingent leadership; meanwhile, based on principals 3.7% of the variance in teachers' performance is described by contingent leadership. The other work (Thomas, Tuytens, Devos, Kelchtermans & Vanderlinde, 2020; Wenno, 2017; Xhomara, 2018; Okçu, 2014; Chow, 2016; Urick & Bowers, 2014; Preyear, 2015; Pietsch & Tulowitzki, 2017; Matson, 2018; Xhomara, 2020) supported this conclusion, indicated that contingent leadership impacts teachers' performance. The study found, about teachers a negligible positive correlation in the middle of postmodern leadership and teachers' performance variables ($r = .074$); meanwhile, principals had a low positive correlation in the middle of postmodern leadership and teachers' performance ($r = .298$). It is concluded that about teachers 7.4% of the variance in teachers' performance is described by postmodern leadership; meanwhile, about principals 29.8% of the variance in teachers' performance is described by postmodern leadership. The other work (Sivertson, 2018; Rowley, 2013; Spencer, 2019; Xhomara, 2020;

Somech & Wenderow, 2006; Chow, 2013; Setlhodi, 2019; Oterkiil & Ertesvåg, 2014; Gipson, Pfaff, Mendelsohn, Catenacci & Burke, 2017; Bogler, 2001) supported this conclusion, indicated that postmodern impacts teachers' performance. Therefore, education institutions need to promote contingent and postmodern leadership approaches as important variables that indicate partly teachers' performance. In general, the results of the research study amplified understanding as contingent and postmodern leadership models are important variables that affect partly teachers' performance.

References

- Abu Nasra, M., & Arar, K. (2020). Leadership Style and Teacher Performance: Mediating Role of Occupational Perception. *International Journal of Educational Management*, 34(1), 186-202.
- Atsebeha, A. A. (2016). *Leadership style questionnaire*. In: "Principals' Leadership Styles and their Effects on Teachers' performance in the Tigray region of Ethiopia". PhD Thesis. University of South Africa.
- Bogler, R. (2001). The Influence of Leadership Style on Teacher Job Satisfaction. *Educational Administration Quarterly*, 37(5), 662-683.
<https://doi.org/10.1177/00131610121969460>.
- Boies, K., & Fiset, J. (2019). I Do as I Think: Exploring the Alignment of Principal Cognitions and Behaviors and Its Effects on Teacher Outcomes. *Educational Administration Quarterly*, 55(2), 225-252.
- Bush, T. (2003). *Theories of Educational Management*, 3rd edn. London: Sage.
- Bush, T. (2003). *Leadership and Management Development in Education*: Sage: London.
- Bush, T. (2003). *Theories of Educational Leadership and Management*. 3rd edn. London: Sage.
- Bush, T. (2019). *Models of Educational Leadership*. In Principles of Educational Leadership and Management. Edited by Tony Bush, Les Bell, and David Middlewood. Sage.
- Chow, A. (2013). Managing Educational Change: A Case of Two Leadership Approaches. *International Journal of Leadership in Education*, 16(1), 34-54.
- Chow, A. W. K. (2016). Teacher Learning Communities: The Landscape of Subject Leadership. *International Journal of Educational Management*, 30(2), 287-307.
- Cirigliano, N. (2017). Exploring the Leadership Practices of National Catholic Educational Association Distinguished Catholic Elementary School Principals and Defining the Leadership Needed to Survive the 21st Century Challenges. *ProQuest LLC*, Ed.D. Dissertation, University of San Francisco.
- Cooper S. K., Macaluso, M., & Stanulis, R. N. (2019). The Interplay between Principal Leadership and Teacher Leader Efficacy. *Journal of School Leadership*, 26(6), 1002-1032. <https://doi.org/10.1177/105268461602600605>.
- Gipson, A. N., Pfaff, D. L., Mendelsohn, D. B., Catenacci, L. T., & Burke, W. W. (2017). Women and Leadership: Selection, Development, Leadership Style, and Performance. *The Journal of Applied Behavioral Science*, 53(1), 32-65.
<https://doi.org/10.1177/0021886316687247>.
- Gunter, H. (2004) Labels and labeling in the field of educational leadership. *Discourse-Studies in the Cultural Politics of Education*, 25(1), 21-41.

- Karadag, E., & Oztekin-Bayir, O. (2018). The Effect of Authentic Leadership on School Culture: A Structural Equation Model. *International Journal of Educational Leadership and Management*, 6(1), 40-75.
- Katewa, E., & Heystek, J. (2019). Instructional and Distributed Self-Leadership for School Improvement: Experiences of Schools in the Kavango Region. *Africa Education Review*, 16(2), pp. 69-89.
- Keough, T. & Tobin, B. (2001). Postmodern Leadership and the Policy Lexicon: From Theory, Proxy to Practice. *Paper for the Pan-Canadian Education Research Agenda Symposium*, Quebec, May.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006) *Seven Strong Claims about Successful School Leadership*. London: DfES.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing Leadership for Changing Times*. Buckingham: Open University Press.
- Magee, I. D. (2012). Leadership Styles and School Performance: Is There a Gender Difference in Expectations for Teachers? *ProQuest LLC*, Ph.D. Dissertation, The University of Southern Mississippi.
- Mancuso, S. V., Roberts, L. & White, G. P. (2011). Teacher retention in international schools: The key role of school leadership. *Journal of Research in International Education*, 9(3), 306-323. <https://doi.org/10.1177/1475240910388928>.
- Marfan, J. & Pascual, J. (2018). Comparative study of school principals' leadership practices: Lessons for Chile from a cross-country analysis. *Educational Management Administration & Leadership*, 46(2), 279-300. <https://doi.org/10.1177/1741143217732792>.
- Matson, B. D. (2018). A Study of Teachers' and Principals' Beliefs about Leadership Behaviors in Relation to School Performance. *ProQuest LLC*, D.Ed. Dissertation, Indiana University of Pennsylvania.
- Ogbonna, S. C. (2017). Factors Beyond Instruction That Impact School Performance: Leadership Practices and School Culture in High Achieving and Low Achieving Public Schools. *ProQuest LLC*, Ed.D. Dissertation, Texas A&M University-Commerce.
- Okçu, V. (2014). Relation between Secondary School Administrators' Transformational and Transactional Leadership Style and Skills to Diversity Management in the School. *Educational Sciences: Theory and Practice*, 14(6), 2162-2174.
- Oterkiil, C., & Ertesvåg, S. K. (2014). Development of a measurement for transformational and transactional leadership in schools taking on a school-based intervention. *Educational Management Administration & Leadership*, 42(4), 5-27. <https://doi.org/10.1177/1741143214523011>.
- Owan, V. J., & Agunwa, J. N. (2019). Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. *Online Submission, Humanities and Social Sciences Letters*, 7(1), 20-28.

- Pendleton, D., Furnham, A. F., & Cowell, J. (2021). *Leadership No More Heroes, 3rd ed.* Palgrave Macmillan.
- Pietsch, M., & Tulowitzki, P. (2017). Disentangling School Leadership and Its Ties to Instructional Practices--An Empirical Comparison of Various Leadership Styles. *School Effectiveness and School Improvement, 28*(4), 629-649.
- Preyear, L. (2015). A Qualitative Multi-Site Case Study: Examining Principals' Leadership Styles and School Performance. *ProQuest LLC*, Ed.D. Dissertation, University of Phoenix.
- Ross, L., Lutfi, G. A., & Hope, W. C. (2016). Distributed Leadership and Teachers' Affective Commitment. *NASSP Bulletin, 100*(3), 159-169.
<https://doi.org/10.1177/0192636516681842>.
- Rowley, S. P. (2013). Questioning Leadership: A Study of Leadership Style, Teacher Perceptions, and Student Achievement. *ProQuest LLC*, Ph.D. Dissertation, Capella University.
- Semarco, S. K. M., & Cho, S. (2018). The Predictive Influence of Headteachers' Task-Oriented Managerial Leadership Behaviours on Teachers' Retention Intentions in Ghana. *Educational Management Administration & Leadership, 46*(6), 908-925.
- Setlhodi, I. I. (2019). Ubuntu Leadership: An African Panacea for Improving School Performance. *Africa Education Review, 16*(2), 126-142.
- Sivertson, M. (2018). The Relationship between Intrinsic Motivation, Extrinsic Motivation, and Teachers' Perceptions of Principal's Leadership on Teacher Performance. *ProQuest LLC*, Ed.D. Dissertation, Grand Canyon University.
- Somech, A. (2005). Directive Versus Participative Leadership: Two Complementary Approaches to Managing School Effectiveness. *Educational Administration Quarterly, 41*(5), 777-800. <https://doi.org/10.1177/0013161X05279448>.
- Spencer, A. Jo M. (2019). Leadership for School-Based Teacher Learning and Development in an Era of Reform and Accountability: A Complex Phenomenon. *ProQuest LLC*, Ed.D. Dissertation, The George Washington University.
- Starratt, R. J. (2001). Democratic leadership theory in late modernity: an oxymoron or ironic possibility? *International Journal of Leadership in Education, 4*, 333-352.
- Tadele A. T. (2014). The relationship between transformational leadership and job satisfaction: The case of government secondary school teachers in Ethiopia. *Educational Management Administration & Leadership, 42*(6), 903-918.
<https://doi.org/10.1177/1741143214551948>.
- Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & Vanderlinde, R. (2020). Transformational school leadership as a key factor for teachers' job attitudes during

- their first year in the profession. *Educational Management Administration & Leadership*, 48(1), 106-132. <https://doi.org/10.1177/1741143218781064>.
- Tsayang, G. (2011). A Comparative Analysis of SMTs (School Management Teams) and Teachers Perceived Preferred Leadership Style: A Case of Selected Primary Schools in Botswana. *Online Submission, US-China Education Review B*, 3, 382-392.
- Urlick, A., & Bowers, A. J. (2014). What Are the Different Types of Principals Across the United States? A Latent Class Analysis of Principal Perception of Leadership. *Educational Administration Quarterly*, 50(1), 96-134.
- Wenno, I. H. (2017). Effect of Principal Managerial Leadership and Compensation towards Physics Teacher Performance in Senior High School in Baguala District-Ambon. *International Education Studies*, 10(1), 233-244.
- Wirawan, H., Tamar, M., & Bellani, E. (2019). Principals' Leadership Styles: The Role of Emotional Intelligence and Achievement Motivation. *International Journal of Educational Management*, 33(5), 1094-1105.
- Xhomara, N., & Karabina, M. (2021). *The Influence of Online Learning on Academic Performance and Students' Satisfaction*. 3rd International Academic Conference on Education, 10-12 June 2021. Berlin, Germany. <https://www.dpublication.com/wp-content/uploads/2021/06/12-2031.pdf>.
- Xhomara, N. (2017). *Lectures attendance as a predicting variable of academic achievements of students*. INTED2017: 11th annual International Technology, Education and Development Conference. International Multidisciplinary Conference. Valencia (Spain) on the 6th-7th-8th of March, 2017. Conference-Abstract Proceedings, ISBN: 978-84-617-8491-2. ISSN: 2340-1079. doi: [10.21125/inted.2017](https://doi.org/10.21125/inted.2017). [https://library.iated.org/publication/INTED 2017/Nazmi Xhomara](https://library.iated.org/publication/INTED%202017/Nazmi%20Xhomara)
- Xhomara, N. (2018). *Influence of School Leadership Style on Effective Teaching and Teacher-Student Interaction*. *Pedagogy*, 132(4), 42-62. <http://www.pedagogika.leu.lt/index.php/Pedagogika/article/view/1136/420>. DOI: <https://doi.org/10.15823/p.2018.132.3>.
- Xhomara, N. (2018). The Role of Students' Engagement, Knowledge Construction Approaches, and Achievement Motivation on Increasing of Active Learning, *European Journal of Education Studies*, 5(5), 1-17. DOI: [10.5281/zenodo.1477485](https://doi.org/10.5281/zenodo.1477485).
- Xhomara, N. (2019). The effect of collegial school management on the improvement of students' skills, *Pedagogika*, 136(4), 153-171. DOI: <https://doi.org/10.15823/p.2019.136.10>.
- Xhomara, N. (2020). How Prior Knowledge, Learning, Teaching and Assessment affect Teachers' performance in Mathematics, *Research in Education and Learning Innovation Archives*, 25, 68-91. DOI: [10.7203/realia.25.15780](https://doi.org/10.7203/realia.25.15780).

- Xhomara, N. (2020). Individual study work and lecturer support as predictors of students' academic success. *International Journal of Knowledge and Learning*, 13(3). DOI: 10.1504/IJKL.2020.109881.
<https://www.inderscience.com/info/inarticle.php?artid=109881>.
- Xhomara, N., & Hasani N. (2018). *Amount of students' study time as an important predictor of academic achievements of students*. MIRDEC-10th, International Academic Conference Global and Contemporary Trends in Social Science (Global Meeting of Social Science Community) 06-08 November 2018, Barcelona, Spain. ISBN: 978-605-81247-2-1. <https://www.mirdec.com/barca2018proceedings>.
- Xhomara, N., Karabina, M. ., & Hasani, N. (2022). The Perceptions of Students and Principals on the Improvement of Students' Achievements by the Managerial and Transformational Leadership Styles, *Pedagogika*, 144(4), 119–136.
<https://doi.org/10.15823/p.2021.144.7>.
- Yukl, G. A. (2002). *Leadership in Organizations*. 5th edn. Upper Saddle River, NJ: Prentice-Hall.