

IMPACT OF PARTICIPATIVE LEADERSHIP STYLES ON TEACHERS' PROFICIENCY AT SECONDARY SCHOOLS OF DISTRICT WEST, KARACHI

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Abstract

This study investigated the impact of principals' leadership styles on teachers' proficiency, with particular emphasis on participative leadership, at secondary schools in District West, Karachi. Using a descriptive survey mixed-method research design, data were collected from 28 principals and 60 teachers through questionnaires, complemented by semi-structured interviews with 10 principals and 10 teachers. Quantitative data were analyzed using SPSS version 22 through one-sample t-tests and correlation analysis, while qualitative data were examined using thematic analysis. The findings revealed that participative leadership was the most effective leadership style in enhancing teachers' proficiency. Principals who actively involved teachers in decision-making and instructional planning demonstrated a significant positive impact on key dimensions of teacher proficiency, including lesson planning, communication, feedback, and assessment practices. Statistical results confirmed a positive and significant correlation between participative leadership and teachers' proficiency ($p < 0.05$). The study concludes that promoting participative leadership practices can strengthen teacher performance and improve overall school effectiveness at the secondary level. Directive leadership showed moderate effectiveness. Delegative leadership showed weak and context dependent effect.

INTRODUCTION

A nation's development is greatly influenced by its educational system. The effectiveness of instructors as educators can have an impact on the quality of education in addition to the educational process itself. Proficiency is defined as the outcome and behavior that have been attained in order to complete the tasks and obligations in a

specific amount of time. As a result, teachers have been seen as a vital asset not only in educating students but also the nation. In the process of teaching and learning, the relationship between students and teachers becomes crucial.

Leadership is an art of influencing people so that they were strive willingly towards the

achievement of common objectives. An individual who has the ability to influence people has leadership qualities. The effective leadership consents teachers or employees to participate in various activities that were affecting the proficiency of organization. The success of the education system relies heavily on the interaction between the leadership styles of Principals and the proficiency levels of teachers. Principals in secondary schools are responsible for creating positive and conducive learning environments while effectively managing school operations. On the other hand, teachers are responsible for delivering quality education, facilitating student learning, and implementing curriculum effectively. Their proficiency level and ability to engage students directly affect the overall learning outcomes.

Recent research underscores the importance of leadership in shaping school performance and teacher effectiveness (Hallinger, 2023). Among the various leadership styles, transformational leadership has received significant attention for its positive influence on teacher engagement. Transformational leaders are known for fostering a shared vision, providing individualized support, and promoting inspirational motivation, all of which contribute to enhanced teacher engagement and performance (Gleeson, 2024). Through these actions, transformational leaders increase teacher motivation, job satisfaction, and a sense of accomplishment in the classroom. These leaders are also adept at cultivating a culture of collaboration and growth, which is essential for both teacher and student success.

Leaders with a strong leadership style must have the competency to manage the proficiency of teachers. Educational leaders are the source of educational quality and academic outcome, and this quality of leader satisfied the teacher for effective proficiency. There are various styles of leadership that leaders, Principals, or head teachers use to improve academic outcomes. Like Directive, Delegative and Participative leadership style. Directive leadership style is a task-oriented approach where leaders set clear objectives and supervise employees closely.

It encourages feedback and participation in decision-making, while the delegative style is less intrusive and delegates tasks to individual team members. Teachers' proficiency is assessed by their communication skills, teaching planning, regular assessment and timely feedback. Directive leadership provides clear guidelines and expectations for teachers, especially new or less experienced ones.

Delegative leadership, also known as laissez-faire, is a leadership style where a leader delegates authority to team members, allowing them to make decisions and complete tasks without direct supervision. This style can have various outcomes in educational settings, particularly in Principals' role. Principals must balance autonomy with guidance and support to ensure positive outcomes for both teachers and students.

LITERATURE REVIEW

In a research conducted by Fitria, Mukhtar and Akbar (2017) acknowledge that the effective leadership styles of the principles motivate teachers in improving their work morale. Leadership plays a very important role to influence and move subordinates so as to achieve the goal set. Leadership style of the principal and other factors that affect the success of education system are trust. A teacher can trust the leader with all his decisions and can trust the institute. Without good leadership it will be difficult to gain the trust of its member.

Farooq et al., (2022) affirmed that the directive leadership is characterized by Principals making unilateral decisions without seeking input from teachers. This leadership style can have distinct impacts on teachers' proficiency, motivation, and job satisfaction, particularly in the context of Pakistani educational institutions (Farooq, A., Dilshad, S.A. & Qadir, S., 2024).

Similarly, Ahmed and Malik (2018) studied the impact of directive and supportive leadership styles on teacher proficiency in Pakistan. Their findings revealed that directive leadership helped to improve short-term output. However, the study emphasized that while directive leadership may improve

proficiency, it often fails to develop teacher skills or promote long-term professional development. Teachers under such leadership may feel less empowered, which can negatively affect their overall proficiency in the long run.

According to Zachariah et. al (2022), findings it was concluded that directive leadership style least motivate teachers. The delegative leadership style affects various aspects of teacher proficiency and satisfaction within the unique cultural and institutional context of Pakistani schools. It has both positive and negative effects on teachers' proficiency in Pakistan. While it provides clear direction and efficient decision-making, it can also lead to reduced independence, increased stress, and limited professional growth for teachers, (Farooq, A., Dilshad, S.A. & Qadir, S., 2024).

Similarly, Ahmed and Malik (2018) studied leadership styles in the context of Pakistani schools. They found that delegative leadership was not widely effective in most school settings, especially where teachers relied on the principal for support and structure. The lack of supervision and feedback in this leadership style often led to weak accountability and reduced teacher efficiency. The research of Kuloba (2010) highlighted that delegative leadership can work in certain situations; it often leads to problems in schools where teachers need more direction. Therefore, its success depends heavily on the skills, confidence, and motivation of the teaching staff.

Romila, M., M.D. Uy (2024) stated in his research that the top-rated leadership style was the Participative Leadership Style. The analysis concluded that the participative management fashion is the dominant fashion for instructors. Continuous training and applications must be implemented to make sure use of suitable skill and ability. Apkoviroro, K., S., Bolarinwa, K. I. and Owotutu, S.O. (2018) stated in results from the field survey analysis that Participative leadership style is a very effective tool towards boosting teachers' proficiency. That showed a positive and significant relationship between participating leadership style and teachers' proficiency.

So, participatory leadership style can be used as a motivational tool for employees. The morale of employees can also be boosted by the application of participative management styles. A work environment where teachers' get involved in decision-making that affect their work and proficiency, furthermore help to create a favorable and peaceful industrial setting. Based on the results of the study, the study recommended that every institution should adopt participatory leadership style as it boosts teacher's morale and enhance institution productivity.

Eric Amankwah¹ and Zhou Guo-Hua¹ (2020) declared that Participative leadership style is the most useful because it has a long term effect on teachers' in a more positive way. Wachirai, Gitumu and Mbugua (2017) declared that in participative leadership leader seeks to invite certain teachers for discussion about their ideas and take their recommendations into serious consideration earlier than making choices. This leadership style gives empowerment and strength sharing in joint decision-making. Participative leader consults with subordinates, seeks their ideas and critiques then integrates their input into institution choices and increases organization morale.

According to Kowo, Malet, and Sabitu (2018), participative leadership style has shown to be a very effective tool towards increasing teachers' proficiency and output. Mohammed's (2014) analyzed that teacher's skills increases when they are involved in decision-making in the institute, and that there is a momentous relationship between them. Additionally, analytical results indicate that institutes that implement this style have higher employee motivation, and that subordinates' work is more creative when they participate in motivational activities.

METHODOLOGY

Research Design

This mixed method study was addressed the overall content of the study. The main objective is to gather, examine, and combine quantitative and qualitative data in a single study.

Population

The accessible population of the study consisted of two strata the Principals and teachers at secondary schools of District west, Karachi. Sindh, Pakistan. From the target population, a total of 88 respondents were selected using stratified sampling. The population consisted of 28 principals and 60 teachers.

Sample

Stratified Random sampling design and purposive sampling design was adopted. This consists of 28 Principals 60 teachers were selected from 28 secondary school. A small sample of 20 Principals and teachers was drawn through purposive sampling design.

Data Collection

Data was gathered through the use of surveys and personal visits. Following a lecture on the study, questionnaires were handed to school Principals and teachers. The Qualitative data was collected by recording interviews from 20 respondents, 10 Principals and 10 teachers. After that the

informations were summarized and combined by observing same responses of respondents.

Stratified random Sampling frame was divided into subsections comprising groups that are relatively homogeneous with respect to one or more characteristics and a random sample from each stratum is selected like Orangi and Manghopir 14 principals and 30 teachers from each districts

Data Analysis

The collected data was analyzed qualitatively and quantitatively. Quantitative data was analyzed by using SPSS version 22. SPSS is a statistical package for social sciences. One sampled T-test and correlation between Principals 'leadership styles and Teachers' proficiency were used to check the correlation among them. While qualitative data was collected by conducting interview with both Principals and teachers. And those data were analyzed by coding and thematic analysis. In this way combined results from each analysis gave authenticity and strength to the research study.

FINDINGS AND RESULTS**Quantitative Analysis****Table 1****Descriptive Statistics of Participative Leadership style**

	N	Min	Max	Mean	Std. Dev.
Teachers want to be a part of the decision making process.	28	1	5	2.26	.903
Provide guidance without pressure is the key to being a good leader.	28	1	5	1.78	1.155
Most teachers want frequent and supportive communication with their leaders.	28	1	5	2.11	.801
Leaders need to help teachers accept responsibility for completing their work.	28	1	5	2.22	1.086
It is the leader's job to help teachers find their interest professional	28	1	5	1.96	1.018
Teachers are basically knowledgeable and if given a task will do great job.	28	1	5	2.15	.770
Teachers are involved in teaching planning process.	28	1	5	1.70	.953
Teachers receive feedback for their teaching performance.	28	1	4	1.74	.656
Valid N (list-wise)	28				

Table 1 suggested overall, the findings suggest that while participative leadership is somewhat present, there is room for improvement in fostering collaboration and feedback mechanisms.

Table 2

Descriptive Statistics of Leadership style from Teacher's Perception

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1.7	1.7	1.7
Delegative	4	6.7	6.7	8.3
Directive	13	21.7	21.7	30.0
Participative	42	70.0	70.0	100.0
Total	60	100.0	100.0	

Table 2 includes feedback from 60 teachers. Participative leadership is the dominant style, reflecting a collaborative environment where teachers are involved in decision

making. Delegative leadership is the least common, suggesting limited independence for teachers. The direct style is moderately present, indicating that some Principals prefer structured and authoritative methods.

Table 3

Descriptive Statistics of factors of dependent variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
TP	60	5	20	10.52	3.332
RA	60	5	16	9.11	2.577
CS	60	5	15	9.07	2.336
TF	60	5	17	10.48	2.779
Valid N	60				

Table 3 exposed that the data was collected through 60 respondents for the variables teaching planning (TP), Regular assessment (RA), Communication skills (CS) and Timely feedback (TF). The minimum and

maximum scores for TP, RA, CS and TF were within probable ranges. Overall the results suggest that the participants documented relatively similar perceptions across the measured variables.

Testing Hypothesis: There was no significant correlation between participative leadership styles and teachers' proficiency.

Table 4

Correlation index between Participative leadership styles and Teacher's proficiency

Variable	N	Mean	Participative Leadership style	Teachers proficiency
Participative Leadership style	28	15.333	1	.709 .008
Teachers proficiency	60	31.8889	.709 .008	1

Table 3 showed a Pearson correlation coefficient to calculate the linear relationship among variables, Participative leadership styles (28) and teacher's proficiency (60) =,

.709, $p=.008$. This indicates a strong positive correlation between participative leadership style and teachers' proficiency. As participative leadership increases, teachers'

proficiency also tends to increase. The p-value (0.008) is less than 0.05, meaning the correlation is statistically significant. This suggests that the observed relationship is unlikely to be due to chance. There is a statistically significant strong positive correlation between participative leadership style and teachers' proficiency. This implies that participative leadership may positively influence or be associated with higher

teacher proficiency. Therefore, accepting the alternate hypothesis.

Testing Hypothesis:

H₁-There is a significant correlation between participative leadership styles and teachers' proficiency.

There was no significant impact of Principals' Participative leadership styles on teachers' proficiency.

Table 5

One Sample T-test for finding the impact of participative leadership styles and Teacher's proficiency

Variable	N	Mean	SD	t	df	Sig.
Participative Leadership style	28	15.333	4.545	15.708	26	.000
Teachers proficiency	60	31.8889	7.366	7.366	26	.000

Table 4 showed that the p values for both variables were 0.000, which was less than 0.05. Participative leadership style showed positive mean score (15.333) suggested a positive relationship on teachers' proficiency. High t-value 15.333 indicated statistically significant impact on teachers' proficiency. Whereas the standard deviation SD=4.545 indicated moderate variability in the data. While the teachers' proficiency, had a mean score (31.8889).SD=7.388 and t- value 22.496. The results shows that the Principals' participative leadership style has a significant and positive impact on teacher's proficiency at secondary level. Further, the results suggested that if Principals do practice participative leadership style in school then the performance of teachers increased also. So it is cleared that participative leadership style is most effective in educational institutions. It focuses on developing teacher's skills and proficiency through this style.

The sig. Value of 0.000 indicated rejection of null hypothesis. Thus, the Alternate hypothesis was accepted, confirming a significance relationship.

H₁=There is a significant and positive impact of Principals 'participative leadership style on teachers' proficiency.

Qualitative Analysis

Overall, Interviews confirmed that: Collaboration improves teaching planning and feedback. Collaboration improves teaching planning and feedback. Training and workshops support teacher proficiency. Teachers and Principals identified participative leadership as the most effective and topmost rated leadership style, while the remaining 2 leadership styles were at a high devotion level. Significant correlations were registered between all three (3) leadership styles as independent variable and four (4) dependent variable of teachers' proficiency. In the final analysis, it was concluded that the participative leadership style was the dominant style in managing teachers' proficiency. Continuous development training and programs must be implemented, especially for beginner teachers, to ensure good performance beneficial for the learners.

Finally, handling school required an effective leadership style. A leader should be flexible, attentive, clear, and consistent in performing

the tasks. The leader could make or break the proficiency of the teacher and the school. Therefore, the leader must possess inclusive knowledge of leadership styles that could be applied and used in various school scenarios. Leadership styles must be well educated and understood by all parties involved to promote management of actions and create win-win solutions and fruitful outcomes (Romila, M. & Uy, D., 2024).

Themes from qualitative Analysis

- Collaboration in Teaching Planning
- Communication Skills under Principals' Supervision
- Impact of Training Sessions
- Principals' Leadership Styles
- Teamwork
- Professional growth
- Principals' Collaboration in Teaching Planning
- Leadership in Classroom Management
- Improvement of Communication Skills
- Professional Development through Workshops
- Feedback and Appreciation

RESULTS

This study investigated the relationship between principal leadership styles and teacher proficiency across secondary schools in District West, Karachi. The findings revealed that leadership styles have differential impacts on various dimensions of teacher proficiency, including teaching planning, regular assessment, communication skills, and timely feedback. The analysis identified participative leadership style as the most effective, showing a strong, positive, and statistically significant correlation with overall teacher proficiency. Specifically, participative leadership was associated with improvements in teaching planning and timely feedback, which also exhibited the strongest interrelationship among the proficiency dimensions. Teachers under participative Principals reported higher levels of engagement, accountability, and professional growth, aligning with theories emphasizing

collaboration, shared decision-making and mutual trust.

Directive leadership established a moderate positive influence, particularly in enhancing teaching planning and regular assessment. However, its impact on communication and feedback was limited, suggesting that while this style supports structure and implementation, and it may stoppage the development of an open and responsive teaching culture.

Delegative leadership showed a weaker, influence on communication skills, reflecting its role in promoting teacher independence. However, its effect on teaching planning and timely feedback was less consistent; indicating that excessive delegation without adequate support may compromise instructional quality.

Overall, the study concluded that participative leadership is the most effective and consistent style for enhancing teacher proficiency, while directive and delegative leadership have situational effectiveness depending on the school context and teacher characteristics. These findings highlighted the importance of flexible, situational leadership approaches in educational settings and suggest that leadership development programs should provide Principals with the skills to adapt their styles based on the needs of their staff and organizational environment.

RECOMMENDATION

- Expand research to diverse regions for broader applicability.
- Adopt participative leadership to engage teachers in decision-making.
- Encourage teacher involvement through open forums and feedback systems.
- Enhance instructional supervision with regular observations and mentoring.
- Use flexible leadership styles suited to school context and teacher needs.
- Support professional growth by training programs.
- Implement feedback mechanisms to promote reflective practice.
- Empower school leaders with more independence in decision-making.

- Establish mandatory leadership certification focused on modern leadership skills.

- Reward excellence in leadership, teaching, and learning outcomes.

These recommendations aim to bridge the gap between leadership practices and educational outcomes by promoting more inclusive, adaptive, and supportive school leadership. If implemented effectively, these strategies can lead to more proficient teaching, greater staff morale, and improved student achievement across various educational contexts.

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