

ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL

Available Online: <https://assajournal.com>

Vol. 04 No. 01. July-September 2025. Page# 4524-4537

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)

Platform & Workflow by: [Open Journal Systems](#)

<https://doi.org/10.5281/zenodo.17409471>



Impact of School Heads' Leadership Styles on Emotional Environment at Secondary School Level in Southern Districts of Khyber Pakhtunkhwa

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ABSTRACT

*Leadership plays a crucial role in shaping the school environment, directly influencing teacher performance and student well-being. Understanding these dynamics can help develop more effective leadership strategies to create a positive and supportive educational setting. The study focused on **Impact of School Heads' Leadership Styles on the Emotional Environment of Schools at Secondary level in Southern Districts of Khyber Pakhtunkhwa**. A quantitative survey design was used. The population of the study included all female teachers serving in public schools at secondary level in the southern districts, consisting of 159 institutions with a total population of 1,512 teachers. The data was collected from 307 teachers through stratified sampling technique using a self-developed "Leadership Styles Questionnaire" (LSQ) and School Environment Questionnaire (SEQ). The LSQ assessed leadership styles and school environment emotional, dimension. The research instruments were reviewed by experts and finalized, after which a pilot study involving 31 teachers, was conducted. The reliability test using Cronbach's Alpha yielded strong internal consistency values of 0.70 for the Leadership Styles Questionnaire and 0.77 for the School Environment Questionnaire, thereby establishing both instruments as valid and reliable for the main research. Descriptive statistics such as mean and standard deviation were used to analyze the data to achieve the first and second objective, and inferential statistics such as regression was used to achieve the third objective. Findings context of participative leadership style showed that teacher engagement were noted, there was no strong indication that heads frequently sought input from staff in administrative and instructional matters. as well as uncertainty about the accessibility of these resources were noted. Findings indicated the influence of leadership in shaping school dynamics, showing the significance of*

leadership practices in cultivating a well-structured and supportive environment for both students and staff. Recommendations were drawn suggesting demonstration of participative leadership style by involving teachers in decision making process, sharing sufficient information to enhance teaching effectiveness, ensuring the effectiveness of counseling services and emotional support by the principal.

Key Words: *School Heads' Leadership Styles, Emotional Environment, Secondary Schools, KP*

INTRODUCTION

Effective leadership is defined by (Hersona, & Sidharta, 2017) the ability to prompt individuals to carry out their responsibilities. (Anayi, & Ololube, 2023) have defined leadership as an ability one is born with and that can also be acquired by motivating, commanding, and managing the people tasked with certain duties that need to be performed within a time frame.

Leadership is an effort geared towards guiding and inspiring an individual or group with the intention of achieving set goals and objectives of the institutions (Kapur, 2021). Leadership entails the making sure, ensuring and checking that something has been done, and this is done through the individual granting the necessary motivations and resources and an organizational skills (Hyseni, 2024). The development and expansion of any institution depends on the quality of leadership (Garwe, 2014). Leadership is a means through which subordinates are guided towards achieving the institution goals and objectives (Freedman, 1998). Leadership ensures optimum control of manpower and materials in achieving the set institutional objectives. There are several factors that determines leadership success or failure in an institutions. These factors include the level of leadership training, organizational climate, promotion, level of motivation, morale, work environment, management policies, level of supervision and leadership styles . (Dana Al-Rhabi et al, 2017). A leadership style describes the approaches taken by the leader to execute the plans and strategies set to achieve the set objectives considering the stakeholders, their interests, and the welfare of the team (CFI, 2022). A leadership style is a leader's method.

Awiaqah (2018) defined leadership styles as "particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization." From this perspective, leadership styles have been defined in a number of ways. Emphasis on the task or the human relations approach is usually regarded as a defining trait a leader's approach to leadership. Of all the factors that determine organizational success, leadership style is critical due to its impact on employees' performance. In the impact of the social, economic, and technological changes, leadership is an attribute of management more crucial than ever before. While managers focus on resource acquisition, strategy formulation, organizing, and controlling the activities to achieve set targets, leadership handles the influencing function of management. Leadership enhances the effectiveness and the efficiency of management (Aunga & Masare, 2017; Reed, 2005) as well as resource sustainability. Leadership styles are contingent as they are applied in every situation to different people and different institutions. Aunga & Masare (2017), as well as Clark and Clark (2002) have noted that people respond to different styles. A new hire needs close supervision compared to a seasoned staff member. Someone without motivation stimulus feels lethargic, anti-active and unresponsive.

Around the world, efforts and programs are being put into place to incorporate social and emotional learning into the curriculum (Navarro et al., 2022). These initiatives seek to give educators the instruments and materials they need to successfully assist students' social and emotional growth (Rasool et al., 2021). However, the teachers' comprehension and application of social and emotional learning principles are crucial to the success of these programs (Haskett et al., 2016).

Teachers can use a variety of tactics and methods to encourage social and emotional growth (Zamfirescu-Mareş, 2024). According to Taylor et al. (2017), these include employing restorative practices, incorporating social and emotional learning into academic lessons, fostering a positive classroom environment, and providing explicit instruction in social and emotional learning. To improve students' social and emotional skills, teachers may also use strategies like mindfulness, cooperative learning, and conflict resolution (Sabey et al., 2017).

To improve employee performance, it is necessary to have a leadership style that is truly acceptable to employees so that it can create a feeling of pleasure and satisfaction in working to achieve the goals set in their respective fields. Based on this description, referring to the background of this discussion, the focus of this study is to analyze the path-goal leadership model (Sarta et al., 2023). Path goal leadership is a leadership style that is considered effective in terms of providing direction, motivation, and assistance to achieve goals. The theory was proposed by Robert House (Bhayapradesita & Sudiro, 2019). This leadership style has four leadership styles that have the function of providing appreciation to subordinates in the form of directive, supportive, participatory, and achievement-oriented. The success of an institution and organization is influenced by the productivity of an employee who is a concern for its leaders (Nur Azizah, 2021).

Participative leadership is a leader carrying out leadership persuasively, creating harmonious cooperation, fostering loyalty and subordinate participation. While the participative leadership style is a leadership style in which a superior has strong interaction with subordinates, all planning, implementation, and problem solving are carried out jointly (Afiful Ikhwan, 2016). From this statement, it can be concluded that participatory leadership is a leadership style that shows that leaders always include subordinates in decisions and policy-making (Rusydina, 296 2019).

This leadership is oriented towards the target that has been set. And expects subordinates to achieve as much as possible in achieving their goals (Bhayapradesita & Sudiro, 2019). It proposes interesting challenges for subordinates and stimulates them to achieve goals and carry out well (Yulistian, et al. 2018). The higher the leader's orientation to achievement, the more subordinates believe it will result in effective work implementation.

Statement of the problem

Although extensive research has assessed the role of leadership in educational institutions, there remains a notable gap in understanding how different leadership styles of school heads specifically shape the school environment at the secondary level in the southern districts of Khyber Pakhtunkhwa. Studies conducted by [Wang, & Degol, \(2016\)](#) have consistently emphasized the influence of school environment on students' academic performance, behavior, and emotional well-being. However, there is a limited empirical evidence that examines the

direct relationship between school heads' leadership approaches and the overall learning atmosphere. (Barnett, 2005).

The southern districts of Khyber Pakhtunkhwa are characterized by unique socio-cultural and administrative conditions that shape school management and leadership practices. Although the importance of effective leadership in delivering quality education is well established, limited research has explored the influence of various leadership styles on critical aspects of the school environment, including teacher motivation, student participation, and overall discipline. In this context, the contribution of school heads in cultivating institutional culture and promoting an inclusive, well-organized, and academically supportive setting has not been adequately examined. Hence, there is a pressing need for a systematic study to evaluate the effects of school heads' leadership styles on the secondary school environment in these districts. Filling this gap would offer meaningful insights into leadership approaches that enhance teacher effectiveness, strengthen educational outcomes, and create a more favorable learning atmosphere for students.

Objectives of the Study

The following were the objectives of the study;

1. To identify leadership styles practiced by school heads as perceived by female teachers at the secondary school level in Southern districts of Khyber Pakhtunkhwa.
2. To assess the emotional environment at the secondary school level in Southern districts of Khyber Pakhtunkhwa.
3. To determine the impact of leadership styles on emotional environment at secondary school level in Southern districts of Khyber Pakhtunkhwa.

Research Questions

1. What leadership styles are most commonly practiced by school heads at the secondary level as perceived by teachers in Southern districts of Khyber Pakhtunkhwa?
2. What is the status of the emotional environment at secondary school level in Southern districts of Khyber Pakhtunkhwa?

Research Hypotheses

Null Hypothesis (Ho): There is no significant impact of leadership styles on the emotional environment at secondary school level in Southern districts of Khyber Pakhtunkhwa.

Significance of the Study

To explore new phenomena within the leadership context, the pertinence of this current research held significant value. It would shed light on how various leadership styles were used by heads in the educational setting and probes into the provision of a suitable environment. The research would reveal the interconnectedness of these factors, highlighting the responsibility of heads to exemplify a positive mindset and pleasure of their teaching staff to do their assigned work by manipulating environmental factors. The findings of this study would serve as a valuable resource for educational leaders to implement certain leadership styles, ultimately providing favorable environment. By promoting an efficient administrative culture, this study had the potential to improve the implementation of leadership styles of heads in the education sectors. The study would contribute to the advancement of knowledge which prioritizes serving the school environment, and meeting the needs of students to cram with maximum outcome.

Delimitation of the Study

1. The study was delimited to female school teachers of three southern districts of Bannu, Lakki Marwat and Karak.
2. The heads' leadership styles was delimited to participative leadership styles
3. School environment was delimited to emotional aspect.

REVIEW OF THE RELATED LITERATURE

This part focuses on review of existing literature regarding the impact of heads' leadership styles on school environment. The review aims to understand how participative leadership styles influences the emotional environment of schools.

Participative Leadership Style

By the multifaceted head function, the participative leadership is observed as an appropriate leadership style practiced by heads of institutions. Participative leadership is a leadership style in which decision making is an outcome of collective decision, which a leader engages its comrades to share in a decision-making process by sharing duties, and can give value to expression and plans noted by its members before directing to a last decision (Abudaqa et al. 2020). Therefore, participative leadership is a crucial leadership type to develop relationship and support among supporters so that there will be a feeling of association and it can adopt an feeling of obligation to do some valuable decision for obtaining educational objectives openly and give value and respect to all members of group (Sagnak, 2016 Anggraini & Kusniarti, 2016).

Importance of School Environment

On a psychological level, how well students feel their actual school environment aligns with their ideal conditions is crucial for their resilience and mental well-being. Recent research on person–environment fit indicates that students who perceive their school climate—regarding norms, safety, and inclusivity—as closely matching their preferences tend to show higher levels of resilience, lower instances of bullying, and greater overall well-being (Aldridge et al., 2024). In general, a positive school climate, marked by encouraging teacher–student relationships, opportunities for autonomy, clear and fair discipline, and a sense of safety, supports both academic success and psychological health.

RESEARCH STUDIES ON THE LEADERSHIP STYLES AND IT IMPACT ON SCHOOL ENVIRONMENT

Leadership within educational institutions plays a pivotal role in shaping the overall school environment, directly impacting teacher motivation, student performance, and institutional effectiveness. Various leadership styles have been extensively studied to assess their influence on the school environment.

Research conducted by Hallinger and Heck (2010) underscores the effectiveness of directive leadership in underperforming schools, where strong oversight is necessary to restore order and enhance instructional quality. This leadership style enforces adherence to a structured curriculum and standardized teaching methodologies, ensuring consistency in instructional delivery. However, some scholars argue that excessive control may suppress teacher creativity and autonomy, potentially leading to lower job satisfaction (Bush, 2018). Despite these concerns, directive leadership has been found to be beneficial in schools requiring immediate intervention and stability, particularly in disadvantaged regions.

Leithwood et al. (2019) found that school leaders who embrace a supportive leadership style contribute to higher job satisfaction among teachers, reduce workplace stress, and enhance their motivation for professional growth. By fostering open communication and addressing educators' concerns, this approach cultivates a collaborative school culture where teachers feel appreciated and empowered. Moreover, research by Tschannen-Moran and Gareis (2015) suggests that supportive leadership positively influences student performance, as motivated teachers are more inclined to adopt innovative teaching techniques and engage effectively with students.

A study by Harris and Spillane (2008) revealed that school leaders who encourage teacher involvement in policy development and curriculum planning create stronger alignment between instructional strategies and institutional objectives. However, Fullan (2014) cautions that participative leadership can sometimes lead to inefficiencies in decision-making and conflicts among staff if not managed effectively. Despite these potential challenges, participative leadership remains highly valued in democratic school settings that prioritize collaboration and shared decision-making.

Robinson, et al. (2008) found that school principals who set high expectations and provide adequate support foster a culture of excellence in instructional practices. This results-driven leadership style prioritizes continuous improvement and goal attainment. However, excessive pressure to achieve performance benchmarks may contribute to teacher burnout and increased stress levels (Day et al., 2016). Balancing ambitious targets with adequate support mechanisms is essential to sustain a positive school environment.

Research by Marzano, et al. (2005) indicates that directive leadership is particularly effective in schools grappling with disciplinary issues, while participative leadership flourishes in institutions with a well-established culture of collaboration. Additionally, supportive leadership proves advantageous in schools with high teacher turnover, fostering a sense of belonging and reducing burnout. A meta-analysis by Sun and Leithwood (2017) suggests that adopting a hybrid approach that integrates multiple leadership styles yields the most effective outcomes in diverse educational settings.

RESEARCH METHODOLOGY

This chapter covers research methodology, which is organized under the following headings: research design, population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure, and data analysis techniques.

Research Design

The study adopted a quantitative approach, utilizing a descriptive survey design to investigate the impact of heads' leadership styles on school environment at secondary level in the southern districts of Khyber Pakhtunkhwa. Survey design was well-suited for the study as it facilitated the systematic collection and statistical analysis of numerical data, enabling the identification of relationships, patterns, and trends within a large population (Creswell, 2014). The study aimed to assess the degree to which participative leadership—affect key dimension of the school environment.

Population

All the individuals having same characteristics is called population of the study. The population of the study was all female teachers teaching at Secondary school level in southern districts. The following table indicates population size;

Table No. 1 Population Size

Districts	Number of Girls' Public Secondary Schools	Total Female Teachers
Bannu	45	590
Karak	29	470
Lakki Marwat	28	452
Total	102	1512

Source (ASCR 2021-2022).

Sampling Technique

A sample is essentially a smaller group derived from the total population, while the process of selecting this group is known as sampling which is carried out to ensure that the group reflects the key characteristics of the entire population. As emphasized by Gill et al. (2009), the accuracy and credibility of a study largely depend on the choice of an appropriate sampling method. The present study employed the **proportional stratified sampling technique**, which was particularly effective when dealing with populations that could be divided into distinct subgroups or strata. Gill et al. (2009) noted that this method helps ensure each subgroup is represented in the sample in proportion to its size within the total population.

Sample

The present study involved a sample of **307 female secondary school teachers** drawn from three districts: **Bannu, Karak, and Lakki Marwat**. The sampling approach used was **proportional stratified sampling**, as advocated by Gill et al. (2009), which ensured that the number of participants selected from each district was proportional to the total number of female teachers in that district. From a total population of **1,512 female teachers**, the distribution of the sample was determined using the following formula:

The formula in text form is:

$$n_i = (N_i/N) \times n$$

Where:

- n_i = sample size for each district,
- N_i = number of female teachers in the district,
- N = total population,
- n = total sample size.

Applying this formula, **Bannu (590 teachers)** contributed **120 respondents**, **Karak (470 teachers)** contributed **96 respondents**, and **Lakki Marwat (452 teachers)** contributed **91 respondents**. This allocation ensured that each district's share in the sample accurately reflected its proportion in the overall population. As noted by Gill et al. (2009). Table No.2 illustrates the above description of sample size,

Table No. 2 Sample Size

District	Total Female Teachers	Sample Size (Proportional Allocation)
Bannu	590	120
Karak	470	96
Lakki Marwat	452	91
Total	1512	307

Gill et al. (2009)

Data Collection Tools

Self-developed research instruments were administered to obtain information from the respondents. Self-developed “Leadership Styles Questionnaire” (LSQ) (Annex C) and School Environment Questionnaire (SEQ) were used based on the research objectives. The research instruments consisted of facets. The facets of the LSQ were (Participative leadership style) while the facets of SEQ were the dimension of emotional environment of school. Leadership Styles Questionnaire was set up to assess heads leadership style. It was comprised of 14 statements. Each statement bears a five-point rating (Likert) scale against it, having suitability with the study.

Validity

To ensure the validity and relevance of the research instrument, a thorough validation process was undertaken. The content validity of the questionnaires was established through the expert review of 8 university professors specializing in educational leadership and research methodology (Annexure B). Each statement was carefully assessed against specific criteria, including clarity, alignment with leadership styles and school environment. This rigorous validation process confirmed strong content validity, ensuring the tool’s suitability for use in the main research.

Reliability

The reliability of the research tools was examined through a pilot study conducted with a sample of 31 secondary school teachers. Two distinct instruments were utilized: the Leadership Styles Questionnaire (LSQ) and the School Environment Questionnaire (SEQ). To assess the internal consistency of these instruments, Cronbach’s Alpha was employed as the statistical measure.

The Leadership Styles Questionnaire (LSQ) achieved a Cronbach’s Alpha score of **0.70**, reflecting a strong level of internal consistency across items related to leadership styles. This result indicated that the LSQ reliably measured the targeted leadership constructs and was appropriate for use in the full-scale study.

Likewise, the School Environment Questionnaire (SEQ) produced a Cronbach’s Alpha value of **0.77**, demonstrating a high degree of consistency among items that evaluated multiple aspects of the school environment, such as physical conditions, social, emotional and psychological dynamics.

As both instruments alpha values were recorded higher than the commonly accepted threshold of 0.74, denoting that their reliability was firmly established. These outcomes validated the LSQ and SEQ as trustworthy instruments, suitable for collecting accurate and consistent data in the main phase of the research.

Data Collection Technique

Data collection was carried out through field surveys utilizing self-developed instruments known as the Leadership Styles Questionnaire (LSQ) and School environment Questionnaire (LEQ). The participants in this study were female teachers working in public schools. To ensure accurate and comprehensive data collection, the researcher conducted personal visits to the selected schools. During these visits, the researcher directly engaged with the teachers, explained the purpose of the study, and distributed the questionnaires. Each female teacher was provided with a copy of the LSQ and LEQ to mark (✓) their responses, ensuring that the necessary data was obtained in a structured and systematic manner.

Research Ethics

The researcher obtained a facilitation letter, from the supervisor, duly signed which was addressed to the heads of the selected schools, requesting their cooperation in providing relevant data concerning the Impact Female Heads' Leadership Style on School Environment at the Secondary Level. Additionally, the researcher prepared a Consent Form (Annexure F) that was signed by the teacher participating in the data collection process. Following this, the researcher assured all respondents that the data would be used solely for academic research purposes and that there was no intention to harm any teacher or disrupt the school environment. Throughout the process, the researcher maintained a respectful attitude and strictly adhered to ethical research standards.

Data Analysis

Descriptive statistics such as mean and standard deviation were used to achieve the first and second objectives, and inferential statistics such as regression were used to achieve the third objective analyze the data. Two main areas, including Leadership styles and school environment, were examined. For this purpose, the Leadership Styles Questionnaire and School Environment Questionnaire with a five-point Likert scale (Strongly Disagree denoted by 1 and Strongly Agree denoted by 5. developed by Rensis Likert (1932).

Table 3: Scale and Range used for LSQ and LEQ

Weight	Scale	Mean Range
1	Strongly Disagree	1.00-1.80
2	Disagree	1.81-2.60
3	Undecided	2.61-3.40
4	Agree	3.41-4.20
5	Strongly Agree	4.21-5.00

Rensis Likert (1932)

ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on the analysis, tabulation, and interpretation of the collected data. The analyzed data was systematically tabulated and interpreted in accordance with the study's research questions.

Part 1: Data Analysis of Research Questions of the Study

The study addressed the following research questions;

Table 4 Rank Order of Participative Leadership Style

S.NO	Statements	M	SD
Our School Head:			
1	openly listens to teachers' ideas and suggestions.	3.93	1.25
2	focuses on providing a supportive workspace.	3.74	1.15
3	takes into consideration teachers' overall contributions.	3.08	1.19
4	provides important information to make teaching more engaging.	2.56	1.18
Overall		3.33	0.63

Table No. 4 demonstrates that the statement "Our school head openly listens to teachers' ideas and suggestions." has a mean score of (M=3.93, SD=1.25), which falls in the "Agree" (A) category (3.41–4.20). This suggests that the school head is generally perceived as open to teachers' input and values their ideas in decision-making. The statement "Our school head focuses on providing a supportive workspace." has a mean score of (M=3.74, SD=1.15), placing it in the "Agree" (A) category (3.41–4.20). This indicates that the school head is recognized for fostering a positive and supportive working environment for teachers. The statement "Our school head takes into consideration teachers' overall contributions." has a mean score of (M=3.08, SD=1.19), which falls in the "Undecided" (2.61–3.40) category. This suggests that there are mixed perceptions regarding whether the school head effectively acknowledges and values teachers' contributions. The statement "Our school head provides important information to make teaching more engaging." received a mean score of (M=2.56, SD=1.18), categorizing it under "Disagree" (1.81–2.60). This indicates that teachers perceive a lack of sufficient information-sharing by the school head to enhance teaching effectiveness. The overall mean score of (M=3.33, SD=0.63) falls within the "Undecided" (2.61–3.40) category, suggesting that while some aspects of participative leadership are acknowledged, there are uncertainties about the extent to which the school head consistently involves teachers in decision-making and provides the necessary support.

Table 5: Rank Order of Existence of Emotional Environment

S.NO	Statements	M	SD
Our School Environment:			
1	acknowledges efforts and contributions of learners' by fostering an effective environment.	4.05	1.06
2	develops an encouraging emotional environment through inspirational pictures and statements.	4.00	1.25
3	Offers a safe and relaxed setting regarding counseling facilities to deal with emotional prospectives.	3.98	1.90
4	Creates welcoming and valued aspects of individuals to form a sense of community	3.11	1.41
5	observes learners achievements to enhance their morale by demonstrating visual displays.	2.99	1.15
6	provides effective complaint practices to impart suggestions.	2.94	0.96

7	suggests recreational corners to cope with emotional stress of students.	2.68	1.24
Overall		3.39	0.57

The above table predicts that the statement regarding "Our school environment acknowledges efforts and contributions of learners' by fostering an effective environment" bearing mean score (M=4.05) and respective standard deviation (SD=1.06) falls in the category/ range (3.41-4.20) agree. Mean score (M=4.00) and respective standard deviation (SD=1.25) "Our school environment develops an encouraging emotional environment through inspirational pictures and statements") falls in the category/ range (3.41-4.20) agree. The statement "Our school environment offers a safe and relaxed setting regarding counseling facilities to deal with emotional prospectives" with mean score (M=3.98) and standard deviation (1.90) falls in the category/ range (3.41-4.20) agree. Mean score (M=3.11) and respective standard deviation (SD=1.41) regarding the statement "Our school environment creates welcoming and valued aspects of individuals to form a sense of community" falls in the category/ range (2.61-3.40) undecided. The statement "Our school environment observes learners achievements to enhance their morale by demonstrating visual displays" with mean score (M=2.99) and respective standard deviation (SD=1.15) falls in the category/range (2.61-3.40) undecided. Mean score (M=2.94) and standard deviation (SD=1.24) of the statement "Our school environment provides effective complaint practices to impart suggestions" falls in the category/range (2.61-3.40) undecided. In the same way the statement "Our school environment suggests recreational corners to cope with emotional stress of students" with mean score (SD=2.68) and respective standard deviation (SD=1.24) falls in the category/range undecided. Overall mean score (M=3.39) and standard deviation (0.57) falls in the undecided category, showing that emotional environment is partially prevailed.

Leadership styles and Emotional Environment

Table No. 6 (a) Model Summary of Regression Results

Model	R	R ²	Adjusted R ²	Std. Error of Estimate	F	Sig
1	0.682 ^a	0.465	0.463	402091	264.710	0.000

a. Predictors: (Constant), Leadership Styles

b. Dependant variable: Social Environment

The above table indicates that the R² value of 0.465 signifies the proportion of variance in the dependent variable (Social Environment, SE) that can be attributed to the independent variable (Leadership Style). This means that Leadership Styles accounts for 46.5% of the variation in the school environment, demonstrating a moderate to strong relationship between leadership styles and the social environment.

This value suggests that nearly half of the changes in the school environment can be explained by leadership styles, highlighting their crucial role in shaping school dynamics. The p-value (0.000) is below the standard significance level of 0.05, indicating that the predictor (leadership

styles) has a meaningful influence on the social environment. This suggests a strong association between changes in leadership styles and variations in social environment.

Table No. 4.6 (b) Coefficients of Regression

Model	Standardized Coefficients		
	β	t	Sig.
1	(Constant)	1.275	0.203
	Leadership styles	16.270	.000

a. Dependent Variable: Social Environment

The coefficient table shows that if a unit change takes place in the independent variable (Leadership Styles) that 0.682, change will occur in dependent variable (Social Environment) as the β value is 0.682.

RESULTS

Findings showed that the participative leadership style was met with uncertainty among respondents. School heads were not consistently seen as involving teachers in decision-making. While some instances of teacher engagement were noted, there was no strong indication that heads frequently sought input from staff in administrative and instructional matters.

Findings showed that respondents acknowledged elements like motivational affirmations and individual recognition. However, opinions differed regarding the availability and effectiveness of counseling services and emotional support, indicating some uncertainty about the accessibility of these resources. (See Table No.4.2

The findings indicated that modifications in leadership styles corresponded with notable changes in the emotional environment, emphasizing the influence of leadership in shaping school dynamics. Furthermore, the results underscored the significance of leadership practices in cultivating a well-structured and supportive atmosphere for both students and staff.

Discussion

Regarding participative leadership, the findings suggested uncertainty. Although some instances of teacher involvement in decision-making were observed, there was little evidence to suggest that this leadership style was widely practiced. This is consistent with Hallinger et al (2016), who found that school leaders often maintain hierarchical structures rather than actively engaging teachers in governance. The limitation emphasis on participative leadership may restrict collaborative decision-making, which is essential for fostering an inclusive school culture (Wickramasinghe, 2024).

The emotional environment was met with more uncertainty, as some respondents expressed concerns about the adequacy of counseling services and emotional support. While motivational affirmations and individual recognition were viewed positively, these findings suggest the need for more robust student support systems (Brackett et al., 2019). Research highlights that emotional support within schools is crucial for students' mental health and academic success, emphasizing the need for accessible counseling services and structured emotional well-being programs (Durlak et al., 2011).

Conclusions

Participative leadership was the least evident, indicating limited teacher involvement in decision-making. This shows that teachers perceive a lack of sufficient information-sharing by

the school head to enhance teaching effectiveness suggesting that participative leadership was not a widely practiced approach in the observed schools.

Regarding the emotional environment, while motivational affirmations and individual recognition were appreciated, concerns persisted about the adequacy of counseling services and emotional support. This indicated that, despite efforts to create a positive emotional atmosphere, some respondents remained uncertain about the effectiveness of the available support systems.

The study verified that emotional environments were particularly influenced by leadership styles, underscoring the importance of leadership in fostering inclusivity and engagement.

Recommendations

The following recommendations were drawn from the study:

- Principals/Heads may fully demonstrate participative leadership style by involving teachers in decision making process.
- School heads may share sufficient information to enhance teaching effectiveness.
- School Principals may ensure the effectiveness of counseling services and emotional support, so that uncertainty about the accessibility of these resources may reduce.

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