

**ADA UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**MASTER OF ARTS IN EDUCATIONAL MANAGEMENT**

**Exploring the Perceived Effects of Principal Leadership Style on Teachers' Job  
Performance in Afghanistan**

Thesis prepared for the degree of Master of Arts

Aminullah Maroof  
Email Address: amarroof15864@ada.edu.az

Baku, 2023

**ADA UNIVERSITY**

**THESIS OF MASTER OF ARTS IN EDUCATIONAL MANAGEMENT [MAEM]**

**OF**

Aminullah Maroof

APPROVED BY:

**Research Supervisor:** Dr. Samira Hajiyeva \_\_\_\_\_

**Committee Member:** Dr. Jeyran Aghayeva \_\_\_\_\_

**Committee Member:** Dr. Vafa Yunusova \_\_\_\_\_

**Dean of School of Education:** Dr. Ulviyya Mikailova \_\_\_\_\_

**Date:** December 22, 2023

## **Statement of Authenticity**

I have thoroughly reviewed the ADA University's Honor Code's principles of academic integrity and honesty; hereby, to the best of my knowledge, the contents of this thesis, entitled Exploring the Perceived Effects of Principal Leadership Style on Teachers' Job Performance in Afghanistan is completely original and does not contain any unacknowledged work.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Abstract

This study aims to explore the effects of principal's leadership styles on teachers' job performance in private schools in Kabul, Afghanistan through teachers', principals', and head of department perceptions. This study was guided by the following two research questions:

*I. What are the leadership styles being employed by principals in private schools in Afghanistan?*

*II. How do those styles influence teachers' job performance in private schools in Afghanistan?*

The explorative qualitative research design was adopted to study principals' leadership style's influence on teachers' job performance in private schools in Kabul. The study was conducted in three private schools in Kabul, which were chosen by utilizing convenience sampling of the non-probability sampling method. Accordingly, a one-on-one online interview instrument was used to collect data from six teachers, three principals, and one HoD (head of department).

The findings of this study suggest that principals in private schools in Kabul utilize transformational, transactional, and instructional leadership styles, but transactional leadership style is widely employed by principals in Afghanistan. Furthermore, the findings indicate that transformational and instructional leadership styles positively influence teachers' job performance; however, transactional leadership employed by principals has a negative effect on teachers' job performance.

**Keywords:** Principal, leadership style, teachers' job performance, transactional leadership, transformational leadership, instructional leadership.

## **Acknowledgment**

I would like to wholeheartedly thank my supervisor Dr. Samira Hajiveva for her instructions, feedback, patience, and kindness. During this journey, there were times when I would lose motivation due to various challenges that would arise, but thanks to her, she was always there to uplift my spirit and provide necessary guidelines to succeed in my work.

Moreover, I would like to thank Dr. Ulviyya Mikailova for guiding me in the writing proposal by providing both verbal and written feedback.

Additionally, I would like to express my gratitude to my thesis committee members both Dr. Vafa Yunusova and Dr. Jeyran Aghayeva for providing me with detailed feedback and suggestions for improvement the quality of this paper.

## Table of Contents

Abstract .....	<b>Error! Bookmark not defined.</b>
Acknowledgment .....	<b>Error! Bookmark not defined.</b>
<b>Chapter I. Introduction .....</b>	<b>Error! Bookmark not defined.</b>
Significance of the Study .....	3
Purpose of Study .....	4
<b>Chapter II. Literature Review .....</b>	<b>6</b>
Transformational Leadership .....	7
Transactional Leadership .....	9
Instructional Leadership.....	11
Teachers' Job Performance.....	12
Research Gap .....	13
<b>Chapter III. Methodology .....</b>	<b>15</b>
Research Methodology and Design .....	15
Participants and Sampling Strategies.....	17
Trustworthiness of the Study .....	21
Data Analysis .....	22
Ethical Consideration.....	23
Study Limitations.....	24
<b>Chapter IV. Findings .....</b>	<b>24</b>

Theme 1. Commonly Employed Leadership Practices .....	26
Sub-theme1.1 Principals’ Perspectives on Diverse Leadership Practices .....	26
Table 3 Principals’ descriptions of their leaderhsip practices ...	<b>Error! Bookmark not defined.</b>
Table 4 Pricipals’ descriptions of widely used leadership practices in Afghanistan .....	<b>Error!</b>
<b>Bookmark not defined.</b>	
Sub-theme1.2 Teachers’ Perspectives on Transactional Leadership Practices. .	<b>Error! Bookmark not defined.</b>
Table 5: Teachers’ descriptions of Principals’ Leaderhsip Practices in Afghanistan.....	31
Sub-theme1.3. HoD Perspectives on Transformational Leadership Practices ...	<b>Error! Bookmark not defined.</b>
<b>not defined.</b>	
Summary of Theme1. ....	<b>Error! Bookmark not defined.</b>
Theme 2. Leadership Practices Influence on Teachers' Job Performance ...	<b>Error! Bookmark not defined.</b>
<b>defined.</b>	
Sub-theme2.1. Transformational Leadership Practices .....	32
Principals’ Perceptions on Transformational Leadership Practices.....	32
Table 6: Principals’ Perceptions on Leadership Styles Effects on Job Performance.....	33
Table 7. Teachers’ Perceptions on Leadership Practices Influence on Teachers’ Job Performance .....	34
.....	
HoDs’ Perceptions on Transformational Leadership Practices ...	<b>Error! Bookmark not defined.5</b>
Sub-theme2.2: Instructional Leadership Practices.....	35
<b>Sub-Theme 2.3: Transactional Leadership Practices.....</b>	<b>36</b>

Summary of Theme 2 Findings.....	<b>Error! Bookmark not defined.</b>
<b>Chapter V. Discussion and Conclusion.....</b>	<b>Error! Bookmark not defined.</b>
Theme 1. Commonly Employed Leadership Practices.....	38
Theme 2. Employed Leadership Practices’ Influence on Teachers’ Job Performance.....	<b>Error!</b>
<b>Bookmark not defined.</b>	
Transformational Leadership.....	39
Transactional Leadership .....	40
Instructional Leadership.....	41
Study Limitations.....	42
<b>Study Implications .....</b>	<b>42</b>
<b>Conclusion .....</b>	<b>43</b>
<b>References .....</b>	<b>44</b>



## Chapter I

### Introduction

Afghanistan is war-torn country located in the intersection of Central Asia and South Asia. The nation has been caught in a cycle of violence and war for the last forty-three years, with the most destructive conflict was civil war occurring when the Soviet Union-backed regime fell apart in 1992 and lasted until 1996. Various warlord factions engaged in power struggles throughout this time, with interference from regional and global powers escalating the devastation and extending the conflict. As a result, the nation has fallen behind from the most recent rapid growth in many areas, particularly in terms of contemporary education system (Katawazi, 2021). Moreover, the country was plagued by a lack of access to basic and quality education along with political instability, civil unrest, and economic crises.

In the last two decades, significant advancements have been made in re-building schools and increasing overall enrollments, which increased from approximately 0.9 million students in 2001, nearly none of them were female, to more than 9.2 million students in 2015, 39% of these were girls (Strategic Action Plan, 2016). Aside from the traumas, the Taliban's government isolation in 1996-2001 from the international community severely limited Afghanistan's intellectual community access to up-to-date advancements in various sectors. This is highly noticeable in the educational leadership of the country, specifically at the school level. In this country, present-day thinking and new ideas of educational leadership are not only weak but also, in some cases, absolutely missing (Romanowski et al., 2007).

Leadership is crucial for the progress of all human activities and, more broadly, for the entire social environment (Griffin, 2021). In addition, leadership is essential to the success of educational organizations; therefore, it has received a significant amount of attention both in

practice and in theory among researchers in the education sphere. The school environment and the role of leadership are frequently cited as critical mediators for promoting renovation, modifications, and progress in capacity building and learning, and teaching (Hallinger & Heck 1996; Lunenburg and Ornstein, 2021; Lee et al., 2019). School leadership is strongly intertwined with the day-to-day activities of the school as the primary educational catalyst for transformation and success or as a possible cause of failure (Day & Sammons, 2016; Kafka, 2009). Leaders employ a wide variety of conventional and up-to-date leadership styles and practices both in educational and non-educational organizations (Maheshwari, 2022). Among these, Transformational, Transactional, Laissez-Faire, and Instructional are the major leadership styles that are widely practiced in education (Avolio, 2011).

Plethora of research's findings show that adaptation of effective leadership practices by schools' leadership such as setting high performance standards, providing support for capacity building, and properly communicating school mission and vision lead to job satisfaction, higher motivation, and improvement in job performance among teachers. On the other hand, lack of employment effective leadership practices by schools' leadership disregarding the circumstances and context will lead to teachers' burnout, ambiguity, dissatisfaction with job, and poor job performance (Avolio, 2010; Koh et al., 1995).

It is important to keep in mind that the principals' leadership practices' effectiveness and ineffectiveness depends on the context. For instance, on the one hand, many studies have been conducted across the world mostly in western societies that suggest that the practices of transformational leadership positively influence teachers' job performance (Avolio, 2010; Koh et al., 1995), on the other hand, plethora of research has been done on the correlation between the application of transactional leadership practices and teachers' job performance. Some studies show

that the practices of transactional leadership style have a positive effect on teachers' job performance, while findings of other studies indicates that transactional leadership practices have mixed or negative effects on teachers' job performance.

When it comes to Afghanistan, in the last two decades, the education system has gone through a series of reforms; however, we know little about the contribution of school principals' leadership style to teachers' job performance in the country. There are extensive studies have been conducted in developed countries such as Hong Kong (Wong et al., 2010), Australia (Watson, 2009), and in some neighboring south Asian developing countries like Pakistan (Parveen, 2022) and India (Khan et al., 2009) to understand the contribution of the school principal's leadership style on teachers' job performance; however, there is a shortage of literature on the effects of school principal's leadership style and teachers' job performance in Afghanistan.

### **Significance of the Study**

The findings of this study have multiple practical and theoretical implications in educational organizations. To begin with, the findings of this research will inform the practices of principals, heads of departments, teachers, administrators, and educators in general. Next, the study contributes to scholarly literature on educational leadership and teachers' job performance. Furthermore, these research findings are supposed to be greatly beneficial for policymakers to draft policies concerning educational needs in the Afghanistan context. As a result, this contribution will most likely enhance the existing situation of both private and public-school teachers by attempting to implement principal leadership and improve classroom instruction in a systematic yet cooperative school environment. On top of that, the study informs the Ministry of Education (MoE) regarding the importance of principals' leadership preparation and teachers' job performance in Kabul. Eventually, the study may open the door for a long-term collaborative effort

among schools and national and international NGOs, which may lend a hand to the Ministry of Education (MoE) of Afghanistan in the capacity building of school leaders.

### **The Purpose of the Study**

The purpose of this study is to explore the effects of principal's leadership styles employed in private schools in Kabul on teachers' job performance through teachers', principals', and heads of departments perceptions.

### **Research Questions**

**RQ1:** What are the leadership styles being employed by principals in private schools in Afghanistan?

**RQ2:** How do those styles influence teachers' job performance in private schools in Afghanistan?

### **Definition of Key Terms**

#### **Teacher's Job Performance**

Teacher's job performance is the ability of a teacher to successfully carry out his/her teaching tasks and responsibilities, that include classroom instruction, planning, organizing and innovatively delivering lessons, building a classroom community where every student sense belonging, promoting Islamic and national values, assessing students' progress, adhering to policies and guidelines of the Ministry of Education, providing a conducive learning environment, punctuality, subject matter knowledge, competence, commitment to their jobs, and extracurricular activities (Ministry of Education of Afghanistan, 2023).

#### **Job Satisfaction**

Job satisfaction is a multidimensional and complicated term that might have different meanings for different people. Job satisfaction is commonly associated with motivation, although

the basis for this association is unknown. Motivation is not the same as job satisfaction. Job satisfaction is more of an employee attitude or a state of mind. It might, for example, be linked to a personal sense of accomplishment, whether qualitative or quantitative (Mullins, 2005).

### **Principal's Leadership Style**

The leadership style of a principal describes how that person runs and directs a school. From authoritarian to democratic, leadership styles may affect the tone of a classroom, the morale of teachers, and the performance of students (Leithwood & Riehl, 2005). Transformational, transactional, instructional, and laissez faire are some of the most prevalent leadership styles that are applied in education (Avolio, 2010; Bass, 1985).

## **Chapter II**

### **Literature Review**

#### **Introduction**

It is critical to understand the influence of school principal leadership style on teachers' job performance for the improvement and advancement of K12 education system standards in Afghanistan's schools. This exploratory study literature review explores the effects of principals' leadership style on teachers' job performance in Kabul, Afghanistan. Furthermore, this literature review strives to provide readers with comprehensive picture on existing literature on principals' leadership styles and teachers' job performance in school with special emphasis on the context of Afghanistan.

#### ***Exploring the Perceived Effects of Principal Leadership Style on Teachers' Job Performance in Afghanistan***

Leadership is defined as the ability of an individual to facilitate, motivate, and uplift people by providing them with the effective and efficient utilization of organizational resources by executing of plans to achieve shared goals (Northouse, 2018). In addition, according to Jaques (2017), leadership is described as a leader to realizes a common objective by persuading followers. Leadership styles are the approach employed by a leader to guide, persuade, and motivate a group. It is composed of a leader's leadership practices, attitudes, and behaviors while leading his/her followers to achieve common goals.

The relevance and effectiveness of a leadership style in the educational sector depend on how well school leaders reconcile their leadership style with the demands of their followers (Lunenburg & Ornstein, 2021). Principals' leadership styles vary and are influenced by the foundation of local cultural associations as well as the environment of educational settings

(Hallinger, 2018; Miller, 2018; Phuc et al., 2020). Expressing it in straightforward terms, principal leadership styles are largely influenced by a variety of elements, including leaders' personalities, socio-economic conditions, and school culture; hence, leadership styles and practices fluctuate based on cultural and geographical disparities (Chen et al., 2017; Solomon & Steyn, 2017). Leadership style has been identified as a critical element in determining organizational culture and affecting the attitudes, actions, and performance of the employees (Bass, 1985). In the education field, the significance of the principal leadership practices in enhancing teachers' job performance has gained remarkable attention in literature (Leithwood & Riehl, 2005). Effective school leadership, according to Leithwood and Riehl (2005), is essential to improving teachers' job performance. In fact, principal leadership style and teachers' job performance have been significantly studied from different angles and within various cultures, mostly in western. However, when it comes to Afghanistan, the school principal leadership style influence on teachers' job performance is mostly unexplored. As Afghanistan's education system continues to go through considerable reforms, it is essential for us to understand both teachers' and principals' perceptions on leadership practices that are effective in strengthening teachers' job performance in schools. Therefore, this literature review attempts to present an overview of currently available literature on transformational, transactional, and instructional leadership styles and their influence on teachers' job performance.

### **Transformational Leadership**

Enough was stated about the importance of leadership and its impact on teachers' job performance, one of the most used leadership styles in education, discussed in literature is transformational leadership style (Turnnidge & Cote, 2018). The idea of transformational leadership was first given by Burns (1978), defining it as a process wherein leaders and followers

work together to boost morale and inspiration. He further adds that transformational leadership is an approach in which the leaders encourage and motivate their followers to relinquish their self-interests for the benefit of the company.

Bass (1985) expanded on Burns' (1978) work and described transformational leadership as an approach utilized by leaders to motivate and inspire individuals to accomplish a common objective. Initially, he described inspirational leadership, intellectual stimulation, and individual considerations as three components of transformational leadership. Subsequently, Bass and Avolio (1994), outlined four structural dimensions of transformational leadership by introducing charisma (idealized influence) to the list of intellectual stimulation, individualized consideration, and inspirational motivation. Jantzi and Leithwood (1996), explored transformational leadership in education and they suggested that transformational leaders should develop a successful vision to enhance operational procedures. They developed a six-dimensional structure for transformational leadership: define vision, encourage acceptance of group goals, give individualized assistance, give intellectual stimulation, provide a suitable framework, and hold high-performance standards.

As the understanding of leadership styles evolved, several researchers have stressed the importance of transformational leadership in education sector and findings of their studies conducted in developing and developed countries suggest that transformational leadership practices are essential for improving teachers' job performance in workplace (Avolio, 2010; Givens, 2008; Hermann & Bossle, 2020; Ibrahim et al., 2014; Pandita, 2012; Saleem et al., 2020; Fauza, 2020). A leader's leadership style has a significant influence on employees' job performance in various fields such as education, healthcare, and business (Aydin et al., 2013; Pandita, 2012). Givens (2008) stated that transformational leadership influences teachers' job performance, conduct and job satisfaction. According to Hermann and Bossle (2020), educational-

transformational leaders not only searched for answers to the problems but also included teachers and other stakeholders in the process of finding answers.

A meta-analysis study has been conducted by Avolio et al., (2009), on leadership styles and their influence on different outcomes, particularly on job performance. They analyzed 159 studies with a total sample size of 45378 people from countries, organizations, and sectors. They discovered that transformational leadership was favorably correlated with job performance in various fields including education, especially as it is related to teachers' job performance at work.

In addition, Fauza (2020) conducted a correlation study in junior high school in Medan, Indonesia with total sample size of 37 teachers to examine the connection between transformational leadership styles and teacher job performance. The research found a favorable and substantial relationship between transformational leadership styles and teacher job performance, with inspirational motivation having the highest association. According to the study, adopting a transformational leadership practice can develop a pleasant work environment that boosts teachers' job performance, which leads to better academic outcomes for students. Furthermore, Saleem et al., (2020), conducted a quantitative study in Pakistan to examine the relationship between principals' various leadership styles and teachers' job performance from middle management point of view. They collected data from 253 middle management staff through Multifactor Leadership Questionnaire (MLQ) and the Teacher Job Performance Scale (TJPS). The study found that transformational leadership practices, particularly individualized consideration, have a positive influence on teacher's job performance.

### **Transactional Leadership**

Unlike transformational leadership, which emphasizes on motivating and inspiring followers to work toward common goals, transactional leadership style relies upon a procedure of

rewards and punishments for accomplishing specific objectives. Transactional leadership, according to Avolio (2011), is one of the most practiced leadership styles that focuses on attaining particular goals through a system of rewards and punishments. This style of leadership is built on a "Give and Take" exchange between the leader and his/her followers, in which the leader recognizes accomplishments and holds the followers accountable for not living up to expectations. In addition, according to Burns (1978) and Bass (1985), transactional leadership is a leadership style that highlights the trading of rewards and penalties for desired and undesirable behaviors. According to Burns (1978), transactional leaders are "caretakers" who preserve the status quo by overseeing daily operations and implementing policies. Bass (1985) elaborates on this notion by defining three dimensions of transactional leadership: *active management-by-exception* and *passive management-by-exception* which distinguishes between proactive problem-solving and reactive problem-solving, and *contingent reward*.

Research shows that the transactional leadership practices employed by the school principal have a mixed influence on teachers' job performance. Some research indicates that it can be helpful in some settings, while others argue that transactional leadership has its shortcomings. For instance, Paracha et al., (2012) conducted a quantitative study in Pakistan. The convenient sampling method was used to collect data from 120 teachers within 10 private schools. The findings of this study reveal that transactional leadership practices such as contingent rewards and management by exception (MBE-A and MBE-P) have a significant positive impact on teachers' job satisfaction and job performance. The findings also indicate that job satisfaction plays a mediating role between transactional leadership style and teachers' job performance.

In contrast, an exploratory research study was conducted by Maheshwari (2022) in Vietnam to investigate the effect of transformational and transactional leadership styles on

teachers' job performance and satisfaction. Using a two-stage cluster sampling method, this quantitative study collected data from 18 public high schools with 144 teachers. The findings suggest that transformational leadership has a favorable impact on teachers' job performance and satisfaction, whereas transactional leadership has a negative impact on teachers' job performance and satisfaction. Based on the findings of the above-mentioned studies, it's important to note that the effects of the transactional leadership style employed by principals on teachers' job performance depend on the context. Some practices of transactional leadership style may be effective in one context; however, the same practices might negatively affect teachers' job performance.

### **Instructional Leadership**

In opposite to transactional leadership which is centered on a system of rewards and punishments, instructional leadership signifies the importance of building teachers' instructional capabilities and providing a conducive environment for working and learning. According to Avolio (2011), instructional leadership consists of paying attention to teachers' teaching capacity building and providing a conducive and supportive learning environment for teachers and students. He adds that competent instructional leaders can improve teachers' job performance by providing them with needed support and feedback, providing nurturing environments for learning and development, and setting clear and realistic goals. Avolio (2011), brings out the importance of instructional leadership style in enhancing teachers' job performance and nurturing a pleasing learning environment for students and teachers. In instructional leadership, the school principal emphasizes teachers' teaching practices and students' learning by giving them support and guidance, capacity-building opportunities, and ensuring that students are provided with the quality education they require to succeed (Robinson et al., 2008; Leithwood et al., 2004).

Wahab et al., (2020), conducted a quantitative study in Malaysia by collecting data from 8 schools in eight different locations with sample size 92 primary school teachers on instructional leadership and its relationship with teachers' job performance. The findings of this study revealed that the instructional leadership of school principals had a positive and substantial association with teachers' job performance. Teachers' job performance was found to be significantly influenced by school principals' instructional leadership behaviors such as setting goals, giving feedback and assistance, and building a healthy school culture. The study emphasizes the significance of instructional leadership in increasing primary school teachers' job performance. It demonstrates that administrators who focus on instructional leadership methods might improve teacher's job performance as well as student learning outcomes.

Similarly, a quantitative study was conducted by Marks and Printy (2003), in the United States to explore the relationship between leadership style and school performance. The researchers collected data from twenty-four schools which consisted of eight elementary schools, eight middle schools, and eight high schools that were selected across the country. Considering the data's multilevel nature, researchers utilized Hierarchical Linear Modeling (HLM) data analyzing method. The findings of this qualitative study reveal that the employment of instructional leadership practices are crucial for promoting a positive school culture and improving teachers' job performance since instructional leadership prioritizes creating a shared vision, building relationship, and encouraging teachers to take responsibility for what they do.

### **Teachers' Job Performance**

The term job performance is a multifaceted notion that has been widely used across various organizations to define work done by employees. Job performance, according to Motowidlo et al. (2013), is the total value of an employee's actions during a specific time. Furthermore, job

performance according to Suwatno and Yuniarish (2008), is a genuine accomplishment that is shown by a person in charge of performing their duties and responsibilities in the organization. It is widely acknowledged that job performance consists of a complex set of interacting factors related to the features of the job, the person, and the surroundings (Milkovach & Wigdor, 1991).

Teachers play a critical role in the education process and contribute to the overall performance of the organization. They serve as one of the most significant educational resources and facilitators of the student learning process in achieving their learning objectives, especially given her/his roles in the morally acceptable transmission of knowledge. Teachers' job performance may also be defined as those duties and responsibilities in the school carried out by a teacher at any given moment that are directed toward completing daily school and instructional activities as well as educational goals and objectives (Adeyemi, 2011). In Afghanistan's context, a teacher's job performance is the ability of a teacher to successfully carry out his/her teaching tasks and responsibilities, which include classroom instruction, planning, organizing and innovatively delivering lessons, building a classroom community where every student senses belonging, promoting Islamic and national values, assessing students' progress, adhering to policies and guidelines of the Ministry of Education, providing a conducive learning environment, punctuality, subject matter knowledge, competence, commitment to their jobs, and extracurricular activities (Ministry of Education of Afghanistan, 2023).

### **Research Gap**

The relationship between leadership styles and employees' job performance is extensively explored around the globe in various industries including the education. Researchers have conducted a plethora of studies in developed and developing countries on the effects of principals'

leadership styles on teachers' job performance. However, when it comes to Afghanistan, there is a dearth of literature on the effects of principals' leadership styles on teachers' job performance.

## Chapter III

### Research Methodology

Considering the findings numerous studies in the literature review section on the topic of *Exploring the Perceived Effects of Principal Leadership Style on Teachers' Job Performance in Afghanistan* suggest that the effects of principal leadership style on teachers' job performance vary from context to context. In other words, the application of a leadership style might be positive in one context, and the application of the same leadership style may negatively influence teachers' job performance in another context. However, there is a shortage of literature on the relationship between leadership style and teachers' job performance in Afghanistan. Therefore, this qualitative research addresses the following research questions to understand the effects of principals' leadership style on teachers' job performance in Afghanistan's context.

**RQ1:** What are the leadership styles being employed by principals in private schools in Afghanistan?

**RQ2:** How do those styles influence teachers' job performance in private schools in Afghanistan?

#### Research Design

An exploratory study design is chosen for this research since little is known about the school principal's leadership style effect on teachers' job performance in Afghanistan. According to Neuman (2014), the exploratory research approach is useful when little is known about the topic we desire to study, and the goal of the research is to gain a better understanding of it. Exploratory studies are particularly useful when the issue is complicated, multidimensional, and little understood, as they allow for a thorough examination of the phenomenon under research (Creswell, 2012). Exploratory research design enables the researchers in understanding how the participants perceive the phenomenon at hand (Henson, 2006). Exploratory research serves as the

foundation for theory creation and hypothesis testing by helping researchers to find solutions by taking into account many aspects of the problem and developing a hypothesis based on observations (Schmit, 2011). In nature, exploratory research is often qualitative and it's useful for creating hypotheses and acquiring knowledge about complicated phenomena (Henson, 2006).

Qualitative method is a commonly used method among researchers in various fields for understanding and investigating the complexity of human behaviors (Charmaz, 2006). According to Leavy (2017), qualitative research is a naturalistic approach, which enables the researchers to study the phenomenon in their specific context, attempting to make sense of them, and explain the meanings that people attach to them. Qualitative study offers a thorough investigation of the subjective meanings that individuals attach to their experience which pave the way for a comprehensive understanding of the phenomenon in its complex social environment by utilizing tools like interviews, observations, and documents analysis which entailing investigating events in their natural surroundings while attempting to comprehend them holistically and contextually (Creswell & Poth, 2017).

Considering the purpose of the study and research questions, this study adopts the qualitative method to understand the principals, teachers', and heads of departments perceptions regarding principal leadership style's effect on teachers' job performance and types of leadership practices employed by principals in schools. Understanding and interpreting social events based on the perceptions and experiences of the individual involved in the phenomena or event is the goal of qualitative research (Merriam & Tisdell, 2015). Through this method, the researchers can develop insights that can influence theory and practice as well as a thorough comprehension of the social reality that is being studied (Patton, 2015). As the purpose of the study is to gain an in-depth understanding of the principals, teachers, and heads of departments perceptions and experiences,

the interpretivism paradigm is adopted as a philosophical foundation to guide this qualitative study (Lindsay et al., 2007). The constructivism paradigm sees knowledge as constructed by individuals and modified by their experiences and interactions with the outside world (Guba & Lincoln, 1989). The philosophy of the constructivism paradigm claims that there are multiple realities, each individual form their realities based on their own perception and interpretation (Guba & Lincoln, 1989). This paradigm highlights the arbitrary character of reality and the significance of understanding the meaning that people give to their experiences (Creswell, 2014). Accordingly, the constructivism paradigm does not attempt to generalize the findings of the study to a larger population but rather researchers try to fully understand the significance and the complexity of the phenomenon within its context (Creswell, 2009).

### **Participants and Sampling Strategies**

This study's participant was chosen from three private schools in Kabul city of Afghanistan. Two of these schools were international, let's name them International School A (ISA) and International School B (ISB) for confidentiality purposes, and the other one school was selected from national schools in Kabul labeled as National School A (NSA). Before moving to the participants, it is necessary to provide brief information about the background of the schools; first, International School A (ISB) has been operating in Kabul since 2018 with international curriculum. Currently, 355 students are enrolled in ISB, and 33 teachers are providing instruction. Second, ISB is another international school that has been operating in Kabul since 2013. For the time being, 324 students are receiving education in ISB with support from 38 teachers. Lastly, NSA boys' school is third in the list where about 800 students receive education from 40 teachers with national curriculum and standards outlined by the Ministry of Education (MoE).

Principals, head of departments (HODs) or headteachers, and teachers were the participants of this study. From each school one principal and two teachers were interviewed along with one head of departments/headteachers. In overall, ten individuals were interviewed (three principals, one HOD, and six teachers) (See Table 1. for participant Information).

**Table 1.** Participants’ Information

No	Position	Education	Gender	Profession	Experience	School
1	Principal 1	Master	Female	BSc in Chemistry	10 Years	ISA
2	Principal 2	Bachelor	Female	BSc in Physics	13 Years	ISB
3	Principal 3	Bachelor	Male	Civil Engineering	13 Years	NSA
4	Teacher 1	Bachelor	Male	Mining Engineering	3 Years	ISA
5	Teacher 2	Bachelor	Male	Engineering	8 Years	ISA
6	Teacher 3	Bachelor	Male	Literature	6 Years	ISB
7	Teacher 4	Bachelor	Male	Computer Science	2 Years	NSA
8	Teacher 5	Bachelor	Male	Psychology	12 Years	NSA
9	Teacher 6	Master	Male	BBA	13 Years	NSA
10	HoD	Bachelor	Male	Engineering	6 +Years	NSA

This study used purposive sampling, convenience sampling, and purposive convenience sampling strategies to select schools, principals, teachers, and heads of departments as participants of the study (Creswell, 2009). The convenience sampling of the non-probability sampling method was utilized for the selection of schools (Creswell, 2009). The convenience sampling strategy was employed for schools’ selection because of a couple of reasons; first, the researcher could easily have access to these schools. Second, majority of the teachers and principals of the selected schools were fluent in English language. According to Dorney (2007), convenience sampling technique allows the researchers to include a target population that is readily available, matches criteria, or is willing to participate in the study. In addition, convenience sampling is appropriate when the researcher has limited resources, the target population is well-defined, and the sample is not anticipated to represent the entire population (Lohr, 2021).

For choosing the school principals, a purposive sampling strategy was used (Cohen et al., 2007). Based on some specific criteria such as the purpose of the study and research questions, the research applied purposive sampling strategy to choose the participants of the study (Boulmentis & Mutwin, 2014). Purposive sampling is a widely used strategy among qualitative researchers for selecting information-rich participants for their research to make the most use of a handful resources (Patton, 2002). This method allows researchers to identify and select people who have specific experience and knowledge about the phenomenon being studied (Creswell, 2012).

A purposive-convenience sampling strategy was applied for selecting teachers and heads of department. First, purposefully those teachers and head of department were chosen who meet certain criteria such as experience and fluency in English language. Then, among the purposefully selected teachers and heads of departments, conveniently available individuals who are readily available and eager to share information will be selected (See Table 2. For participant sampling).

Table 2. Participant Sapling

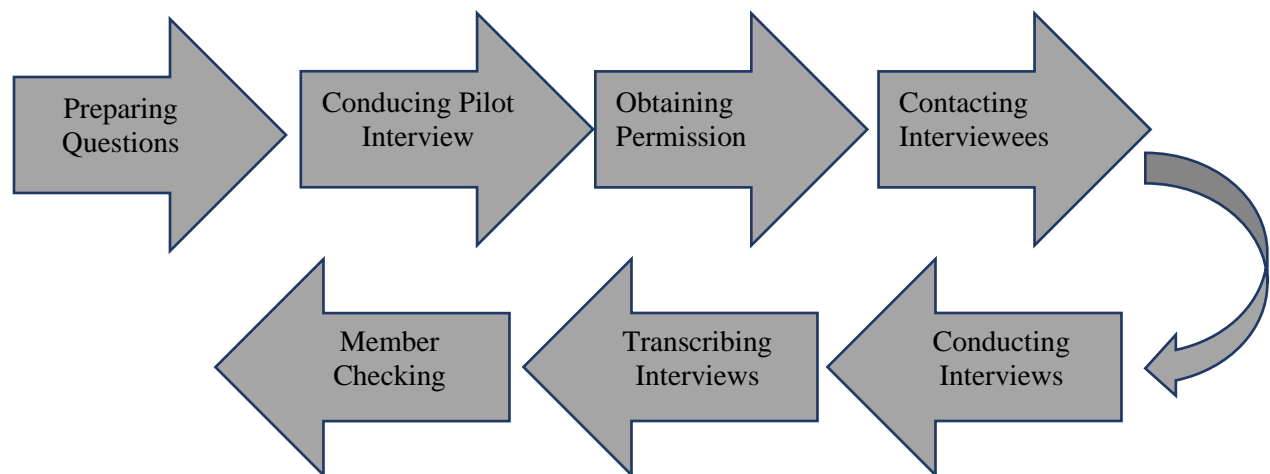
<b>Participants</b>	<b>Type of Samplings</b>
Three Schools	Convenience
Three Principals	Purposive
Six Teachers	Purposive-Convenience
One Head of Dep.	Purposive-Convenience

### **Data Collection Instrument**

This study utilized an online one-on-one interview technique to collect the perceptions of principals, teachers, and heads of departments. In one-on-one interview, the researchers asked open-ended interview questions from the participant and recorded responses from one research participant at a time (Creswell, 2012). One-on-one interviews are ideally suited to individuals who do not hesitate to speak up, articulate, and can comfortably share and discuss ideas (Creswell,

2012). According to Creswell (2012), personal interview is one of the greatest techniques for gaining in-depth information about a research topic. Therefore, interviewing people who have deep subject matter expertise and understanding of the context will provide the researcher with a meaningful understanding of the topic in hand (Merriam & Tisdell, 2016). By asking carefully crafted questions, the researcher can encourage the interviewees to share valuable information about the topic of the study, which is another critical benefit of interview (Creswell, 2012). furthermore, the length of the interview was differed from one person to another considering complexity of the interviews' questions, the level of details required from the participants, interviewees' willingness to share and the level of interviewees' expertise and experience (Creswell, 2014). Therefore, each interview with principals, teachers, and heads of departments took approximately 45-75 minutes.

**Figure 1.** Data Collection Process (Online one-on-one Interview)



### **Trustworthiness of the Study**

Trustworthiness of research refers to the level of credibility of data, its interpretation, and the procedures being employed to assure the quality of the study (Pilot & Beck, 2014). Trustworthiness, according to Sandelowski (1993) becomes a matter of persuasion in which the

scientists make their research methods and practices visible and available to other researchers' scrutiny and audit. According to Amankawaa (2016), for every study the researchers should decide the guidelines and methods required for research to be regarded as worthy of consideration by readers. Therefore, this study utilized various strategies such as thick description, triangulation, member checking, peer review, and saturation to ensure the trustworthiness of the study and credibility of its findings (Creswell, 2012; Merriam & Tisdell, 2016).

First, the researcher utilized thick description technique to assure the trustworthiness of the study. Thick description, according to Lincoln and Guba (1985), is a detailed information of the participants of the study, context of the study, along with the findings as evidence. Here, the researcher provided interviews transcripts, coding and analyzing procedures, field notes, as well as detailed information about the context of the study. Second, triangulation was used in data collection which means that the data was gathered from three different sources such as teachers, principals, and head of department (Merriam & Tisdell, 2009).

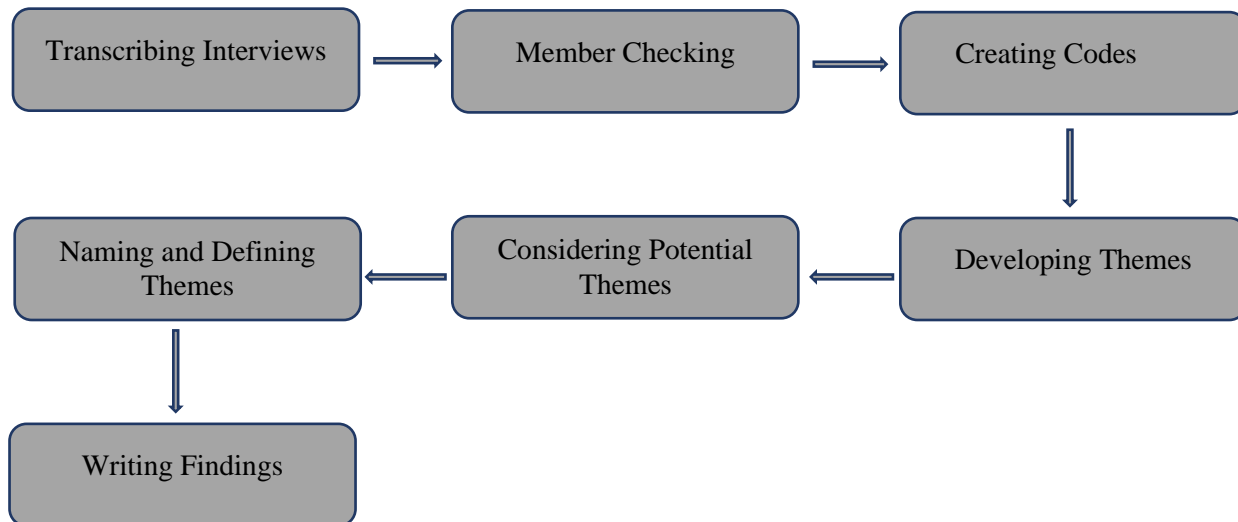
Second, according to Creswell (2012), member-checking or respondent validation was another trustworthiness method used to ensure the accuracy and validity of the study. Before finalizing the findings, participants of the study were provided with initial findings to review and provide feedback or validate the findings. Third, a peer-review technique was employed, and the study was supervised by an experienced researcher to ratify that both the methods and findings of the study are credible (Creswell, 2012). Finally, the researcher used the concept of saturation to steer the data gathering and analysis to ensure the quality of the research. Data saturation happens when there is sufficient information to replicate the research (O'Reilly & Parker, 2012; Walker, 2012), when it is no longer possible to gather new ideas or themes (Guest et al., 2006), and when further coding is not possible (Guest et al., 2006).

## **Data Analysis**

Qualitative study mostly produces text-based unstructured data which is consisted of interview transcripts, diary entries, field notes, and notes from observations (Wong, 2008). In qualitative study, data analysis is known as the procedure of systematically examining and organizing transcripts of interviews, observation notes, or other non-textual information (video, pictures, or audios) that the researcher acquired to better understand the phenomenon (Bogdan & Biklen, 1997). In this study, a content analysis method was employed for analyzing and interpreting data. According to Green and Thorogood (2004), the content analysis is an appropriate analysis strategy for conducting exploratory studies in a field where little is known about the phenomenon and for reporting of frequently encountered issues addressed in data. The goal of content analysis is to explain the features of the document's content by looking at who says what to whom and to what effect (Bloor & Wood, 2006). The reason for choosing content analysis method for this study is that this is an exploratory study trying to explore the topic little known about it in Afghanistan.

A one-on-one interview tool was chosen for data collection in this study; therefore, the researcher was dealing with interview transcripts, and analyzing interview transcripts fundamentally includes categorizing and coding the data. Categorizing or coding is one of the most important steps in the process of analyzing qualitative data. Coding, meaning assigning labels, helped categorize the huge amount of unprocessed information in the ascribed interview transcripts into sub-groups (Dey, 2003). Cutting down a large amount of raw data assisted in recognizing important patterns, and then driving meaning from the data, and eventually constructing a logical sequence of evidence (Patton, 2014)

### **Figure 2. Data Analysis Process**



### **Ethical Considerations**

To address the ethical concerns of this study, I researcher sought a letter of permission from Kabul’s Directorate of Education and the school’s leadership for conducting interviews in schools. The letters of permission assisted in addressing human related subject the study involved and the protection of participants’ rights and well-being (Creswell, 2009). After receiving permission, I conducted interviews with the participants of the study. The interviewer provided the participant with detailed information regarding the purpose of the study, the process of the interview, how their participation will contribute to adding knowledge in the education field in the country, and informed consent before the interview. Furthermore, the researcher informed the participants that their participation is completely voluntary, their identity is protected, and they can withdraw from the study at any moment they want without having to provide any justification, and they can choose not to answer questions that they feel uncomfortable with (Creswell, 2009). The interview was recorded with the participant's consent and pseudonyms were used instead of the interviewee's name to keep his/her identity confidential (Creswell, 2009).

## **Study Limitations**

There were several limitations while conducting this qualitative research on the effects of principals' leadership style on teachers' job performance in Kabul, Afghanistan. First, there were technical issues such as poor internet connection which led to lost of one of the participants in the middle of the interview and in some cases the interviewees were inaudible. Second, conducting online interviews limited researcher ability to observe the interviewees' facial expressions and non-verbal cues and other communication nuances which could impact the quality and interpretation of data. Finally, at the beginning, it was planned to conduct interviews with fourteen individuals but due to some concerns one of the schools' leaderships repudiated to take part in the study.

## Chapter IV. Findings

### Introduction

This chapter presents the findings of the qualitative study that explored the leadership practices employed by the principals of private schools in Kabul, Afghanistan. The purpose of the study is to explore the effects of principals' leadership practices employed in private schools in Kabul on teachers' job performance through teachers', principals, and head of departments' perceptions. This research utilized a qualitative research design to document the rich and diverse perceptions of teachers, principals, and heads of departments through a semi-structured in-depth one-on-one online interview. This exploratory study was guided by the following two research questions.

**RQ1:** What are the leadership styles being employed by principals in private schools in Afghanistan?

**RQ2:** How do those styles influence teachers' job performance in private schools in Afghanistan?

To answer above mentioned research questions semi-structured one-on-one online interviews were conducted within three private schools with six teachers, three principals, and one head of department. Initially, it was planned to collect data from eight teachers, four principals, and two heads of departments; but, unfortunately, due to some concerns, one of the schools' leaderships did not permit us to conduct interviews with two teachers, a principal, and a head of the department. In the upcoming sections, the findings are introduced in two main themes which are *commonly employed leadership practices* and *employed leadership practices' influence on teachers' job performance*. Each theme is subdivided into distinct leadership practices with an emphasis on the perceptions of principals, teachers, and heads of departments. Through this paper, I hope to present a comprehensive picture of the commonly employed leadership practices and their effects on teachers' job performance in Afghanistan's education system.

## **Theme 1. Commonly Employed Leadership Practices**

This theme, *'Commonly employed leadership practices'* is derived from responses to the first research question which asks, *"What are the leadership practices being employed by principals in private schools in Afghanistan?"*. To answer this question, three categories of interview questions were designed for each group of participants (teachers, principals, and heads of departments).

### **Sub-theme 1.1. Principals' Perspectives on Diverse Leadership Practices**

In order to answer the first research question, the principals were asked the following two main questions: *"As a principal of a private school in Afghanistan, how would you describe your leadership style? And what are the practices that mainly best describe your leadership style?"* On top of that several supplementary questions were asked which encompassed the practices of transformational, transactional, and instructional leadership styles.

Findings from the principal responses are various. From the responses of Principal One, it was concluded that she predominantly applies transactional leadership practices in her school. For example, during the interview, she mentioned the sentence *'finding faults in teachers' work'* more than ten times. She asserted, *"I trust what teachers do but still I am trying to find faults of how the teachers work"*. In another instance, she stated, *"I try to find the faults, I remind them, and then I give them my ideas and feedback for improvement."* This statement signifies that the principal employs passive management by exception (MBE) strategy that is one of the core practices of transactional leadership. Ironically, she openly expressed that she is trying to control teachers through secret camera surveillance. She affirmed, *"There are cameras in my office when teachers are coming to my office, they see that the LCD is off. You know, I make them feel comfortable, but I have access to cameras on my phone. There are classes in which I know the students are very*

*naughty, and I want to find out how this teacher is controlling that class. No one knows about this in the school.*” The statement suggests that the principal is trying to control the status quo by monitoring daily activities and strictly implementing policies which is another example of transactional leadership practices.

The major findings from the interviews of the other two principals show that they largely apply transformational leadership practices in leading their schools, complemented by the integration of some of the instructional leadership practices. The practices that were commonly used by these principals are: accomplishing goals by inspiring and motivating teachers, giving a vision and hope for the future, setting high standards of performance, providing growth opportunities, providing a conducive working environment for teachers, developing teachers’ instructional practices, and developing on teachers’ leadership strengths. One of the principals described that *“we always try to create a friendly environment for the team that works with us and let them cooperate. We created the environment and provided opportunities for them to improve their professional capacity”*. Furthermore, he stated that giving a clear vision and hope for the future. Working on their capacity building providing them with a platform for promotion or advancement in their profession and leading by example mainly defines his leadership practices. Furthermore, another principal stated she will not be in the school forever; therefore, if tomorrow she leaves the school, her teachers should be able to lead. Aside from that she asserted that she involves all her teachers in the decision-making process. This is what she stated, *“I am mostly using participatory leadership. And any decision being made by us, or bringing any changes in our curriculum, or if we want to change or bring any changes in our timetable, or any course load or anything, I want to involve my team to take part in this and having their ideas about the issues*

*in hand*”. In the following table, the main expressions that define principals’ leadership styles are organized (See Table 1).

**Table 3: Principals’ descriptions of their leadership practices**

<b>Principal 1</b>	<b>Principal 2</b>	<b>Principal 3</b>
Value Work. Give teachers respect. Motivating teachers. Take decisions alone. Checking classes. Finding faults in others' work x10+ times. Mostly give instructions. Building trust. Secretly teachers' surveillance. They need control, I have to control them. I try to find out some negative things.	Provide friendly environment. Provide opportunities for growth. Opportunities for capacity building. Conducting comprehensive trainings. We inspire the team. No dictatorship over anyone. Make them committed to organization. Give them hope for the future. Opportunities for them to advance in their professions. Lead by example.	Participative Leadership. Want my team to be strengthen. Team involvement in decision making. Listen to understand.
<b>Transactional Leadership Style</b>	<b>Transformational Leadership Style complemented by Instructional Leadership Style</b>	<b>Transformational Leadership Style</b>

When the principals were asked, “*What are the most important qualities of leadership that Afghan principals of private schools consistently employ?*”, there was a consensus among all the principals’ responses that transactional leadership practices are widely used by principals in private schools in Afghanistan. Regarding the widespread leadership practices in private schools in Afghanistan, one of the principals stated, “*One thing that is very important in leadership is to lead by example, but unfortunately, the people I worked with did not have that lead-by-example quality. Too many educational leaders are hired based on connections rather than by qualifications or experiences. Therefore, there is an inconsistency between their actions and their words. For example, they preach that employees should build character, but they do not have character. S/he will try to motivate others, but she will not be motivated himself/herself. They will talk about*

cooperation with others, but they will not cooperate. They will talk about others capacity building; they will not have the leadership capacity to run the school.” He further added, “All in all, I can tell you that schools’ principals are not leaders but managers.” The below table encompasses all three principals’ responses to the above question (See Table 2).

**Table 4:** Principals’ descriptions of widely used leadership practices in Afghanistan.

<b>Principal 1</b>	<b>Principal 2</b>	<b>Principal 3</b>
They are rejecting the ideas of teachers. They just give orders. They don't listen to teachers. They don't prioritize group work. They are not professional. Micromanagement.	Usually follow managerial or bossy style. They are unprofessional. Theirs words are not aligned with their deeds.	They do not care about the job performance. They punish employees. Will fire them. No respect for teachers. Negative action them. Bossy type.
<b>Transactional Leadership Style</b>		

### **Sub-theme 1.2. Teachers’ Perspectives on Transactional Leadership Practices**

To answer the first research question which is, “*What are the leadership practices being employed by principals in private schools in Afghanistan?*” From teachers’ perspectives, six teachers were interviewed about their current principals’ leadership practices and the principals’ leadership practices that they had worked for in the past. Findings of these interviews show that four out of six teachers described their current principals’ leadership practices as using rewards and punishments, preserving the status quo by monitoring daily operations and strictly implementing policies, and using fear as a strategy for controlling employees when they were asked, “*Could you Please describe your school’s principal leadership practices? When we talk about principal leadership practices, what particular examples come to your mind?*” Considering the practices mentioned by these teachers, we can say that the principals are employing a transactional leadership style in their schools. To give an example, one of the teachers stated that the principal plans students’ lessons or schools’ affairs without having teachers’ input into the

planning process and then has unrealistic expectations from the teachers to follow or implement what they have prepared. In response to the above questions, another teacher added “*Our school principal has his own daily plan to do some daily work in school. For example, checking teachers in the morning, which time he or she came to school. The principal stands at the gate in the morning and takes notice whether teachers are punctual or not.*” Lastly, one of the teachers claimed, “*I have worked with such a principal that when he used to come to office, the employees had to stand and leave the place to show respect to the principal.*”

On the other hand, the findings from the remaining two teachers’ responses signify that the principals of the schools where they work predominantly applied transformational leadership practices, complemented by instructional leadership practices like achieving schools’ objectives by motivating and inspiring teachers, giving vision and hope for the future, providing opportunities professional development, inclusion of teachers in decision-making, providing a conducive environment for teachers, and developing teachers’ instructional capabilities, and building relationships. For instance, a teacher stated, “*One of the amazing things that she does here is to motivate us and to keep us inspired.*” In addition, one other teacher stated that he admires the way his principal provides a comfortable environment for teachers; consequently, teachers would become assertive about sharing their ideas regarding school’ issues. He expressed, “*He makes the environment comfortable. What is in one’s heart comes to the mouth when the atmosphere is calm and contented. I really liked this characteristic of my principal.*” (See Table 3).

**Table 5:** Teachers’ descriptions of Principals’ Leadership Practices in Afghanistan.

Teachers’ Description of Principals’ Leadership Practices	
Transformational Leadership Practices	Transactional Leadership Practices
Involve teachers in the decision-making process. Working collaboratively. Take our suggestions. Building trust/Build relationships. Professional development feedback. Use kindness. Give us inspiration. Community engagement. Professional development and growth. Involve teachers in decision making. One-by-one meetings. Persuade employees to take tasks.	Strict regarding the rules and polices. Mostly checking teachers. Daily plans. Checking teacher at the morning. Checking teacher at the morning. Strict regarding the rules and polices. Kind of dictatorship. Gives verbal warning. Giver written warning. After three warning terminate. No inclusion of teachers. Top-down.

**Sub-theme 1.3. HoD Perspectives on Transformational Leadership Practices**

A head of the department was also interviewed for triangulation purposes. The findings from this interview manifest that the principal of the school frequently uses transformational leadership practices. When asked, *“How would you describe your principals’ leadership practices? When we talk about principals’ leadership style, what are the main practices that come to your mind?”*, he stated, *“Our schools’ principal is preparing other leaders in the school. Even if he is not in the school, others lead school.”* He further described that his principal is supportive of both teachers and administrators and provides capacity-building training for his team.

**Summary Of Theme One**

Findings derived from the responses of participants suggest that transactional leadership style is a commonly used leadership style by principals in Afghanistan. Additionally, three principals of private schools participated in this study. Conclusion drawn from participants’ interviews communicates that two of the principals were widely employing transformational

leadership style, supplemented by practices of instructional leadership style, and one of the principals was widely employing transactional leadership style.

## **Theme 2. Leadership Practices Influence on Teachers' Job Performance**

This theme presents findings for a second research question which explores principals' leadership practices' influence on teachers' job performance. Participants of the study were asked, "How do those practices (employed by principals) influence teachers' job performance in private schools in Afghanistan?" to find out how do these leadership practices employed by principals in private schools affect teachers' job performance. Findings from responses to the second research question show that transformational and instructional leadership practices positively influence teachers' job performance, and transactional leadership practices negatively influence teachers' job performance. These findings are presented in the following three sub-themes.

### **Theme 2.1: Transformational Leadership Practices**

Findings from most of the participants' responses indicate that transformational leadership practices such as motivation and inspiration, setting high-performance standards, giving vision, and giving hope have positive effects on teachers' job performance.

#### **Principals' Perceptions on Transformational Leadership Practices**

All of the principals stated that motivation has a positive effect on teachers' job performance. One of the principals asserted, "*We have a system in place for those who work hard and work for the betterment of the organizations and themselves to get appreciated, acknowledged, and promoted. When a teacher sees that another teacher has been recognized by the school administration for good performance, it motivates the teacher and has positive effect on their job performance and other teachers also try to improve their teaching and other work; so, that they can also get these recognitions.*" Furthermore, it was concluded that setting high performance

standards, and giving teachers a hope and vision for the future inspire them to improve their capabilities. For instance, a principal shared his strategy for improving teachers’ job performance. He stated, “*whenever there is a leadership position in the school, we usually promote someone from the teachers. This way, we convey a message to teachers that if they do their best for the school, and improve their professional capabilities, they will be next to get promotion.*” The above statements signify that Inspirational Motivation and Intellectual Stimulation have positive impact on teachers’ job performance. It is needed to mention that Inspirational Motivation and Intellectual Stimulation are the components of 4Is (Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Idealized Influence) of transformational leadership style (See Table 4).

**Table 6:** Principals’ Perceptions on Leadership Styles Effects on Job Performance

Leadership Practices Influence on Teachers' Job Performance		
Principal 1	Principal 2	Principal 3
Give instructions to improve job performance. Feedback led to positive changes. Professional development impact job performance positively. Appreciation improves job performance.	Recognition leads to good job performance, motivates teachers and has a positive effect on job performance. Target assigned and everyone try to get there. Capacity building brings innovations and improves job performance. This fill position of people who work with us encourages them to work on capacity. Positive impact on job performance because everyone wants to grow and get promotion. Improving teaching practices leads to job performance improvement.	Give Feedback improve. job performance. By feedback, I improve their job performance. Trainings are very effective. Improve collaboration to improve job performance. Training influence job performance. Lack of proper information and skills causes poor performance. Capacity building improves job performance.

## Teachers' Perceptions on Transformational Leadership Practices

Findings from teachers' responses unanimously show that motivation (Inspirational Motivation) has a positive effect on their job performance. They said when they are motivated, they are doing their best and spending more time on school tasks and trying to bring innovations in their works. For instance, one of the teachers talked about his experience where he recently got appreciated and received the teacher of the month award from the schools' administration. When asked, *"how did this appreciation motivate you and how did this affect your job performance?"*, he asserted, *"when I got the news that I was chosen as a teacher of the month, I was so happy. At that time, I was on one month summer holiday. I got so motivated. Even though I was on holiday, I still spent my holidays working on school related issues. That positively increase my job performance for next few months."* (See Table 7 for teachers' perceptions).

<b>Teachers' Perceptions on Leadership Practices Influence on Teachers' Job Performance</b>	
<b>Positive Influence Leadership Practices</b>	<b>Negative Influence Leadership Practices</b>
Instructional support improves teaching practices. Proper allocation of work has a positive impact. Giving independence positively influences job performance. Providing feedback has a positive impact. Appreciating has a great effect on my job performance. Encouraged persons' morale is high. Communication has a great impact on job performance. Improve our capacity, our motivations. Direct relation between motivation and job performance. Motivation boost energy, boost interests. Job performance improved as result of motivation. Collaboration Positively affect job performance.	Not enough communication negatively affects job performance. Generally top-down treatment negatively affects job performance. Unrealistic expectations which negatively affect job performance. Unrealistic expectations demotivate me. Too much interference negatively affects job performance.

## **Head of Departments' Perceptions on Transformational Leadership Practices**

From the head of department perspective, developing followers into leaders is quite effective when it comes to teachers' job performance. He argues, *“our principal focuses on developing phase principals’, head of teachers’, and teachers’ leadership capabilities. He makes it clear to everyone that to get a promotion, you must elevate your knowledge and skills. He sets a target for everyone and then says if anyone achieves this will be promoted. Then everyone is trying their best to get promotion which greatly improves employees’ job performance including teachers.”* On top of that, he believes that his principal focuses on professional development of his teachers which in turn positively impacts teachers' job performance.

### **Sub-Theme 2.2: Instructional Leadership Practices**

The vast majority of the findings from all the participants of this study shows that instructional leadership practices, such as providing instructional support and capacity building are hugely effective when it comes to teachers' job performance in private schools' context in Kabul, Afghanistan.

Based on the discussions with principals, it became clear that instructional leadership style and its practices are ideal for improvement of teachers' job performance in Afghanistan. For example, one of the principals stated, *“we provide trainings for them to improve their capacity and when the capacity is improved, it is natural that the job performance of the teacher will improve.”* Moreover, he stated, *“improving teachers’ instructional capabilities leads to improvement in teachers’ job performance.”* Similarly, another principal asserted, *“giving instructions and pedagogical support to teachers improves their job performance specifically for those teachers who are new and don’t have much teaching experience.”* (See Table 4).

The findings from both teachers' and head of departments' interviews are consistent with the findings in the principals' interviews which demonstrate that instructional leadership practices such as instructional support, feedback, and capacity building positively impact teachers' job performance. A teacher described that his principal always shares her experiences with him on how to improve his teaching methods. He said, "*our principal always pushes us to seek innovative teaching methods and engaging studying materials and do not only rely on textbooks.*" He said that this encouragement from the principal to look for novel teaching methods has a very positive effect on his job performance, and he is always looking for creativity (See Table 5). Lastly, the head of departments also argued that capacity building improves teachers' job performance. He stated, "*Our principal focus on professional development and providing capacity building opportunities for teachers is quite effective and has positively influenced teachers' job performance.*"

### **Sub-Theme 2.3: Transactional Leadership Practices**

According to the findings from principals, teachers, and heads of departments discussions, transactional leadership practices such as *management by exception* and rewards and *punishment* negatively influence teachers' job performance in Afghanistan. For example, one of the principals added that giving too many rewards backfires sometimes and we cannot get the result that we expect from them. She said, "*I am not in favor of giving rewards and punishments. You see in the class, if you punish a student, he will resist and the same is true with teachers as well. For example, if we give them rewards like bonuses, like if we bring thousands of Afghani increment in their salaries, and after some time, their demand will be more. A thousand Afghanis will not be enough. Two or three thousand Afghanis increments will not be enough. If we do not meet their expectations, they will not perform the way they were doing it before. There should be*

*balance.*” In addition, one of the teachers posited, “*Too much interference negatively affects our job performance.*”

### **Summary of Theme Two**

Overall, findings from the interviews suggest that transformational leadership and instructional leadership styles positively influence teachers’ job performance in private schools in Afghanistan. On the other hand, transactional leadership style negatively influences teachers’ job performance.

## Chapter V

### Discussion and Conclusion

In this chapter, the findings of this exploratory study are discussed and interpreted concerning the literature in the context of Afghanistan's education system. The main purpose of the study was to explore the effects of principals' leadership styles employed by principals in private schools in Kabul, Afghanistan on teachers' job performance through teachers, principals, and heads of departments' perceptions. To attain this purpose, this qualitative study adopted semi-structured one-on-one online interviews to gather perceptions of the participants within three private schools in Kabul. The study was guided by the following research questions.

**RQ1:** What are the leadership styles being employed by principals in private schools in Afghanistan?

**RQ2:** How do those styles influence teachers' job performance in private schools in Kabul, Afghanistan?

The findings of responses to the first research question are discussed under the theme of *commonly employed leadership practices* and the findings derived from data to the second research question are discussed under the theme of *employed leadership practices' influence on teachers' job performance*.

#### ***Theme 1. Commonly Employed Leadership Practices***

Findings from responses to the first research question indicate that the practices of transactional leadership, transformation leadership, and instructional leadership are employed by principals in private schools in Kabul, Afghanistan which is consistent with the argument that transformational, transactional, and instructional leadership styles are widespread leadership styles that are applied in the education sector (Avolio, 2010; Bass, 1985). As stated before, to ensure the

triangulation of the study, data was gathered from three categories of stakeholders: principals, teachers, and a head of department. From the interview with the principal, it was concluded that two principals widely employ practices of transformational and instructional leadership styles in their schools and one of the principals predominantly utilizes practices of transactional leadership style. In addition, four out of six teachers stated that their principals employ practices of transactional leadership style such as contingent rewards and management by exception and the responses of the remaining two teachers suggest that their schools' principals apply practices of transformational leadership style, supplemented by practices of instructional leadership. Finally, data derived from a HoD response indicates that the principal of the school where he works employs practices of transformational style. However, when the participants were asked, "*What are the most important qualities of leadership that Afghan principals of private schools consistently employ?*", all of them unanimously agreed that the transactional leadership style is the widely utilized leadership style among principals in private schools in Kabul, Afghanistan.

### **Theme 2. *Employed Leadership Practices' Influence on Teachers' Job Performance.***

The findings derived from answers to the second research question, "*How do those styles influence teachers' job performance in private schools in Afghanistan?*" indicate that transformational and instructional leadership styles have a positive impact on teachers' job performance. However, transactional leadership style employed by principals in schools negatively influences teachers' job performance. These findings are discussed below in respect to the literature covered in chapter II.

#### **Transformational Leadership**

As stated in the findings section, results from the majority of the participants' responses indicate that transformational leadership practices such as motivation and inspiration, setting high-

performance standards, giving vision, and giving hope have positive effects on teachers' job performance in private schools in Kabul, Afghanistan. The common findings from principals' responses suggest that transformational leadership practices such as inspirational motivation and intellectual stimulation applied by school principals have a positive impact on teachers' job performance. Similarly, findings from teachers' responses unanimously reveal that motivation (inspirational motivation) have a favorable effect on their job performance. Moreover, from a HoD perspective, developing followers into leaders and professional development of followers are quite effective when it comes to teachers' job performance. One of the challenges, I faced as researchers while conducting this study was lack of literature on principals' leadership styles effects on teachers' job performance in Afghanistan; therefore, I cannot draw a comparison that whether the findings of this study confirm or reject previous studies in the country. As there was lack of literature in Afghanistan on this topic, I reviewed studies conducted in developing and developed countries.

Despite the relatively small sample size, the findings of this qualitative study are consistent with many correlative studies conducted in various countries, mostly Western cultures. For example, research shows that transformational leadership style employed by principals positively influences teachers' job performance (Givens, 2008). Similarly, several other studies' discoveries indicate that practices of transformational leadership style have a favorable impact on teachers' job performance (Avolio et al., 2009; Fauza, 2020; Saleem et al., 2020).

### **Transactional Leadership**

Transactional leadership is one of the leadership styles that is widely practiced in the education sector that is trying to achieve objectives through a system of rewards and punishment

(Avolio, 2021). Studies have shown that application of transactional leadership practices by principals have mixed impact on teachers' job performance in schools. This means that the practices of transactional leadership style may have negative impact on teachers' job performance in one context, but the same practices might have negative influence on teachers' job performance in another context. For instance, the findings of a study conducted in Pakistan show that transactional leadership practices such as *contingent rewards* and *management by exception (MBE-A and MBE-P)* have a significant positive impact on teachers' job performance (Paracha et al., 2012). In contrast, a study conducted in Vietnam reveals that transactional leadership practices employed by principals negatively influence teachers' job performance (Maheshwari, 2022).

The findings of this qualitative study extracted from interviews with principals, teachers, and heads of department show that transactional leadership practices such as *management by exception* and *contingent rewards* employed by school principals have a negative impact on teachers' job performance in Afghanistan's context. This finding is in line with an exploratory quantitative study (Maheshwar, 2022) which stated that transactional leadership style has negative effects on teachers' job performance. On the other hand, the findings of this study contradict previous study (Paracha et al., 2012), which suggests that transactional leadership practices such as *management by exception* and *contingent rewards* favorably influence teachers' job performance.

### **Instructional Leadership**

Instructional leadership was another leadership style that principals of private schools employ in Kabul, Afghanistan. The findings of this research indicate that instructional leadership practices such as providing instructional support and capacity-building training employed by

principals positively influence teachers' job performance. These findings are consistent with the findings of consisted with many relatively larger studies (Wahab et al., 2020; Marks & Printy, 2003), which suggest that the employment of instructional leadership style by schools' principals have a positive association with teachers' job performance. These studies found that teachers' job performance was significantly influenced by school principals' instructional leadership behaviors, such as setting clear goals, giving constructive feedback and support, and preparing a conducive environment. Furthermore, these studies suggest that instructional leadership is important for developing a good school culture and enhancing teachers' job performance because it emphasizes the importance of a shared vision, building relationships, and developing teachers' pedagogical capabilities (Wahab et al., 2020; Marks & Printy, 2003).

### **Study Limitations**

There were several limitations while conducting this qualitative research on the effects of principals' leadership style on teachers' job performance in Kabul, Afghanistan. First, there were technical issues, such as poor internet connection which led to the loss of one of the participants in the middle of the interview, and in some cases the interviewees were inaudible. Second, conducting online interviews limited the researcher's ability to observe the interviewees' facial expressions and non-verbal cues, and other communication nuances which could impact the quality and interpretation of data. Third, at the beginning, it was planned to conduct interviews with fourteen individuals, but due to some concerns, one of the schools' leaders refused to give us access. Finally, the findings of this study could not be generalized to the larger context due to the small sample size and its focus only on private schools in Afghanistan.

## **Implications for Future Research**

This qualitative study explored the effects of principals' leadership practices employed by principals in private schools in Kabul, Afghanistan on teachers' job performance through teachers, principals, and heads of departments' perceptions. Even though this was an exploratory study with a small sample size, it disclosed some interesting findings regarding principals' leadership styles and their influence on teachers' job performance. Therefore, I would like to suggest researchers further explore the relationship between principals' leadership style and teachers' job performance in Afghanistan by conducting a quantitative study with larger sample size, including participants from different provinces both from private schools and public schools in the country. This will provide us with a deeper understanding of the relationship between principals' leadership styles and teachers' job performance in Afghanistan's context.

## **Conclusion**

The qualitative study was conducted by employing a semi-structured online one-on-one interview instrument for collecting data within three private schools with six teachers, three principals, and a head of a department in Kabul, Afghanistan to find answers to the following two main research questions.

**RQ1:** What are the leadership practices being employed by principals in private schools in Afghanistan?

**RQ2:** How do those practices influence teachers' job performance in private schools in Afghanistan?

The findings that are derived from responses to the above research questions are concluded below.

- i. Principals of private schools in Kabul, Afghanistan employ various leadership styles such as transactional, transformational, and instructional leadership style. However, the transactional leadership style was the most commonly employed leadership style.
- ii. Practices of transformational leadership and instructional leadership employed by schools' principals positively influence teachers' job performance in Afghanistan and practices of transactional leadership style have negative impact on teachers' job performance.
- iii. The majority of teachers prefer instructional leadership practices such as providing a conducive work environment, providing feedback, pedagogical support, and capacity-building practices.

## References

- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
- Amankwaa, L. (2016). Guidelines and strategies for research proposal writing. In E. J. White, L. T. Wineburg, & K. R. King (Eds.), *Research Methods, Pedagogy, and Philosophy in Education* (pp. 179-193). Springer.
- Arokiasamy, A., & Tat, H. (2020). Exploring the influence of transformational leadership on work engagement and workplace spirituality of academic employees in the private higher education institutions in Malaysia. *Management Science Letters*, 10(4), 855-864.
- Avolio, B. J. (2010). *Full range leadership development*. Sage Publications.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421-449.
- Aydin, A., Savier, Y., & Uysal, S. (2013). The effect of school Principals' leadership styles on teachers' organizational commitment and job satisfaction. *Educational Sciences: Theory and Practice*, 13(2), 805-811.
- Barnett, K., & McCormick, J. (2003). Vision, relationships, and teacher motivation: A case study. *Journal of Educational Administration*.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. M. (1998). Model of transformational leadership. In T. F. Mech & G. B. McCabe (Eds.), *Leadership and academic librarians* (pp. 66-82). Westport, CT: Greenwood.
- Bass, B. M., & Avolio, B. J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. sage.

- Bass, B. M., & Bass Bernard, M. (1985). *Leadership and performance beyond expectations*.
- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education*. Boston, MA: Allyn & Bacon.
- Boulmetis, J., & Dutwin, P. (2014). *The ABCs of evaluation: Timeless techniques for program and project managers*. John Wiley & Sons.
- Bullock, H. E. (2013). Job performance: A multidimensional concept. *Journal of Business and Psychology*, 28(3), 253-255. doi: 10.1007/s10869-013-9302-x
- Busari, A. H., Khan, S. N., Abdullah, S. M., & Mughal, Y. H. (2020). Transformational leadership style, followership, and factors of employees' reactions towards organizational change. *Journal of Asia Business Studies*, 14(2), 181-209.
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. sage.
- Chen, Y. G., Cheng, J. N., and Sato, M. (2017). Effects of school principals' leadership behaviors: a comparison between Taiwan and Japan. *Educ. Sci. Theory Pract.* 17, 145–173. doi: 10.12738/estp.2017.1.0018
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. routledge.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., and Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Press.

- Creswell, J.W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. SAGE Publications Ltd.
- Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. *Center for American Progress*.
- Day, C., & Sammons, P. (2016). *Successful school leadership*. Education Development Trust: Highbridge House. Reading, Berkshire.
- Dey, I. (2003). *Qualitative data analysis: A user friendly guide for social scientists*. Routledge.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics* Oxford University Press. New York, 748.
- Dutta, V., & Sahney, S. (2022). Relation of principal instructional leadership, school climate, teacher job performance and student achievement. *Journal of Educational Administration*, 60(2), 148-166.
- Fauza, H. (2020). The Correlation between Transformational Leadership Styles with Teacher's Performance in SMP Negeri 2 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 1164-1169.
- Fowler-Finn, T. (2013). *Leading instructional rounds in education: A facilitator's guide*. Harvard Education Press.
- Givens, R. J. (2008). Transformational leadership: The impact on organizational and personal outcomes. *Emerging Leadership Journeys*, 1(1), 4–24.
- Goe, L., Bell, C., & Little, O. (2008). Approaches to evaluating teacher effectiveness: A research synthesis. *National Comprehensive Center for Teacher Quality*.
- Graue, C. (2015). Qualitative data analysis. *International Journal of Sales, Retailing & Marketing*, 4(9), 5-14.

- Griffin, R. (2021). *Fundamentals of management*. Cengage Learning.
- Guba, E. G., & Lincoln, Y. S. (1985). *Effective evaluation*. Jossey-Bass.
- Gurr, D., Drysdale, L., & Mulford, B. (2006). Models of successful principal leadership. *School leadership and management*, 26(4), 371-395.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educ. Manag. Administr. Leader*, 46, 5–24. doi: 10.1177/1741143216670652
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School leadership and management*, 30(2), 95-110.
- Hariri, H., Monypenny, R., & Prideaux, M. (2014). Leadership styles and decision-making styles in an Indonesian school context. *School Leadership & Management*, 34(3), 284-298.
- Hariri, H., Monypenny, R., & Prideaux, M. (2016). Teacher-perceived principal leadership styles, decision-making styles, and job satisfaction: how congruent are data from Indonesia with the Anglophile and Western literature? *School Leadership & Management*, 36(1), 41-62.
- Henson, R. K., & Roberts, J. K. (2006). Use of exploratory factor analysis in published research: Common errors and some comment on improved practice. *Educational and Psychological Measurement*, 66(3), 393-416. <https://doi.org/10.1177/0013164405282485>
- Hermann, R. R., & Bossle, M. B. (2020). Bringing an entrepreneurial focus to sustainability education: A teaching framework based on content analysis. *Journal of Cleaner Production*, 246, 119038. doi: 10.1016/j.jclepro.2019.119038

<https://www.humanitarianresponse.info/en/operations/afghanistan/document/national-education-strategic-plan-2017-2021>

- Ibrahim, M. S., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M. I. K. (2014). Can transformational leadership influence on teachers' commitment towards organization, teaching profession, and students learning? A quantitative analysis. *Asia Pacific Education Review*, 15, 177-190.
- Jantzi, D., & Leithwood, K. (1996). Toward an explanation of variation in teachers' perceptions of transformational school leadership. *Educational administration quarterly*, 32(4), 512-538.
- Jaques, E. (2017). *Requisite Organization: A Total System for Effective Managerial Organization and Managerial Leadership for the 21st Century*. London: Routledge.
- Kafka, J. (2009). The principalship in historical perspective. *Peabody journal of education*, 84(3), 318-330.
- Katawazai, R. (2021). Implementing outcome-based education and student-centered learning in Afghan public universities: the current practices and challenges. *Heliyon*, 7(5), e07076.
- KILINÇ, A. Ç., Polatcan, M., & YALDIZ, T. (2020). Developments in transformational school leadership research: A systematic review. *Eğitimde Nitel Araştırmalar Dergisi*, 8(3), 814-830.
- Leavy, P. (2017). *Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. The Guilford Press.
- Lee, M. C. C., Idris, M. A., & Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. *Human Resource Development International*, 22(3), 257-282.
- Leithwood, K. (2005). What we know about successful school leadership in Firestone, W. and Riehl, C.(eds) *A New Agenda; Directions for research on educational leadership* (pp 22-47).

- Lohr, S. L. (2021). *Sampling: design and analysis*. CRC press.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Lunenburg, F. C., & Ornstein, A. (2021). *Educational administration: Concepts and practices*. Sage Publications.
- Maheshwari, G. (2022). Influence of teacher-perceived transformational and transactional school leadership on teachers' job satisfaction and performance: a case of Vietnam. *Leadership and Policy in Schools*, 21(4), 876-890.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational administration quarterly*, 39(3), 370-397.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2001). *School leadership that works: From research to results*. ASCD.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Milkovich, G. T., & Wigdor, A. K. (1991). *Pay for performance: Evaluating performance appraisal and merit pay*. National Academy Press.
- Miller, P. (2018). 'Culture', 'context', school leadership and entrepreneurialism: evidence from sixteen countries. *Educ. Sci.* 8, 76. doi: 10.3390/educsci8020076
- Motowidlo, S. J., Borman, W. C., & Schmidt, F. L. (2013). A theory of individual differences in task and contextual performance. *Human Performance*, 26(2-3), 171-195. doi: 10.1080/08959285.2013.768702

Mullins, L. (2005). *Management and Organizational Behavior (Seventh Edition)*. UK: Pearson Education Limited.

National Education Strategic Plan 2017 to 2021. (Ministry of Education of Afghanistan, 2016).

Neuman, W. L. (2014). *Pearson new international edition social research methods: qualitative and quantitative approaches*. England. Pearson Education Limited.

Noori, A. Q., Orfan, S. N., & Noori, N. (2023). Principals' Transformational Leadership and Teachers' Emotional Intelligence: A Cross-Sectional Study of Takhar High Schools, Afghanistan. *Leadership and Policy in Schools*, 1-16.

Northouse, P. (2018). *Leadership: Theory and Practice, 8th Edn*. Thousand Oaks, CA: SAGE Publications.

O'reilly, M., & Parker, N. (2013). 'Unsatisfactory Saturation': a critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative research*, 13(2), 190-197.

Pandita, D. (2012). Emotional intelligence for workplace leaders. *SAMVAD*, 5, 63-73.

Paracha, M. U., Qamar, A., Mirza, A., Hassan, I. U., & Waqas, H. (2012). Impact of leadership style (transformational & transactional leadership) on employee performance & mediating role of job satisfaction. Study of private school (educator) in Pakistan. *Global Journal of Management and Business Research*, 12(4), 55-64.

Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed)*. Sage.

Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.

Phuc, T. Q. B., Nguyen, L. D., Parveen, K., and Wang, M. (2020). Developing a theoretical model to examine factors affecting school leadership effectiveness. *J. Soc. Sci. Adv.* 1, 16–29. doi: 10.52223/JSSA20-010103-03

- Pilot, D. L., & Beck, C. T. (2014). *Nursing research: Generating and assessing evidence for nursing practice* (10th ed.). Wolters Kluwer/Lippincott Williams & Wilkins.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.
- Romanowski, M. H., McCarthy, T., & Mitchell, T. L. (2007). Rebuilding Afghanistan's higher educational system: Observations from Kabul. *International Journal of Education Policy and Leadership*, 2(3).
- Rothwell, R., & Dodgson, M. (1991). External linkages and innovation in small and medium-sized enterprises. *R&d Management*, 21(2), 125-138.
- Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustruainability*, 12(8), 3390.
- Sandelowski, M. (1993). The problem of rigor in qualitative research. *Advances in nursing science*, 8(3), 27-37.
- Schmit TA. (2011). Current methodological considerations in exploratory and confirmatory factor analysis. *Journal of Psychoeducational Assessment*. 29(4), 304-321. DOI: 10.1177/0734282911406653
- Solomon, A., and Steyn, R. (2017). Leadership style and leadership effectiveness: does cultural intelligence moderate relationships? *Acta Comm*. 17, 1–13. doi: 10.4102/ac. v17i1.453
- Suwatno, L., & Yuniarish. (2008). The influence of job satisfaction and organizational commitment on turnover intention through job performance. *Gadjah Mada International Journal of Business*, 10(1), 1-19. doi: 10.22146/gamaijb.5516

- Turnnidge, J., & Côté, J. (2018). Applying transformational leadership theory to coaching research in youth sport: A systematic literature review. *International Journal of Sport and Exercise Psychology*, 16(3), 327-342.
- Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International journal of business, management, and social sciences*, 2(1), 24-32.
- Wahab, J. A., Mansor, A. Z., Hussin, M., & Kumarasamy, S. (2020). Headmasters' Instructional Leadership and Its Relationship with Teachers Performance. *Universal Journal of Educational Research*, 8(11), 97-102.
- Walker, J. L. (2012). Research column. The use of saturation in qualitative research. *Canadian journal of cardiovascular nursing*, 22(2).
- Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster.
- Werang, B. R., & Lena, L. (2014). Relationship between principal's leadership, school organizational climate, and teachers' job performance at state senior high schools in Merauke Regency–Papua–Indonesia. *International Journal of Education and Research*, 2(6), 635-640.
- Wibowo, W., & Phil, M. (2007). *Manajemen kinerja*. Jakarta: PT Rajagrafindo Persada.
- Wong, L. P. (2008). Data analysis in qualitative research: A brief guide to using NVivo. *Malaysian family physician: the official journal of the Academy of Family Physicians of Malaysia*, 3(1), 14.