



Journal for Social  
Science Archives

## Journal for Social Science Archives

Online ISSN: 3006-3310

Print ISSN: 3006-3302

Volume 3, Number 3, 2025, Pages 156 – 167

Journal Home Page

<https://jssarchives.com/index.php/Journal/about>



### Impact of Management Styles on Teachers' Performance at Secondary Level in District Poonch

Zofshan Kokeb<sup>1</sup>, Tanya Jahangir<sup>2</sup>, Zarfshan Kokeb<sup>3</sup> & Dr. Muhammad Asghar Ali<sup>4</sup>

<sup>1</sup>MPhil Scholar Department of Education, Women University of AJ&K Bagh, Email: [zofshankokeb@gmail.com](mailto:zofshankokeb@gmail.com)

<sup>2</sup>MPhil Scholar Department of Education, Women University of AJ&K Bagh, Email: [tanyajahangir94@gmail.com](mailto:tanyajahangir94@gmail.com)

<sup>3</sup>MPhil Scholar Department of Education, Women University of AJ&K Bagh, Email: [kokebkhan95@gmail.com](mailto:kokebkhan95@gmail.com)

<sup>4</sup>Professor (Adjunct), Department of Education, Muslim Youth University Islamabad,  
Email: [aamasgharali@gmail.com](mailto:aamasgharali@gmail.com)

#### ARTICLE INFO

##### Article History:

|                   |        |          |
|-------------------|--------|----------|
| Received:         | June   | 14, 2025 |
| Revised:          | July   | 17, 2025 |
| Accepted:         | July   | 25, 2025 |
| Available Online: | August | 05, 2025 |

##### Keywords:

Management Styles, Teachers' Performance, Secondary Level

##### Corresponding Author:

Ms. Zofshan Kokeb

##### Email:

[zofshankokeb@gmail.com](mailto:zofshankokeb@gmail.com)



#### ABSTRACT

The purpose of this study is to find out the impact of management styles on teachers' performance at secondary level in district Poonch. Education is critical element in determining the social and financial development of nation. The educational quality in a nation indicates the eminence of human resources. Management is a process where an individual tends to influence group in order to achieve common goal. The behavior of the manager is the central foundation for deciding the management style. The literature review and results of this study found that management styles are very influential for the teachers' performance. This study was based on survey research design and was descriptive in nature. The total number of population was 1185 secondary school teachers of district Poonch. Simple random sampling technique was used to select sample for present study and sample was drawn by using Morgan and Krejcie table of sampling. The sample of study was consisted of 240 teachers. The data was collected by using questionnaires from respondents. Questionnaire was developed by the researchers. It was consisted of 36 items. The collected data was analyzed tabulated by using SPSS and interpreted for drawing the results. For analyzing the data chi square test of independence was applied. The results of the study showed that management styles of public and private schools differ to some extent. Teachers' can enhance their performance if they are given freedom and favorable atmosphere is provided and their self-esteem is ensured. Principals should not impose his/her management style on teachers but it should be flexible enough so that it can be changed according to the needs of situation. Principals' appreciation is largely missing that is a great barrier in better performance so principals should encourage his staff properly. Finally manager should match his/her management styles with the task they have to perform.

## **Introduction**

Education is a critical element in determining the social and financial development of a nation. The education quality in a nation indicates the eminence of the human resources. Distribution on the education in nation is considered to be an investment in enriching the human resources of the country. Those countries who are developed spend a lot of resources in providing quality education to their citizens; while under developed countries expend their resources in order to provide education at minimal cost as possible to their inhabitants. The government of country unaided cannot fulfill the responsibilities of providing quality education to the rapid growing population of the country. So the private sector of a nation needs to share the burden. Therefore, both the private and public sectors are involved in providing education to a large number of people. Educational organizations are critically important placed where the upcoming generations are educated and leaders of the school bear a heavy responsibility for their educational institutions. There are many definitions regarding the management made on the basis of different perspectives, most of which point towards the leading followers in order to reach precise achievements. Management is a process whereas an individual's tend to influence a group in order to achieve common goals (Northouse, 2014).

Management styles are the patterns of collaboration between the subordinates and the members of an organization. It describe that management is a tool used to influence people to follow them in order to achieve a common goal. By further explaining management; it is a process of inspiration and mobilizing other in order to undertake mutual actions to achieve a common goal. This includes directing, controlling and multiple techniques and methods utilized by leaders in order to motivate the subordinates in following their instructions. It is a process which influences people in attaining the desired results (Ezeuwa, 2017). Management as a critical element in the survival and progress of any institution whether it is an organization or an enterprise. It is an action of influencing individuals in order to strive them enthusiastically and willingly towards attainment of a common goal (Drummond, 2012). There are three types of management traits and styles, each significantly affect the performance of the members.

**Autocratic/ Authoritarian:** Both of these words define the types of manages who provide instructions and expect immediate obedience without any arguments. Policies and plans are made in isolation from rest of the group. Orders are provided without any clarifications. The autocratic leaders are not part of them but simply direct those (Koontz & Donnel, 2013).

**Traits of Autocratic style:** All result making power in the group belongs to them, these can be impractical in demand, can use exceeding amount of discipline or consequence, does not agree other members of the group to challenge their authority, mostly critical regarding different opinions, infrequent give recognition to the work of group members are easily offended and are highly competitive in their work .

**Democratic/Passive:** According to theory these are the superlative type of managers. The group is allowed to take their own decisions which are then democratically rubber stamped by the democratic manager (Crosby & Brysin, 2018).

**Participative / Laissez-Faire:** In this type of management style the employees become part of the result making process. Multiple views of the groups are sorted out by the participative mentor who utilizes the information for the purpose of decision making. During the process that group is continuously informed regarding the future and is permitted to debate about the changes in the policies etc (Avenant, 2016).

The issues in management styles are one of the major and basic concerns for all the institutions and organizations in different countries. Various countries around the globe are endeavoring and stress in the concept of effective management on the daily programs, activities and performance of the organization. There is a prompt and increase in the awareness in multiple fields and sectors as there is a strident increase in the number of educators which includes schools, colleges, universities and other educational institutions which are not directly related to the domains of the education (Zaccaro & Dubrow, 2018).

School principals have a critical role to play i.e. to provide operative management system in schools, proper means of communication, allocate duties to the delegations. The principal of the institutions needs to deliver high values and insight into the daily style in order fosters such environment which is supportive for the high performance of the teachers. These roles are essential in development of responsible delegation, facilitating management, and empowering team, facilitating instruction, recognizing accountability and managing the change in organization (Sherman, 2008).

The key test for the educational leaders is to make and encourage atmosphere which supports the process of teaching and information, and provides support to the teachers in the process of decision making, strong communication with other staff members, allocations of duties at the institution are considered of immense importance and tend to be influencing for the performance of the employees at school where as the management style of the principal is highly influential and efficient for the teachers to exit effective performance at school (UNESCO, 2009).

Management styles are the essential ingredients of the personality of a manager and are the cause for the subordinates to follow the orders. Management is a particular behavior used by the manager in order to encourage subordinates and achieve the goals of the organization. In 21<sup>st</sup> century management styles are defined in multiple ways. It mentions to the fundamental needs of the manager required in order to motivate his behavior. Therefore the management styles of the leaders are highly dependable on the behavior of the manager. The behavior of the manager is the central foundation for deciding the management style (Douglas, 2014).

A manager follows the orders, clarifies them and set goals together with the subordinates and properly communicate them to the team. Beside delegation of the duties to the team according to their skills, abilities, experience and knowledge the manager further guides the team to find an effective part in order to achieve goals. Clearly defines the tasks and positions by eradicating the barriers which hinders the performance and promotes team effort and group cohesiveness. The manager then increases individual opportunities in order to improve work performance and satisfaction by reduction of stress, making control of personal and people expectations more clear. The managers' behavior is suitable to the team members if they continue to expect the manager as a foundation for personal opportunities and a way to recover satisfaction and performance, but some members find it problematic in efficiently administrating schools (Gronn, 2008). Educational leaders understand and learn the critical position of the management styles which tend to enhance the constructive performance at schools. So management style performs a critical role in the administration of schools as the school leader control the resources of the schools which are required for achieving educational goals.

The performance of the teachers can be described in multiple ways. The acts required to accomplish and execute given tasks. The performance of teachers and the responsibilities which are presented by a teacher in a particular time period in the educational institutions in order to attain the mutual goals of the organization. The performance of teachers as their ability to associate

the appropriate responses required for enhancing the process of teaching and learning. However debates that the performance of the teachers is revealed by the level of involvement in the daily activities and consecutively of the institution. The performance of the teachers can be measured with the help of annual reports of the activities regarding the performance in institution, during lesson preparation, mastery in subject matter, lesson presentation, commitment of the teacher and co-curricular activities used by the teacher. Where-as, other areas of judgment involves actual leadership, supervising the work of their students, enthusiasm of the students, classroom control and discipline of the students (Meindl, 2011).

Effective management plays a critical role in the institutions. Meindl further elaborates that the organizational success mainly depends on the quality of the management. It is accepted that deficiency in the process of management is present throughout the world. Hence different countries prevail different management styles on the basis of their cultural beliefs. The beliefs and values of the society in a particular region play a critical role. The effectiveness and suitability of the management styles depend on the situations in which the managers are able to match their management style with the tasks they have to perform (Johnson, 2011).

### **Statement of the problem**

Management styles and decision making are of vital importance used by principals and have a great influence on teachers' performance. Actual instructional management in schools requires some degree of administrative autonomy in decision making about key components of inputs to the instructional process. Green argued that principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and should have a profile of possession of various trainings on school leadership and management so as to play active and effective management style in school improvement programs. Hence, the researcher intended to study the Impact of management styles on teachers' performance at secondary level in district Poonch.

### **Objectives of the Study**

The objectives of the study were:

- To identify the different management styles of private and public secondary schools' principals.
- To find out the relationship of public and private secondary school principals' management with teachers' performance.

### **Research Methodology**

This section includes that how the research design was conducted from initial to final stage. This study was descriptive in nature according to which the researcher selected suitable design relevant to research objective and research questions. To collect data in unstructured and informal way the researcher has used descriptive design. It is lemmatized to only one research method but it can implemented for qualitative and quantitative research as well .The researcher to help from descriptive design in order to examine the "Impact of management styles on teachers performance at secondary level in private and public sectors of district Poonch ". This study was designed when the researcher does not have enough material because of less study was conducted in that area and the information regarding this study fact does not exist in past (Sekaran , 2003). The descriptive method is useful for examining a verity of educational problems. This study builds on and existing body of research that how management styles effects on teacher's performance. Descriptive

research was used and it is appropriate for research due to causes preliminary that it cover the restrictions of a particular design because it facilitate researcher to assimilate the quantitative data. A survey provides an authority to the researcher to collect the data about selective sample from the desired population. Survey may provide an accurate, standardized and consistent information which can be generalized, however it cannot be used to know about a causal relation unless constant and have limited instructive power (Cohen, Manion and Morrison 2007). In the present study researcher used traditional way of collecting data by survey. Researcher used self-constructed survey which offers anonymity and encouraged the respondents to answer truly, moreover researcher contacted directly.

The population of current study was consisted of 1185 secondary school teachers of district Poonch. A sample can be defined as a small portion taken from the population to work as a representative of the whole group. In the current study simple random technique was used. The sample of study was consisted of 240 teachers of secondary schools. In order to collect data in quantitative phase of the study the researcher developed the instrument. The questionnaire had 36 items. Before using the questionnaire for the purpose of data collection the researcher checked the content validity of the questionnaire. After applying Cronbach's alpha  $\alpha$  it was found that all the statements of the instruments existed on a suitable reliability as  $\alpha=.750$ . For data collection the appropriate approval changed into taken with the involved relevant authority from DEO office Poonch. It became confirmed that the research sample would be the teachers. Teachers had been contacted within their respective schools. They had been informed about the objective of study and instructions had been made to read each statement of scale carefully to get their true and honest responses. They had been additionally told that the proper and honest reaction of them could be helpful for the work. The questionnaire is administered personally by the researcher, to the respondents of the study for the data collection. Data was collected by hand with the participants in their respective schools as well as sending and receiving the questionnaire in some of the schools through a trained research assistant.

## **Data Analysis**

The data analysis and interpretation gathered from the participants of study is presented in tables. This part presents quantitative data which has been analyzed using SPSS and interpreted using chi-square test. The frequencies were also present in tabulated form.

**Table 1: Focus on Academic needs.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 4                | 13      | 17    | 5.887 <sup>a</sup> | 4  | .208 |
| DA     | 7                | 20      | 27    |                    |    |      |
| N      | 5                | 16      | 21    |                    |    |      |
| A      | 37               | 57      | 94    |                    |    |      |
| SA     | 35               | 46      | 81    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 1 shows that in academic needs both public and private teachers focus on different characteristics. This result shown by the chi square test of dependence  $X^2(4)=5.887$ ,  $P>.05$ . Five point likert scale shows that in public sector teachers are mostly agreed or strongly agreed (72) with this statement that focus on academic needs are important as private school teachers are also

agreed and strongly agreed(103) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 2: Gives specific guidance to the teachers.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 8                | 22      | 30    | 3.463 <sup>a</sup> | 4  | .484 |
| DA     | 30               | 46      | 76    |                    |    |      |
| N      | 7                | 20      | 27    |                    |    |      |
| A      | 29               | 43      | 72    |                    |    |      |
| SA     | 14               | 21      | 35    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 2 reflect that specific guidance to teachers in both public and private teachers focus on difference in characteristics. This result shown by the chi square test of dependence  $X^2(4)=3.463$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are mostly disagreed or strongly disagreed (38) with this statement that give specific guidance to teachers as private school teachers are also disagreed and strongly disagreed (68) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 3: Increases the self-esteem of teachers.**

| Levels | Nature of school |         | Total | Chi square          | df | Sig  |
|--------|------------------|---------|-------|---------------------|----|------|
|        | Public           | Private |       |                     |    |      |
| SDA    | 16               | 27      | 43    | 14.534 <sup>a</sup> | 4  | .006 |
| DA     | 39               | 49      | 88    |                     |    |      |
| N      | 4                | 18      | 22    |                     |    |      |
| A      | 25               | 31      | 56    |                     |    |      |
| SA     | 4                | 27      | 31    |                     |    |      |
| Total  | 88               | 152     | 240   |                     |    |      |

Table no 3 identify that school principals enhances the self-esteem of teachers in both public and private sectors indicates almost same characteristics. This result shown by the chi square test of dependence  $X^2(4)=14.534$ ,  $p<.05$ . Five point likert scale shows that in public sector teachers are disagreed and strongly disagreed (55) with this statement that increase the self-esteem of teachers as private school teachers are also disagreed and strongly disagreed (76) with the statement. So there is a significant difference in the opinion of public and private teachers.

**Table 4: Acts according to the needs of particular situation.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 15               | 27      | 42    | 3.452 <sup>a</sup> | 4  | .485 |
| DA     | 33               | 41      | 74    |                    |    |      |
| N      | 11               | 27      | 38    |                    |    |      |
| A      | 20               | 37      | 57    |                    |    |      |
| SA     | 9                | 20      | 29    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 4 declare that heads of schools act according to the need of particular situation in both public and private sectors indicates different characteristics. This result shown by the chi square test of dependence  $X^2 (4)=3.452$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are disagreed and strongly disagreed (48) with this statement that heads of schools act according to the need of particular situation as private school teachers are also disagreed and strongly disagreed (68) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 5: Creates conducive teaching learning environment.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 10               | 31      | 41    | 5.339 <sup>a</sup> | 4  | .254 |
| DA     | 26               | 48      | 74    |                    |    |      |
| N      | 12               | 18      | 30    |                    |    |      |
| A      | 31               | 37      | 68    |                    |    |      |
| SA     | 9                | 18      | 27    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 5 reflect that school principals creates conducive teaching learning environment in both public and private sectors indicate oppose in characteristics. This result shown by the chi square test of dependence  $X^2 (4)=5.339$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are agreed and strongly agreed (40) with this statement that school principals creates conducive teaching learning environment as private school teachers are also disagreed and strongly disagreed (79) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 6: Takes steps to improve teachers' skills.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 11               | 28      | 39    | 5.464 <sup>a</sup> | 4  | .243 |
| DA     | 34               | 38      | 72    |                    |    |      |
| N      | 7                | 15      | 22    |                    |    |      |
| A      | 25               | 52      | 77    |                    |    |      |
| SA     | 11               | 19      | 30    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 6 identify that school principals takes steps to improve teachers' skills in both public and private sectors indicates difference in characteristics. This result shown by the chi square test of dependence  $X^2 (4)=5.464$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are disagreed and strongly disagreed (45) with this statement that school principals takes steps to improve teachers' skills increase as private school teachers are agreed and strongly agreed (71) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 7: Ensures technical supervision to solve problems.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 17               | 38      | 55    | 1.730 <sup>a</sup> | 4  | .785 |
| DA     | 26               | 40      | 66    |                    |    |      |
| N      | 7                | 8       | 15    |                    |    |      |
| A      | 23               | 38      | 61    |                    |    |      |
| SA     | 15               | 28      | 43    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 7 reflects that school principals ensures technical supervision to subordinates to solve problems in both public and private sectors indicates different characteristics. This result shown by the chi square test of dependence  $X^2(4) = 1.730$ ,  $p > .05$ . Five point likert scale shows that in public sector teachers are disagreed and strongly disagreed (43) with this statement that school principals ensures technical supervision to subordinates to solve problems as private school teachers are also disagreed and strongly disagreed (66) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 8: Gives his subordinates complete freedom.**

| Levels | Nature of school |         | Total | Chi square          | df | Sig  |
|--------|------------------|---------|-------|---------------------|----|------|
|        | Public           | Private |       |                     |    |      |
| SDA    | 18               | 27      | 45    | 10.440 <sup>a</sup> | 4  | .034 |
| DA     | 27               | 32      | 59    |                     |    |      |
| N      | 10               | 10      | 20    |                     |    |      |
| A      | 25               | 47      | 72    |                     |    |      |
| SA     | 8                | 36      | 44    |                     |    |      |
| Total  | 88               | 152     | 240   |                     |    |      |

Table no 8 identify that school principals give his subordinates complete freedom in both public and private sectors indicates different characteristics. This result shown by the chi square test of dependence  $X^2(4) = 10.440$ ,  $p < .05$ . Five point likert scale shows that in public sector teachers are disagreed and strongly disagreed (45) with this statement that school principals gives his subordinates complete freedom as private school teachers are also agreed and strongly agreed (83) with the statement. So there is a significant difference in the opinion of public and private teachers.

**Table 9: Avoids listening to subordinates.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 16               | 24      | 40    | 2.995 <sup>a</sup> | 4  | .559 |
| DA     | 32               | 42      | 74    |                    |    |      |
| N      | 6                | 15      | 21    |                    |    |      |
| A      | 26               | 54      | 80    |                    |    |      |
| SA     | 8                | 17      | 25    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 9 declare that school principals avoids listening to subordinates in both public and private sectors indicates difference in characteristics. This result shown by the chi square test of dependence  $X^2 (4)=2.995$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are disagreed and strongly disagreed (48) with this statement that school principals avoids listening to subordinates as private school teachers are also agreed and strongly agreed (71) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 10: Subordinates are affected by their behavior.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 6                | 13      | 19    | 3.527 <sup>a</sup> | 4  | .474 |
| DA     | 21               | 22      | 43    |                    |    |      |
| N      | 9                | 16      | 25    |                    |    |      |
| A      | 29               | 59      | 88    |                    |    |      |
| SA     | 23               | 42      | 65    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 10 identify that subordinates are affected by the behavior of their principals in both public and private sectors indicates different characteristics. This result shown by the chi square test of dependence  $X^2 (4)=3.527$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are agreed and strongly agreed (52) with this statement that subordinates are affected by the behavior of their principals school principals as private school teachers are also agreed and strongly agreed (101) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 11: Uses authority to assign work to teachers.**

| Levels | Nature of school |         | Total | Chi square          | df | Sig  |
|--------|------------------|---------|-------|---------------------|----|------|
|        | Public           | Private |       |                     |    |      |
| SDA    | 2                | 6       | 8     | 13.408 <sup>a</sup> | 4  | .009 |
| DA     | 18               | 14      | 32    |                     |    |      |
| N      | 3                | 24      | 27    |                     |    |      |
| A      | 44               | 73      | 117   |                     |    |      |
| SA     | 21               | 35      | 56    |                     |    |      |
| Total  | 88               | 152     | 240   |                     |    |      |

Table no 11 identify that school principals use authority in assignment of works to teachers in both public and private sectors indicates almost same characteristics. This result shown by the chi square test of dependence  $X^2 (4)=13.408$ ,  $p<=.05$ . Five point likert scale shows that in public sector teachers are agreed and strongly agreed (65) with this statement that school principals use authority in assignment of works to teachers as private school teachers are also agreed and strongly agreed (108) with the statement. So there is a significant difference in the opinion of public and private teachers.

**Table 12: Fulfill the needs to get better performance.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 9                | 17      | 26    | 2.547 <sup>a</sup> | 4  | .636 |
| DA     | 25               | 30      | 55    |                    |    |      |
| N      | 8                | 18      | 26    |                    |    |      |
| A      | 31               | 60      | 91    |                    |    |      |
| SA     | 15               | 27      | 42    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 12 showed that employee needs are fulfilled by their principals to get better performance in both public and private sectors indicates different characteristics. This result shown by the chi square test of dependence  $X^2 (4)=2.547$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are agreed and strongly agreed (46) with this statement that employee needs are fulfilled by their principals to get better performance as private school teachers are also agreed and strongly agreed (87) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 13: Provides proper guidance to enhance their performance.**

| Levels | Nature of school |         | Total | Chi square          | df | Sig  |
|--------|------------------|---------|-------|---------------------|----|------|
|        | Public           | Private |       |                     |    |      |
| SDA    | 15               | 9       | 24    | 13.273 <sup>a</sup> | 4  | .010 |
| DA     | 20               | 21      | 41    |                     |    |      |
| N      | 9                | 15      | 24    |                     |    |      |
| A      | 32               | 75      | 107   |                     |    |      |
| SA     | 12               | 32      | 44    |                     |    |      |
| Total  | 88               | 152     | 240   |                     |    |      |

Table no 13 identified that school principals provide proper guidance to enhance their performance in both public and private sectors indicates almost same characteristics. This result shown by the chi square test of dependence  $X^2 (4)=13.273$ ,  $p<.05$ . Five point likert scale shows that in public sector teachers are agreed and strongly agreed (44) with this statement that provide proper guidance to enhance their performance as private school teachers are also agreed and strongly agreed (107) with the statement. So there is a significant difference in the opinion of public and private teachers.

**Table 14: Increases the self - esteem of teachers to get their better performance.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 5                | 7       | 12    | 6.733 <sup>a</sup> | 4  | .151 |
| DA     | 15               | 14      | 29    |                    |    |      |
| N      | 5                | 21      | 26    |                    |    |      |
| A      | 36               | 68      | 104   |                    |    |      |
| SA     | 27               | 42      | 69    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 14 showed that school principals enhances the self-esteem of teachers in both public and private sectors indicate different characteristics. This result shown by the chi square test of

dependence  $X^2(4)=6.733$ ,  $p>.05$ . Five point likert scale shows that in public sector teachers are agreed and strongly agreed (66) with this statement that school principals enhances the self-esteem of teachers as private school teachers are also agreed and strongly agreed (110) with the statement. So there is no significant difference in the opinion of public and private teachers.

**Table 15: Provides conducive teaching learning environment.**

| Levels | Nature of school |         | Total | Chi square         | df | Sig  |
|--------|------------------|---------|-------|--------------------|----|------|
|        | Public           | Private |       |                    |    |      |
| SDA    | 7                | 6       | 13    | 9.535 <sup>a</sup> | 4  | .049 |
| DA     | 10               | 6       | 16    |                    |    |      |
| N      | 8                | 9       | 17    |                    |    |      |
| A      | 36               | 85      | 121   |                    |    |      |
| SA     | 27               | 46      | 73    |                    |    |      |
| Total  | 88               | 152     | 240   |                    |    |      |

Table no 15 identify that school principals provide conducive teaching-learning environment in both public and private sectors indicates almost same characteristics. This result shown by the chi square test of dependence  $X^2(4)=9.535$ ,  $p<.05$ . Five point likert scale shows that in public sector teachers are agreed and strongly agreed (56) with this statement that school principals provide conducive teaching-learning environment as private school teachers are also agreed and strongly agreed (131) with the statement. So there is a significant difference in the opinion of public and private teachers.

## Conclusion

The results of the research indicate that there is a significant difference between the management styles of the schools' principals' of public and private sectors. The analysis of the collected data shows there is a significant difference between the management styles of principals' of public and private sector schools and their influence on the performance of the teachers. From the results of the study it was determined that principals' neither pay attention on the needs of their staff nor clarify the expectations to the teachers. Hence it can be concluded from this data that teachers can enhance their performance if the principals ensue their self-esteem and give them freedom to implement new strategies as well. Principals should provide the teachers with complete freedom of work and should be engaged professionally with the teachers so that they can enhance rear performance. Management is a critical element in the survival and progress of any institution. It is an action of influencing individuals in order to strive them enthusiastically and willingly towards attainment of common goals. Management styles are the pattern of collaboration between the subordinates and member of organization. It is a process which influences people in attaining desired results. The principal needs to deliver high values and insight into the daily styles in order to foster such environment which is supportive for the height performance of the teachers. These roles are essential in development of responsible delegation, facilitating management, and empowering team, facilitating instruction, recognizing accountability and managing the change in organization. Creating a conducive atmosphere by the leaders support in teaching learning process, support the teachers in decision making, strong communication with other staff members .Allocation of duties at the institution are considered of immense importance and tend to be influencing for the performance of employee at school whereas the management styles of principals is highly influential and efficient for the effective performance of the teachers at schools.

## **Recommendations**

1. It is recommended that Democratic style of management should be used by Principals of private and public secondary schools mostly.
2. It is recommended that Principals must select the management style by considering the opinion of his/her teachers. (public sector principal)
3. It is recommended that the principals must provide safe and conducive teaching-learning environment for the enhancing teachers' performance. (Public + Private sector Principals)
4. It is recommended that principals must ensure the self-esteem of their staff. (Private Sector Principals)
5. It is recommended that principals' style of management should be flexible so that act according to situational needs.(Public + Private sector Principals)

## **References**

1. Avenant, P. S., April, K. A., & Peters, B. K. G. (2016). Power relations and complex organisational development. *International Journal of Complexity in Leadership and Management*, 3(3), 218-243.
2. Crosby, B. C., & Bryson, J. M. (2018). Why leadership of public leadership research matters: and what to do about it. *Public management review*, 20(9), 1265-1286.
3. Douglas, K. S., Hart, S. D., Webster, C. D., Belfrage, H., Guy, L. S., & Wilson, C. M. (2014). Historical-clinical-risk management-20, version 3 (HCR-20V3): development and overview. *International Journal of forensic mental health*, 13(2), 93-108.
4. Drummond, J. J. (2012). *Husserlian intentionality and non-foundational realism: Noema and object* (Vol. 4). Springer Science & Business Media.
5. Ezeuwa, K. C. (2017). *REMEMBERING 1982: WILLFUL FORGETTING, RECONCILIATION, AND PARTITIONED MEMORY IN POST-CIVIL WAR NIGERIA* (Doctoral dissertation, Marquette University).
6. Gronn, P. (2008). The future of distributed leadership. *Journal of educational administration*, 46(2), 141-158.
7. Johnson, M. H. (2011). Interactive specialization: a domain-general framework for human functional brain development?. *Developmental cognitive neuroscience*, 1(1), 7-21.
8. Meindl, B., Ayala, N. F., Mendonça, J., & Frank, A. G. (2021). The four smarts of Industry 4.0: Evolution of ten years of research and future perspectives. *Technological Forecasting and Social Change*, 168, 120784.
9. Northouse, P. G. (2014). *Introduction to leadership: Concepts and practice*. Sage.
10. Sherman, J. W., Gawronski, B., Gonsalkorale, K., Hugenberg, K., Allen, T. J., & Groom, C. J. (2008). The self-regulation of automatic associations and behavioral impulses. *Psychological review*, 115(2), 314.
11. Zaccaro, S. J., Green, J. P., Dubrow, S., & Kolze, M. (2018). Leader individual differences, situational parameters, and leadership outcomes: A comprehensive review and integration. *The Leadership Quarterly*, 29(1), 2-43.