



The Correlation Between Transformational Leadership And Teachers' Performance In Modern Education

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Abstract

In a technologically-driven society whereby students have become digital natives, educational leaders and policy-makers should strive to support teachers by promoting continuous professional development sessions to provide them with the know-how to face the new requirements of modern education in a class with mixed abilities. The purpose of the study was to highlight the importance of leading a change as far as teachers' professional development is concerned and the way they should be supported to upgrade their knowledge, change classroom practices, and enhance teaching quality to students who come to class with different interests, needs, and knowledge background. Twenty-first-century education requires that all students regardless of their learning styles, needs and background be fully engaged in the teaching-learning process. Therefore, it lies on team leaders to assist teachers to promote teaching and meet twenty-first-century students' needs. However, any professional development activity conducted by team leaders is ineffective unless it is conducted in consultation with teachers' proposals. Therefore, team leaders are required to share their vision and goals of any activity prior to scheduling any form of training. With such a type of leadership, the very self of teachers will be transformed since they will be working in a stress-free environment whereby they are valued, and consequently they will endeavour to perform above expectations. It is hoped that the study will provide crucial information about the effect of transformational leadership in enhancing teachers' performance, engagement and productivity. The study's findings revealed that with a transformational leadership, employees not only did demonstrate a sense of engagement and commitment towards the school's goals, but developed a culture of teamwork to enhance the students' academic achievement.

Keywords: Educational leadership, professional development, teaching quality, transformational leadership, differentiated instruction.

Introduction

Twenty-first-century students come to class with different needs, interests, motivations, and knowledge backgrounds (Douglas, 2002). As a result, teachers are required to act accordingly; otherwise, many of the students will either be demotivated or drop out of school (Tomlinson et al., 2003). To remedy the problem, differentiated instruction (DI) during the teaching/learning process is highly recommended. Unfortunately, DI cannot be implemented at will on the part of teachers. Any attempt to implement DI in class can be met by three main

obstacles: school leadership, lack of training and apprehension in embracing a change in instruction.

For teachers to accept the change and take part in any Continuous Professional Development (CPD) programme, it is of paramount importance that leaders themselves be willing to lead a change from an insider perspective or through a bottom-up approach. Such an approach, known as Transformational Leadership (TL) will result in teachers' full contribution to any CPD programme since it is founded on communication, transparency and teachers' needs (Rotherham & Willingham, 2009). A TL style in education has several advantages:

- promotes a culture of sharing,
- strengthens teamwork,
- shares responsibility,
- facilitates the change and annihilates teachers' resistance,
- taps a wide audience of teachers with their diverse needs (Denton, Vaughn, and Fletcher (2001).

Despite teachers' painstaking efforts in supporting their students by adopting various strategies, the outcomes remain below expectations due to their lack of knowledge and expertise in providing appropriate instruction in alignment with 21st-century students. Therefore, modifying instruction that would enable students to cope with the new demands of the 21st-century becomes necessary if we wish to assist students in developing communication skills and critical thinking in a technologically driven society (Countinho & Oswald, 2004).

To do so, the mode of teaching should shift from lecturing through textbooks, which goes against 21st-century students' needs and aspirations to students' engagement. In bridging the gap between students' needs and teachers' practices, educational leaders need to lead a change by setting an action plan and sharing goals with teachers, parents, students, and policymakers prior to scheduling any CPD activity as stressed by Rajendran et al. (2023) to equip teachers with know-how. In involving teachers in CPD programmes, leaders play the card of transparency and ensure that teachers are offered opportunities to acquire the pedagogy and skills of reaching all students' differences through DI (Hattie, 2009), and more importantly, accept the change.

Leadership in education is a key component to enhance teaching quality and students achievements as revealed by studies (Pujilestari et al., 2023). These studies reveal that students' academic achievements are profoundly influenced by how effective educational leaders manage their institutions whose role is not limited to management but extended to provide resources and tools to teachers so that they, in their turn, equip students with knowledge that will shape their future and meet the needs of the modern world.

Under TL style, teachers are guided by their leaders who inspire them to reach their highest potential to improve teaching quality and achieve the desired goals (Alrowwad et al., 2020). Moreover, working in a supportive environment, teachers, are willing to embark on CPD programmes, accept the change in practices, and try new teaching methodologies (Pujilestari et al., 2023).

As can be seen, effective leadership can have a profound impact on both teachers' performance and students' academic achievement. The leadership of team leaders is an important component of the school as it can promote teachers' professional development (PD)

and foster teamwork and collaboration - if properly implemented. Therefore, it is of paramount importance to provide teachers with the knowledge, skills and expertise through effective training so that in turn they can provide their students with instruction in alignment with the 21st requirements. However, prior to embarking on any training programme, team leaders have to ensure that it is teacher-centered. In other words, it has to be conducted on the basis of teachers' needs so that teachers see the purpose and get involved. Such a type of leadership style, known as "transformational leadership", fosters collaboration, promotes dialogue, builds trust and transforms teachers by engaging them in action research (Bass & Riggio, 2006).

This study may be the first one in the country to address the importance of making teachers' training bottom-up as opposed to top-down educational by adopting a TL style to enhance their performance. Therefore, further studies and more data are needed to support the correlation between TL style and teachers' performance though numerous previous studies demonstrated the impact of leadership style on teachers' morale. These studies indicate that teachers are willing to work at their potential and innovate when working with leaders who support them and provide them with the necessary knowledge, skills, and resources they need to achieve their mission and innovate.

It is hoped that the findings will influence policymakers in the educational field to schedule more training programmes on modern leadership for future leaders in educational institutions.

As teachers are the main agents in the teaching-learning process, they are required to provide students with effective instruction. Instruction that is conducive to learning cannot be achieved unless teachers are working in a positive work environment (Fababier & Apostol, 2024). In other words, teachers' success along with institution's success is determined by the quality and model of its leaders as stressed by Muga (2022). It lies on them to ensure that teachers are given opportunities to uplevel their knowledge and improve their abilities (Yang & Ling, 2023) through ongoing PD sessions.

Quality improvement in education will not be obtained unless teachers are motivated, creative, innovative, dynamic, and involved any CPD programme (Indajang et al., 2020). Studies on educational leadership revealed that when leaders involve teachers in their CPD programme with a clear vision, well-articulated shared goals, they build good rapport with them with a feeling of belonging to the institution (Udin, 2020). The feeling of belonging is an important result in commitment towards the organization (Dewi et al., 2021).

Although a wide body of studies reveals that effective leadership influences followers to work hard to attain the institution's goals, enhance their performance and improve students' outcomes, very few studies on whether team leaders' TL style affects teachers' behaviors as far as teaching practices are concerned have been conducted (Mumford, Scott, Gaddis, & Strange, 2002; Sherony & Green, 2002).

In fact, empirical literature on leadership reveals that principals' TL is connected to individuals' creativity, innovation, and motivation (Tierney et al., 1999; Jung et al., 2003; Gumusluoglu & Ilsev, 2009; Garcia-Morales et al., 2008; Noruzy et al., 2013), but few studies have been conducted to investigate the leader-member and co-workers relationship, and no study has been conducted in Algeria, to best of the researchers' knowledge on the impact of team leaders' TL style on teachers in their respective regions. If a connection between team leaders' behavior and teachers' performance is established in this study, it is hoped that it will urge policy makers, administrators... to devote more resources to train leaders to adopt a TL style that would in turn teachers support teachers in upgrading their knowledge.

Based on the consulted literature, the researchers found out TL promotes individuals to build up new skills and knowledge and transmit it to their students (Tushman & Nadler, 1986; Weisberg, 1999; GarciaMorales, et al., 2008; Camps and Rodriguez, 2011; Abbasi & Zamani-Miadeshti, 2013; Noruzy et al., 2013).

The purpose of this study was to fill the gap in the body of research regarding the role of team leaders in leading a change by adopting a TL style. The study attempted to find out whether team leaders' support and guidance have a positive impact on teachers' behavior as regards to their participation in CPD programmes, and their willingness to bring changes in their practices to improve teaching quality in alignment with 21st-century pedagogy. Following this gap, the study attempted to bring answers to the following questions:

1. What are teachers' attitudes toward supervisory practices conducted by their team leaders?
2. To what extent does transformational leadership directly influence the performance of teachers?

In this study, the researchers hold the assumption that TL not only supports teachers' professional growth and contributes to the enhancement of students' academic achievements, but drives them to upgrade their knowledge to meet their 21st students' needs (Watson & Ryan, 2006).

The purpose of the qualitative study is to investigate to what extent is TL important in enhancing teachers' performance to provide students with teaching quality in alignment with the new demands of 21st-century. To provide students with effective instruction, teachers need to be supported by CPD programmes, targeted coaching and training sessions and instructional supervision to upgrade their practices.

Though there are numerous tools to improve teachers' performance, supervision is regarded as the cornerstone of teachers' personal PD. Unfortunately, supervision, the cornerstone of teachers' professional growth, is, most of the time, seen as a threat and as a useless practice. The main reason for this resistance is that it tends to be prescriptive, dominant and authoritarian. In order to dispel teachers' resistance and set a stress-free environment and a foundation for learning, team leaders should turn supervision as teacher centered (Acheson & Gall, 1987). With such an approach, teachers become willing to cooperate to identify what they need to learn and improve. When the roles between team leaders and teachers are reversed, new relationships are born in a climate of trust, collegiality, and collaboration with one goal in mind: improvement.

In sum, the purpose of the study is to find out to what extent teachers are ready to accept any change as far as teaching is concerned when they are treated as equals.

Literature Review

Leadership in the Modern Era

Leadership in the modern era is built on the principle of having good rapport and sharing vision with employees who will work at their best potential in order to attain the desired goals (Gunasilan, 2023). In the context of education, modern leadership urges leaders not only to

handle administrative tasks but also to ensure that teachers are providing their students with teaching quality by attending CPD sessions (Sergiovanni, 2007).

Twenty-first-century students are different from the students of the previous century. Therefore, they need to be taught differently. A change in teaching implies that teachers need to keep up with the new needs of the students and make instruction relevant to 21st-century students' learning (Okumu, 2023). One way to upgrade teachers' pedagogical skills is CPD programmes which ensure that teachers are getting the knowledge needed to cope with the 21st-century literacies like communication skills, critical thinking, teamwork, creativity, ICT...(Okumo, 2023).

Characteristics of Effective Leaders

Leaders in the modern world demonstrate a specific quality of behavior that guides people in their activities in an organized manner. This type of behavior is featured by several components like effective decision-making skills, assertiveness, optimism, empathy, interpersonal intelligence, promoting dialogue, sharing vision.... (Wesley & Narayan, 2023). Another characteristic of effective leaders is that they motivate and encourage individuals try new things to attain goal for the benefit of the organization.

In the context of education, teaching has undergone significant transformation requiring teachers to teach differently in order to equip students with the skills and knowledge they need to survive in the 21st-century. To meet the 21st-century's requirements, teachers need to be supported by their leaders who themselves ought to have a mental picture of the change they have to undergo to promote teaching quality.

Effective leaders are willing to take action in consultation with all individuals in the school community and with whom they have good rapport to promote teamwork, provide resources, take action as far as training teachers with the purpose of enhancing their knowledge and competencies to meet the demands of contemporary education (AbdulRab, 2023).

The most Influential Theories of Change in Educational Institutions

In the field of leadership, the term "change" entails a change in leadership driven by positivity within an institution; therefore, for a leader to influence any change or decision, it is imperative to adopt an appropriate style (Ardueser & Lehenbauer, 2020).

Because the 21st-century entails a culture of change in every aspect of the educational setting, a leader needs to have a thorough understanding of the complexities of modern education, and how to lead the change which will contribute both to the effectiveness of teaching and students' academic achievements (Agazu et al., 2022). However, to obtain maximum benefits from any change, it (the change) has to emanate from teachers' needs (Deshwal & Ali, 2020).

Throughout the leadership history, several theories have emerged to lead employees. In this section, two main models of change are discussed: Fullan's and Lewin's.

Fullan's model phases of change

Fullan's model focuses on "the human's participation in the change process" and views every individual in an educational setting as a full change agent (Miles & Huberman, 1994). Said differently, Fullan's model (2007) occurs when the change agent involves all individuals in the institution to embrace the change. It suggests that a change in education must be systemic and

sustainable. A deep understanding of the context, with a clear vision and a well-designed plan as pointed out by Fullan (2007) are the key elements to its success and a pathway to improve students' achievement with DI as a strategy for effective teaching provision. It occurs in three phases over time: Initiation, implementation, and institutionalization (Fullan, 2007; (Miles & Huberman, 1994) with each phase depending on the prior phase's success and requiring different strategies. The change is not fully implemented until one phase is completed (see Figure One).



Figure 1. The three overlapping phases of the change process (Miles et al.,1987, p. 19)

Kurt Lewin's model

Lewin's change model includes three steps: unfreeze, freeze, and refreeze (see Figure Two). It suggests that for a change to occur, all individuals should be fully involved (p. 215). In the context of a class with mixed abilities, Lewin's model suggests that each individual learning needs are identified before developing strategies to meet them in close collaboration with the students and parents (Lewin, 1951).

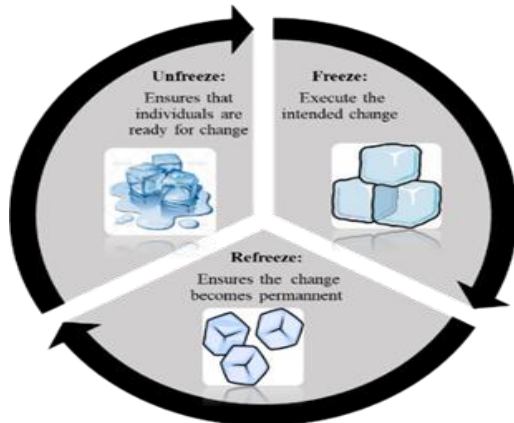


Figure 2. Lewin's Model (Burnes, 2020, p. 43)

Critical Analysis of Fullan and Lewin Theories of Change

The two theories are useful in guiding change efforts in an educational setting. Critics acknowledge the simplicity of both Fullan's and Lewin's model as regards to their implementation and effectiveness in leading a change. However, each model described above has its advantages and drawbacks.

Fullan's theory is irrelevant in schools that lack funding or experienced teachers as it suggests leaders focus more on sustainability. However, founded on the belief that achievement is obtained through a number of individuals acting as a group, it may not work well in some cultures that believe in individual achievement.

As for Lewin's theory, it works best in situations that require major structural adjustments (Cumming, 2012). Being top-down in management, Lewin's theory is seen as very rational, goal and plan-oriented and does not consider personal factors that might affect the change negatively (Dawson, 1994; Wilson, 2010).

Walberg and Tsai (1983) argued that Fullan's theory is suitable for teachers as it makes teachers subject their practices to reflection individually and collectively in ongoing professional activities. Such a practice is an indicator that they are already engaged in action research and reflective practices. However, it is worth noting that although Fullan's model encourages collaboration and participation in PD programme, it can work well only under TL.

Instructional Leadership Style and Transformational Leadership in the Educational Context

From the theories of change models discussed above emerged the Instructional Leadership style and Transformational Leadership style. Instructional leaders are more inclined to focus on providing guidance and support to teachers to improve their teaching practices (Leithwood et al., 2004, p. 769). This style has the advantage of ensuring that teachers have the necessary skills and knowledge to implement DI effectively (Hallinger & Heck, 2011, pp. 25-27). However, this style is seen as directive and restrictive with little teacher autonomy or creativity as far as classroom practices are concerned (Marks & Printy, 2003, p. 102). Unlike instructional leaders, transformational leaders create an atmosphere of trust and motivate employees to work for the organization with dedication and commitment (Khorshid & Pashazadeh, 2015, p.7). Research in TL revealed that with such a style, leaders can deeply affect their employees' creativity and develop the institution's competencies (Shafi, Lei, Song & Sarker, 2020). Further to this, studies by Nugroho et al. (2020) have confirmed that TL encourages subordinates to find new ways of performing a task, suggest ideas and innovate.

In sum, TL style has a positive impact on teacher empowerment and creativity (Leithwood et al., 2004, p.779), but requires a large degree of confidence, commitment and joint values between teachers and their leaders (Hallinger & Heck, 2011, p. 1).

Though both styles improve teachers' performance, which, in turn, impacts positively students' academic achievements, a study that was conducted by Hargreaves and Fink (2003) found that TL style is more effective in promoting teacher collaboration and innovation in providing students with teaching quality in alignment with their needs, interests and knowledge background (Hargreaves and Fink, 2003, p. 52). This is realised due to trust amongst all agents, shared values, and commitment to excellence (Leithwood et al., 2006, p.49).

Fullan's Model of Change and Transformational Leadership Style: from theory to practice

As stated earlier, Fullan's theory comprises three phases: Initiation, implementation, and institutionalisation. During the initiation phase, the leader identifies the need for change by analysing the struggling students' academic performance (Tomlinson, 2014, p. 9), developing an action plan, setting clear goals, outlining the steps to be taken, and selecting a team to lead the change (Fullan, 2001, p. 37). During the implementation phase, the plan is executed by providing PD opportunities for teachers, equipping them with the skills and expertise needed to face classroom diversity and enhance students' engagement (Tomlinson, 2014, p. 18). Then, the progress of the change is monitored by collecting data on students' achievement and teacher's implementation of DI (Fullan, 2001, p. 41). The third phase, known as institutionalization, will focus on the change needed to be embedded into the culture of the school by celebrating successes, providing ongoing PD opportunities, and integrating DI into the school's curriculum and policies (Tomlinson, 2014, p. 27). This is followed by evaluating

the effectiveness of the change by continuing to collect and analyse data on students' achievement (Fullan, 2001, p. 60). Details on how to put in practice Fullan's model are clarified in Figure Three.

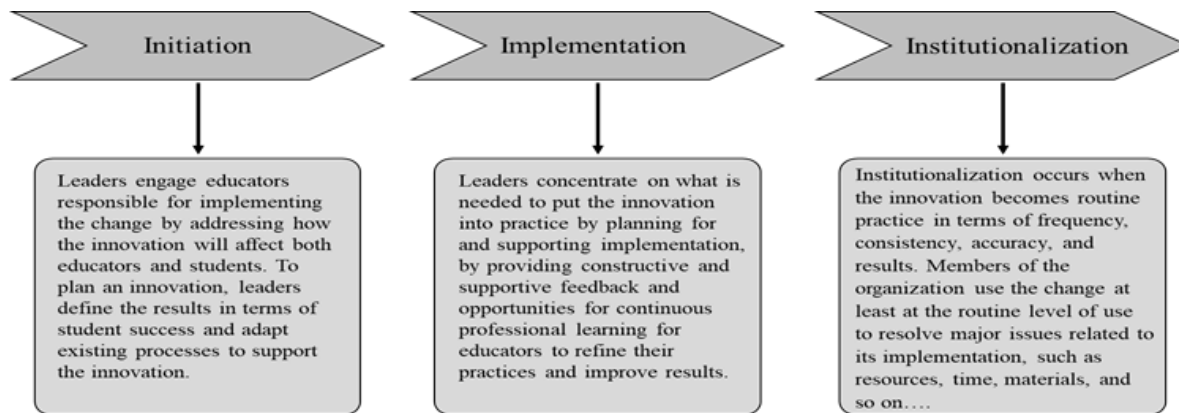


Figure 3. Fullan's model in a class with diverse abilities (Adopted from Fullan, 2007, p. 66)

Transformational Leaders' Role in Supporting CPD for DI Implementation

To understand the role of the educational leaders in promoting DI through CPD, it must be borne in mind that in contemporary education, leadership's role is not limited to administrative tasks but extended to providing students with effective instruction regardless of their learning abilities (Precey, 2011) which can be achieved only through leading a change in the way teachers deliver instruction that best serves their interest (Shields, 2002). Prior to any change, effective leaders, as regards to CPD programmes, have to set a sound foundation and plan carefully to ensure its success through guidance, support and directing any form of training towards the desired outcome (Nugroho, et al., 2020). In so doing, they ensure teachers' participation, engagement, and acceptance of change with full access to all resources and varied CPD sessions (see options of teachers' development in Figure Three).

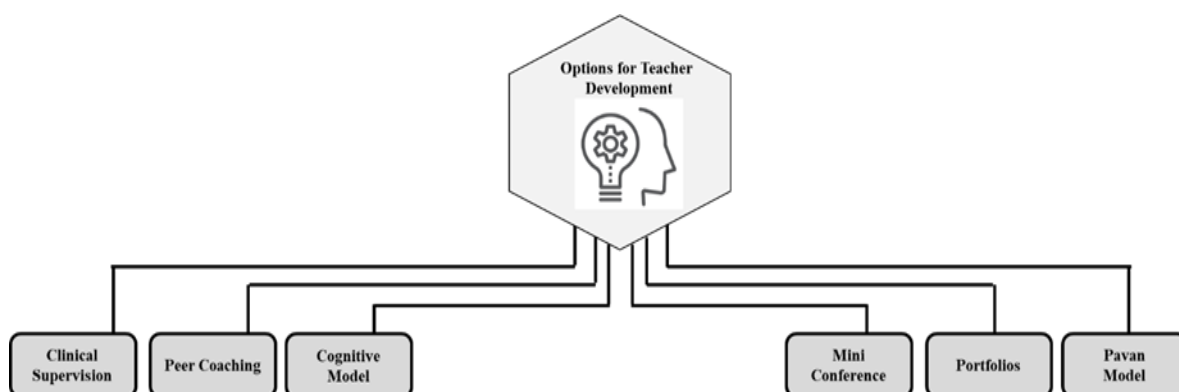


Figure 4. Options for teacher development (Own Work)

Leading a change in teachers' instruction through CPD programme with Fullan's theory as a framework

In a world where students are being described as digital natives, sitting in rows with teachers transmitting knowledge in the same way, at the same time to all students, teaching turns out to be irrelevant as it does not resonate with the student's aspirations, interests and needs (OECD, 2012). If times have changed, it seems that the traditional way of teaching is still reigning in many classes up to this day (OECD, 2012) with no possibility on the part of the students to develop their potential (Felder & Brent, 1999). Since this traditional way of teaching is no longer attracting 21st-century students, there is a felt need to train and equip teachers with the tools and knowledge that would enable students to solve problems, think critically, work in groups, and communicate effectively (Wagner, 2008). In other words, a type of instruction in harmony with the 21st-century demands that provide students with the skills they can use in their daily life situations. For more details on how to launch a CPD programme, Figure Five highlights the key elements that should be taken into account for a successful action plan.

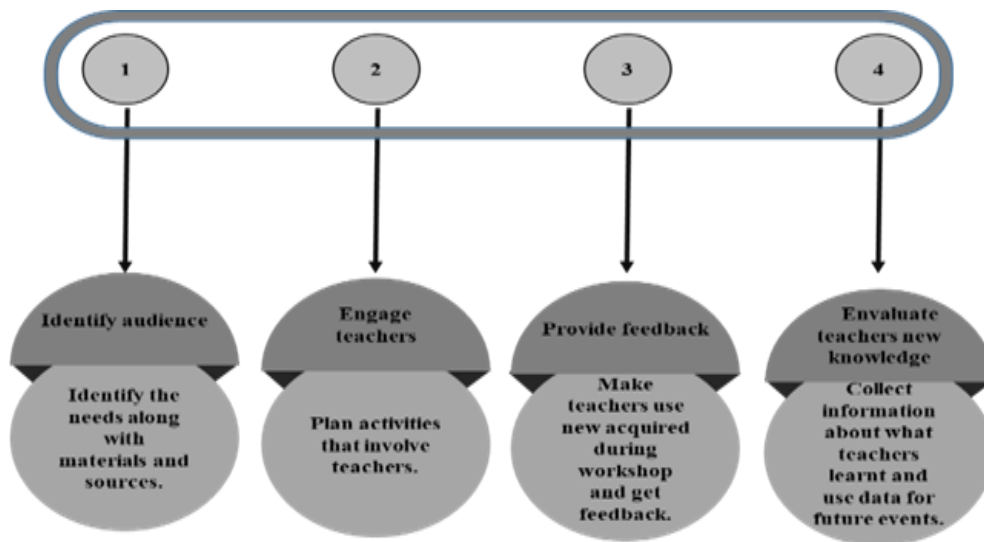


Figure 5. Elements for an Effective action plan (OWN WORK)

Methodology

To find out and understand how TL style can affect teachers' performance and establish a motivating and productive educational atmosphere, a qualitative approach was used whereby the participants expressed their views in an informal way after the researchers' reading of a wide body of academic literature on TL in the educational context. This section comprises five sections: research design, populations and sample, instrument, results, and interpretation of results.

Research Design

This study attempted to find out to what extent TL has a positive impact on the teaching effectiveness and on promoting good communication practices. With such an approach, leaders motivate teachers and increase their intergrity to use Ahmad & Rochimah (2021). The study was also to demonstrate that when good rapport is established between teachers and leaders, teachers would work for the institution beyond their self-interests demonstrating positive

characteristics towards their workplace. This research, based on an extensive reading of the literature review on TL, used qualitative methods to collect and analyse data.

Participants

The population in this study was of two types: High school teachers and team leaders. Teachers are appointed by the Ministry of Education while team leaders, commonly known in the country as “coordinators” work under the leadership of the school principals.

The sample of the study was confined to twelve instructors teaching three different subjects: English (4), French (3) and social studies (3) all exercising in the same school but with one team leader for each subject. The instructors, whose experience in the field does not exceed four years, were all certified. As for their respective team leaders, their experience exceeded ten years as instructors with three years as team leaders. Team leaders’ status is proposed by their educational authority, “academy” based on their experience, performance and expertise. Their tasks are as follows: discuss exams and agree on one common exam paper for each level, schedule classroom observation sessions and in-service training lessons.

Research Instrument

In this qualitative study, an interview was used to collect data and answer the research questions. To collect the data necessary to answer the research questions, two different interviews with open ended questions were conducted: One for teachers and another one for team leaders in order to get more insights about the participants’ perceptions of TL style and their feedback about personal PD from various viewpoints.

The interviews consisted of four questions for team leaders (Appendix A), and six questions for teachers (Appendix B). The questions, which were open-ended, and self constructed, were designed in a way to create rich discussions, and to keep the researchers “focused” with a possibility of rephrasing them when clarifications were needed.

The interviews were conducted during the first three weeks of May, 2024 via Skype, as meeting each participant face to face was not possible due to time constraints. Each interview lasted between twenty and thirty minutes. The day and time of the interviews were left at the respondents’ convenience with permission to record the conversations along with note-taking. The interviews provided a rich and detailed set of information about perceptions and feelings of participants based on their personal experiences.

Results

The study, which involved twelve instructors from three different sections and one team leader for each subject provided interesting data. It revealed that under TL, teachers were able to question their practices and reflect on what they are actually doing in class that impacted greatly on their teaching practices. Their leaders’ individualized consideration and bottom up approach led them to question their practices and engage in trying new things which made them move forward and beyond the institution’s expectations.

In fact, these results support several studies that found out TL has a positive impact on teachers’ commitment to change and improvement (Pepper, 2010). Moreover, the results also indicated that a strong positive relationship between teachers’ behaviors and their team leaders’ was well-established due to the bottom-up approach adopted by team leaders. Team leaders’ feedback was being described as constructive and collegial fostering in this way relationship and driving teachers to be motivated, creative and committed to their organization.

CPD sessions were not seen as an administrative task that has to be achieved but as an opportunity to learn and be updated with new strategies and improve pedagogy in line with 21st-century learning. These findings are in line with Herminingsih & Supardi's studies (2017) that TL has a positive effect on teachers' personal development.

Teachers' Interview

Analysis of teachers' interviews from the French and English sections revealed that their team leaders' TL style had a profound influence on their overall effectiveness. Indeed, it affected their professional growth. Each session was an opportunity to learn from peers as far as new strategies are concerned. Furthermore, being able to share concerns prior to classroom observation or during in-service training sessions made teachers discuss and share their concerns and accept weaknesses as part of learning and improving. What is more, is that they related their stress-free environment and job satisfaction to the TL style adopted by their respective leaders. As for instructors from the social studies section, they claimed that they saw classroom observations and all forms of training sessions as an administrative task. Classroom visits which tended to be supervisor-centered were described as being painful and stressing with no prospect of professional growth.

Team Leaders' Interview

Speaking of team leaders, both of them (French and English) claimed that they were more inclined to create a positive school climate to enhance teachers' performance and involve them in problem-solving by making them reflect on teaching practices and keep upbreast with the new methodologies. Knowing that classroom supervision is a stressing experience for teachers, both team leaders adopted the three-step process: Pre-observation conference, observation, and post-conference observation with a focus on teachers' strengths rather than on weaknesses. During their meetings with teachers, the team leaders were interactive, supportive, and collaborative. They ensured the data were analysed and discussed non-judgmentally and that they were acting as listeners and facilitators with one purpose: improving teachers' instructional practices. They believed that the TL style was important in empowering teachers who in turn would increase students' motivation and enhance learning. They went so far as to claim that, in contrast to other leadership styles, TL provides an opportunity to reflect on what one does and how any practice can be changed. According to team leaders what makes this style useful is that there is no verdict expressed, no value judgment but only a diagnosis to make instruction more effective and enhance students' learning.

As regards to the social studies team leader's feedback, it was not possible to meet due to their busy schedule and commitment.

Data Analysis

In attempting to investigate whether TL was important in improving teacher efficacy, the study focused on teachers' attitudes when working with leaders who used such a style characterised by involving subordinates in decision-making and supporting them in being creative and innovative. The present study was designed to find answers to the following questions:

1. What are teachers' attitudes toward supervisory practices conducted by their team leaders?
2. To what extent does TL directly influence the performance of teachers?

Based on the most significant findings during the interviews, the following conclusions can be drawn to bring answers to the questions.

Regarding the first question, the findings revealed that teachers' attitude towards supervision was positive due to their respective leaders' leadership style which promoted interpersonal relationships and fostered communication. Classroom supervision, once feared, was an interesting opportunity for teachers to meet their leaders and exchange ideas. Because it was teacher-centered and conducted on their basis of their needs, they were willing to question their practices, lead a change, upgrade their teaching instruction and engage in a reflective practice.

This shows that teachers were motivated to work beyond expectations to improve their performance and students' outcomes. Therefore, it can be claimed that TL stimulated them to be more innovative, to question old assumptions and approach them using new ways (Hoy & Miskel, 2005). Furtherly, it is worthy to note that these claims corroborate with the results of previous studies conducted by Sanchez-Rosas et al. (2023), which state that teachers' performance is influenced by leadership style when vision is shared and any PD programme was conducted primarily on teachers' needs.

In modern leadership, TL style can be considered as the most suitable model since it drives leaders to bring changes to what teachers are doing actually in class and find new ideas that serve better the interest of learners in 21st-century learning (Shields, 2002). Another characteristic of TL style is that it motivates individuals to work beyond their self-interests and for the sake of the organization to achieve the desired needs (Obiwuru et al., 2011).

The second research question in the present study sought to explore the relationship between TL and teachers' performance. The results revealed that the adopted style by the team leaders not only inspired teachers but motivated them to take part in all forms of PD sessions to uplevel their knowledge as regards to 21st-century learning and apply that knowledge in their respective classes. These results are in line with the studies of Christen et al. (2006), Sarinah et al. (2017), Katitas et al. (2022), Ahmed et al. (2023), Sanchez-Rosas et al. (2023), which revealed that TL style resulted in higher levels of performance and job satisfaction among teachers when compared to other styles.

Recommendations

Based on the results of the study, the researchers came up with several recommendations. It is highly recommended that team leaders adopt clinical supervision approach during the supervision process to improve teaching quality and promote collaboration between supervisors and supervisees and ensure that CPD sessions are based on teachers' needs.

In adopting a collegial attitude towards teachers, team leaders contribute to teachers' performance development which in turn will impact positively on students' academic achievement and job satisfaction. On another note, future researchers may investigate the relationship between teachers and principals under the TL style using quantitative research to gain an in-depth understanding of teachers of principals.

Limitations

Upon results' examination, there are several limitations worthy of consideration. Firstly, the sample in this research was small which could have implications as far as the generalizability of the findings is concerned. Secondly, this study was designed on teachers' views of their team leaders' leadership style in one school in one city. To address these issues for future research,

there is a need to expand the sample and the number of schools inside and outside the city. Thirdly, the study used qualitative methods which did not allow in-depth analysis of teachers' responses during the interviews. For this effect, using a quantitative method is highly recommended.

Conclusion

The main aim of this study was to examine the relationship between TL style and teachers' performance in governmental schools. The study was twofold. Firstly, it sought to unleash effective strategies for educational leaders with a focus on Fullan's and Lewin's leadership theories. Secondly, it revealed the correlation between TL style and teachers' performance.

The reading of literature on educational leadership revealed that teachers' performance can be highly influenced by their leaders' leadership style which in turn influences students' academic achievements. Indeed, for teachers to upgrade their knowledge and skills and grow professionally, they need to be supported by leaders who promote and value CPD sessions and encourage them to innovate freely to provide students with teaching quality. Moreover, in adopting a bottom-up style, leaders are following modern leadership which demands that effective leaders share their vision with their subordinates and subject it to discussion prior to implementing it. It also displayed the extent to which teachers meeting, discussing, and exchanging ideas, strengthened the bond between teachers and their leaders.

It is undeniable that with the adoption of a TL style, any change occurring in an institution is met with enthusiasm from both novice and experienced teachers. Knowing that teachers with long experience view any change with apprehension and challenge, the TL style tends to overcome all the obstacles since leaders call upon experienced teachers to propose an area of their colleagues' concern, organise the event and/or conduct a demonstration class. Moreover, built on the principle of teamwork and cooperation, TL drives teachers to be fully committed to solving problems and growing professionally. Therefore, educational leaders are expected to adopt a style that fosters relationships and promotes teamwork as a key success to effective leadership.

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APPENDIX A

Team Leaders' Interview

Questions

1. How do you react to issues related to education?
2. To what extent do you consider teachers' views?
3. Do you think that you have done something different as far as professional development is concerned? If so, what kind of training program have you designed?
4. What are some of the ways you use to communicate with teachers?

APPENDIX B

Teachers' Interview

Questions

1. How is lesson observation conducted?
2. To what extent is the three step process beneficial?
3. To what extent are you free to express your views?
4. How do you see your weaknesses?
5. How are they dealt with the team leader during the meeting?
6. How did the team leader's style impact on you professionally?