Research Article,

EXPLORATION OF LEADERSHIP STYLES IN PUBLIC AND PRIVATE ELEMENTARY SCHOOL PRINCIPAL’S COMPARATIVELY

Authors: Muhammad Shahzad Ashfaq
Department of Education, University of Sargodha - Sargodha (Pakistan)

Corresponding Author: Muhammad Shahzad Ashfaq

Abstract: The present investigation was intended to discover the management styles of principals in public and privately managed elementary schools in District Sargodha. There was a desire to understand is there any variance in scores of headship styles between public and privately managed the institute’s headteachers; is there any distinction among male and female school headteachers. The researcher used a descriptive survey method. The sampling completed in two phases, in the first phase, adopting a purposive sampling strategy public and privately managed elementary institutions were selected, in the second phase 80 principals in public and privately managed elementary schools through a convenient sampling strategy were selected. A questionnaire comprises of forty statements was developed and administered personally through face to face the survey interview for data collection. The data were analyzed using SPSS version 21. The discoveries of the investigation revealed that both, the public and privately managed institution’s principals execute the popularity based initiative way to deal with encourage learning forms, this predominant authority style was seen viable in achieving positive learning. On the correlation between the male and female head instructors on the two styles, there was a noteworthy distinction as female educators were progressively fulfilled in popularity based initiative methodology.

Keywords: Leadership style, decision-making, professional leader, elementary school, headteacher.

Introduction:
Leadership is the capacity to lead and constructively impact others, spur individuals, give guidance and being an advancement. A leader is an individual who outstandingly impresses the musings and conduct of an impressive gathering of the person (Bhusan’s Blog). Leadership is also of specific importance in the administration of education because of its far-reaching possessions on the accomplishment of school programs and educational objectives (Seashore Louis, et al., (2010) and Leithwood, et al., (2010). Leadership makes the individual’s need to accomplish significant standards and goals while managers advise individuals to achieve an undertaking or target. According to Freeman and Auster, (2011), it is in light of this essential job of leadership that various researchers have variously deciphered the idea of the initiative. Leadership categorized by many specialists and professionals; senses of successful authority are appraised on the ground that each expert who has contemplated the idea categorized it. Yet, none have attained more widespread acknowledgment (Priest and Gass, (2017). As indicated by Visser, V., (2013) the appropriate meaning of leadership is, "the capacity to impact, spur, and empower others to add to the adequacy and achievement of the associations of which they are individuals". Silvia, C. (2011) considered leadership as a person’s behavior to
manage a get-together to achieve the proposed objective. Leadership about the foundation of vision, worth, and formation of condition with the goal that the goal can be cultivated. According to Richards and Engle (1986) term leadership is characterized as having the ability to propel and effectively impact a feeling of accomplishment for individuals from an association (Fry, 2003). Roux, (2010), Paillé, et al., (2014) propose which executives will in the general spotlight on the procedure by looking at if workers direct exercises the correct way; while leaders concentrate on the result by guaranteeing their organizations are doing the correct things. Kurland, et al., (2010) portray initiative style as the way a Leader’s drives, which is reflected in a portion of the thing’s headteachers do which include: how they impart leadership, practice force, and authority and the impact these have on educators and other school staff individuals. In light of the above definition, leadership style might be portrayed as how a leader impacts his/her supporters either by ordering or spurring them to accomplish the set objectives. Bhatti, et al., (2012); Josanov-Vrgovic and Pavlovic, N. (2014); Buble, et al., (2014) state that the way a leader leads decides if he/she will achieve school objectives or keep up positive associations with staff individuals. A predictable thought among various implications of the initiative is the social effect (Iqbal, (2010); Olanrewaju, (2012); House and Podsakoff, (2013); McLeod, and Chaffee, (2017). To lead the structure remains for regulatory accomplishment that enhanced cognizance the previous barely any years (McFarlin and Sweeney, 2014). The initiative can be instructed and learned (Wiza and Hlanganipai, 2014); Katz, L. S. (2014). According to Beare, et al., (2018) Leadership is marshaling of aptitudes constrained by a greater part anyway used by the minority. It is somewhat that could be learned by anybody taught to everybody and deprived of nobody. Any individual from the association may transmute into a pioneer, it isn't the assets of the heads (Wangithi, 2014). Iqbal, (2010) portrayed initiative style as, "a case of highlight, requested by the repeat or power of unequivocal organization practices or attitudes which a pioneer puts on the unmistakable authority limits". The pioneers in productive conditions make effort and offer their astuteness with others to energize and make situations that prop up the
they acknowledge to be vital in keeping up a fruitful extent and adherent boat. In the anxiety of disciples being wasteful, imperious pioneer retains the close management and sense this is the essential ultimate objective for everything to be ended. They keep rules and rules according to the book and express their tendencies clearly. Humanism is a missing word in their lexicons. In any case, they are superior to clandestine dictators. They present themselves furthermore, they are, what they are. In the mask, dictators are consistently dangerous. They present a particularly organized understanding and concern. They support conversation and meeting yet control it advancing their inactive limit advantage. They work up not completely and show an open-entryway strategy, yet their observations and objectives are fixed, unbendable, and fundamentally adjusted. They are astounding controllers and outperform wants in the claim to fame of correspondence (MALOȘ, 2012); Harms, et al., (2018). The pioneer constrained lovers to fit in with his sales. The imperious organization style is proper for those pupils who are new and awkward. The pioneer ought to be dynamic and winning and particularly capable of picking a correct choice. Anyway, the radical association style is introduced to a few objectives as low sureness and work disappointment. Workers' practicality will all around the reduction over a period. Potential supervisors drove workers don't get the chance to show their abilities (Burnett, 2017).

1.2 The Participative or Democratic Style of Leadership:
The majority rule initiative style contains the pioneer offering the dynamic abilities to pack people by propelling the interests of the get-together people and by working community reasonableness. This style of initiative incorporates conversation and involvement of cogitation and reassurance of a person to like their commitment. The restrictions of vote based collaboration will when all is said in done be surrounded by the affiliation or the social affair necessities and the contributory estimation of publics' qualities (capacity, points of view, etc.). The popularity based style wraps the idea that everyone, by the greatness of their human status, ought to have an impact on helpful options. They monitor an open-door course of action in the veritable sense. They trust in the collective idea and sharing a unique methodology. They remain accessible to proposition, progressions, and modification. They don't have confidence in assessment and checking anyway in help and training (Roueche, et al., 2014); Emira, (2010). The pioneer chooses the decision after advice with subordinates. The dominant part rule organization style is reflected as the paramount style in all conditions. Dynamic right now repetitive, dominating subordinates may control the decision on the side of them. All social occasions peoples are also subject to completing decisions. A portion of the time, decisions taken become the bent one considering the way that "various cooks ruin the soup" (Bernato, 2018).  

1.3 Free Rein or The Laissez-faire Style of Leadership:
The free enterprise style is a portion of the time described as a “hands-off” management style because of the circumstance that the leader names the tasks to their followers while giving virtually no course to the fans. If the pioneer pulls back a great deal from their supporters it can a portion of the time achieve a nonappearance of productivity, cohesiveness, and satisfaction. Free enterprise pioneers grant fans to have an all-out chance to choose decisions concerning the completion of their work. It grants fans an elevated level of self-administration and self-rule, while at the same time offering heading and reinforce when referenced. This style has the requirement in like manner because it makes tumult and botch in unique (MALOȘ, 2012); Pawar, (2014). Enlightening authority isn't equivalent to corporate organization. As the atmosphere and philosophy are exceptional. For sure, indeed inside instructive settings unique styles may be progressively ground-breaking or something different. For example, a tyrant (philanthropic dictator) is progressively productive in a new enlightening set up where a huge segment of juniors ought to be readied. The larger part the fair administration is most likely going to be continuously compelling in a likewise progressively prepared and productive informative setup.

1.4 Educational Leadership:
In any relationship, there must be an impact to organize its advantages (agents, currency and things) regarding legitimate destinations and checks. Inside a school, suppose, there needs to be a capacity to deal with the activities of subordinates and pupils regarding the achievement of the institution declared targets.
Authority gives that power and directs the activity style. (Kara, et al., 2013; Nusair, et al., 2012). The administration in guidance suggests organizing the activities of those busy with the arrangement of minds to achieve the progressive objectives fixed by those individuals who have sifted for it through themselves. Education and training assume an imperative job in helping people and social orders to conform to social, monetary and social changes and advance the improvement of the human capital fundamental for financial development. Present-day training, tutoring specifically and targets giving information, aptitudes, and perspectives required by the youthful ones to get utilitarian in their particular society. Schools are in this way proposed to fill in as the operator for creating singular residents inside a nation (Neufeld, 2013). Fundamentally, schools are foundations where youngsters are qualified to acknowledge what the general public wherein they live represents and are prepared with the end goal for them to add to the progression of their general public. School leadership is the route toward selecting and coordinating the blessings and energies of educators, understudies, and gatekeepers toward achieving typical informational focuses. This term is normally used synonymously with informative authority in the United States and has supplanted enlightening the organization in the United Kingdom. A few colleges in the United States offer advanced education in instructive leadership. Education is portrayed by Bartlett, and Burton, (2016) as the reflection of the general public, indicating its qualities, shortcomings, expectations, inclinations and key estimation of its way of life. Along these lines, education has a distinct task to carry out in the improvement of individuals and nations. Education assumes a huge job in the improvement of individuals since individuals are the abundance of any country; along these lines, individuals are seen as a concentration for advancement. It assumes a fundamental job in the advancement of the nation since education is the wellspring of the development of any nation.

1.5 The Significance of the study:
Leadership is a noteworthy job in upkeeping the instructive benchmarks of any schools. Keeping in see the significance of training and execution of the head educator job as a pioneer. The present investigation is aimed to explore the administration styles of head educators of Public schools by comparing the privately managed school's headteachers. The examination will compare the sexual direction aspect that in practice for authority styles. The present investigation will be valuable for head instructors/principals all things considered authority styles that lead them to successful execution in their work. The investigation will be useful for the school's chiefs for the execution of a viable administration style. The result of the present examination will be enlightening for an instructive organizer, instructive chiefs and instructive coordinators, by giving the data to construct such instructive ventures for teachers and principals that update their better initiative style on all points of view.

1.6 Objectives:
i) To distinguish the initiative styles of head educators at the elementary level.

i) To compare the initiative styles of head educators in public and private sectors.

iii) To look at the administration styles of male and female schools' heads.

1.7 Research Questions:
i) What kind of administration styles are found in head educators?

ii) Is there any distinction in the administration styles between public and privately managed school heads?

iii) Is there any distinction in administration styles among male and female schools' heads?

1.8 Delimitation:
The investigation was outlined to 40 public and 40 private elementary school head instructors in District Sargodha, Pakistan.

2.0 Literature Review:
Pioneers are a fundamental part of the working environment and have a suffering effect although working affiliations. Most of them are honest about authority rehearses and their effect on delegates' fulfillment level (Leithwood, et al., 2010). Exactly when pioneers oversee laborers, they take part in the case of practices. Amabile, et al., (2004) examined totalitarian, popularity based and free enterprise authority styles. The despotic initiative style keeps up a pro laborer
relationship with people from a social occasion. The free enterprise administration style grants a complete chance to all workers. Then again, the popularity based style utilized, advising methodology and keep up a pro association with pack people. Unmistakably in every regulatory situation, the single best administration style is difficult to pick (ABBAS, 2017). Mixed authority styles are progressively productive a significant part of when diverged from the single initiative style (Mittal, 2015). While discussing on initiative styles, (Tilahun, 2014); Hussain and Hassan (2016) assumed that the imperious pack consolidates dictator, order, and coercive styles, however, the majority rule bunch joins just, participative, and consultative. Giritli and Oraz (2004) has ensured that the transcendent style in all conditions is participative (fair) As demonstrated by Wachira, (2017) head educator with a counseling and synergistic initiative styles were progressively compelling in attaining increasingly conspicuous occupation fulfillment and confirmation from the training staff. Hackman & Johnson (2013) assumed that authority rehearses fall on a continuum from totally despotic to just popularity based (Masciulli & Knight (2016). The ordering style of administration is proper in the condition in which the pioneer is more talented than supporters. If the supporters are logically dexterous and capable, by then the participative style of the initiative is a top pick (Northouse, 2019); Mroz, Yoerger, and Allen, (2018); Van Wart, (2013). Already, the achievement of a school was subject to solid, clear alluded to, and decisive initiative (Morris, 2000). The head instructor is relied on to be the prime ace articulating, epitomizing, and understanding the school's basic ethos (YU, 2009); Onderi, (2013). The confirmation of oppressive and law-based organization styles is initiated by the reality that these action styles influence subordinate's fulfillment Control and interest are the key characteristics of two styles. Investment is a heart of law based style, while a top-down style and command control are the key attributes of the dictator style (Ray, S. likewise, Ray, I. (2012); Kim, (2016). Participative or vote based administration style is a joint powerful method (Nadeem, (2012); Dalluay and Jalagat 2016). Request or imperious initiative gives only a pioneer's vision (Acharya and Dasbiswas 2017). According to Bhatti, et al., (2012) if the delegates and pioneer relationship is sure, the endeavor will be significantly composed, and laborers show high practicality. The law-based pioneers incorporate bundle people in discussion and convince their gathering. Iqbal, (2010) found that the workers under just affiliations feel high aloof and showed aggravation and danger under totalitarian affiliations. They seldom partake in the dynamic (Hayers, 2000). The proof shows that headteachers get absolutist initiative approaches at fundamental conditions (Khalil, Iqbal, and Khan (2016) Progressive characteristics and the educator’s show have impacted truly by the head teacher’s position. It impacts understudy's presentation (Cheng, 2002). Headteachers of public schools have fame law based authority styles while those of the private division part have absolutist administration styles. The introduction of absolutist pioneers instructed over majority rule pioneers (Fiaz, Su, Q and Saqib (2017); Awan, Mahmood, and Idrrees (2014); Duze, (2012) The direct fruitful presentation and adequacy are mutually credited to group and leadership procedures (Hambley, Neill, and Kline (2007); Lee, et al., (2010). Representatives indicated more prominent employment fulfillment, feel regarded, autonomous, and communicate uninhibitedly while working under participative leaders (Scott, 2015; Önhon, (2016); Javed, (2018). The leaders make a situation wherein laborers are enlivened, persuaded, and feel achieved (Graves, Sarkis and Zhu 2013); Rukmani, Ramesh and Jayakrishnan (2010). The benefit, satisfaction, consideration, and duty of followers are credited to law-based initiative style (Puni, Agyemang, and Asamoah (2016); Puni, Ofei, and Okoe (2014). The participative initiative style is overpowered over the command authority style as time goes on the feasibility of affiliation (Greninger, 2012). Subordinates showed progressively imperative satisfaction under the popularity based style of authority (Bhatti, et al., 2012); Cuadrado et al., (2012). The momentous hitch to the greater part fair style of administration is a broad and monotonous strategy. In any case, the authority benefit is extended by participatory supervision (Francis, F. (2014).
3.0 Methodology:

3.1 Research Design:
The investigator used a descriptive survey methodology in the research examination.

3.2 Population:
Principals of public and privately managed institutions at elementary level in District Sargodha was the population of the study.

3.3 The Sampling:
The list of schools was obtained from the District Education Officer (DEO) Sargodha. By applying a convenient sampling technique, a sample of eighty headteachers forty from public elementary schools and forty from private sector schools was selected. The total sample of headteachers was divided into groups, comprising of 40 males and 40 females.

3.4 Instrumentation:
For the assessment of leadership styles, measurement questionnaire was developed on a five-point Likert scale “never” (1), “seldom” (2), “occasionally” (3), “frequently” (4), “always” (5) comprising 40 statements, developed by the researcher and administered personally through face to face the survey interview.

3.5 Validity and Reliability:
The pilot testing of the instrument was ledge; validity was resolved through the expert’s supposition and dependability through Cronbach Alpha.

3.6 Data Collection:
For data gathering, a questionnaire on a five-point Likert scale comprises of forty statements were developed by the researcher and administered personally through face to face the survey interview.

3.7 Data Analysis:
The quantitative data were analyzed using SPSS version 21. The mean scores and Independent sample t-tests at 0.05 level of significance was applied on both tests.

4.0 Results and Interpretation:
The accompanying tables display the level of principals of elementary schools with autocratic and democratic leadership styles.

Table 1 Headteachers with Autocratic and Democratic Leadership Styles

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>14</td>
<td>17.75</td>
</tr>
<tr>
<td>Democratic</td>
<td>66</td>
<td>82.25</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 depicted that out of 80 headteachers 17.75% have totalitarian authority style, while 82.25 headteachers have a participative initiative style.

Table 2 Male and Female Principals Working in Public Schools

<table>
<thead>
<tr>
<th>Principals</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Females</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 2 it is apparent that out of 40 principals 50% male principals and 50% female principals are working in public schools.

Table 3 Male and Female Principals Working in Private Schools

<table>
<thead>
<tr>
<th>Principals</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Females</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 reveals that out of 40 principals, 50% male principals while 50% of female principals are working in private schools.

The following tables compare the autocratic and democratic leadership styles of principals.

H01: There is no huge distinction between autocratic and democratic leadership styles of principals.

Table 4 Leadership Styles of Principals Autocratic and Democratic

<table>
<thead>
<tr>
<th>Princip al type</th>
<th>Leader ship Style</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>Sig (p-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Leader ship</td>
<td>Autocratic</td>
<td>14</td>
<td>152.42</td>
<td>6.32</td>
<td>78</td>
<td>- .430</td>
<td>.669</td>
</tr>
<tr>
<td></td>
<td>Democratic</td>
<td>66</td>
<td>153.56</td>
<td>9.39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of “t” at 0.05 = 2.00 (two tail)

Table 4 indicates no huge contrast between autocratic style (M= 152.42, SD= 6.32) and democratic style (M=153.56, SD=09.39, df =78 t
= -.430). Along these lines, the invalid theory that "there is no huge contrast among autocratic and democratic leadership styles of principals" was acknowledged. It was interpreted that principals with imperious and vote based authority styles didn't show critical contrast.

H02: There is no critical distinction among leadership styles of male and female principals working in public schools. The accompanying table compares the leadership styles among male and female principals working in public schools.

<table>
<thead>
<tr>
<th>Table 5 Leadership Styles of Principals in Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader ship Style</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Public Schools</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Table value of “t” at 0.05 = 2.00 (two tail)*

Table 5 reflects a critical contrast between public schools males (M= 38.30, SD= 9.30) and public schools female principals (M=16.90, SD=6.64), df= 38, t = 8.370. Thus, the invalid theory that "there is no huge contrast among leadership styles of male and female principals working in public schools" was dismissed, which inferred that there are alternate leadership styles of male and female principals in public schools.

Ho3: There is no noteworthy distinction between the leadership styles of male and female principals working in private schools. The accompanying table compares the leadership styles between male and female principals working in private schools.

<table>
<thead>
<tr>
<th>Table 6 Leadership Styles of Principals in Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader ship Style</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Private School</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Table value of “t” at 0.05 = 2.00 (two tail)*

Table 6 illustrates a noteworthy distinction between private schools males (M= 38.30, SD= 9.30) and private schools female principals (M=16.90, SD=6.64), df = 38, t = 8.370. Subsequently, the invalid theory that "there is no critical distinction among leadership styles of male and female principals working in private schools" was dismissed. It was uncovered that male and female principals demonstrated a critical distinction between leadership styles in private schools.

H04: There is no noteworthy contrast among leadership styles of male principals working in public and private schools. The accompanying table compares the leadership styles between male principals working in public and private schools.

<table>
<thead>
<tr>
<th>Table 7 Male Principals Working in Public and Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader ship Style</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Table value of “t” at 0.05 = 2.00 (two tail)*

Table 7 indicates no huge distinction among public schools males principals (M = 38.30, SD= 9.30) and private schools male principals (M=38.30, SD=9.30), df =38, t =.000. Consequently, the invalid theory that "there is no critical distinction between initiative styles of male principals working in public and private schools" was acknowledged. No noteworthy distinction was found between public and private school principals.

Ho5: There is no critical distinction between the leadership styles of female principals working in public and private schools. The accompanying table compares the leadership styles between female principals working in public and private schools.

<table>
<thead>
<tr>
<th>Table 8 Female Principals Working in Public and Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader ship Style</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Table value of “t” at 0.05 = 2.00 (two tail)*

Table 8 imply no noteworthy distinction among public schools females principals (M= 16.90, SD= 6.64) and private schools female principals (M=16.90, SD=6.64), df=38, t =.000. Accordingly, the invalid speculation that "there is no huge contrast between leadership styles of female principals working in public and private schools" was acknowledged, which indicates that
female principals used equal authority styles in public and private schools.

**Discussion:**
The objective of the research was to explore the leadership styles of principals in public and private elementary schools. The consequence of the research outlines the distinctions, the exploration sample determined that the contrast between public and private schools. The administration of public school principals has a strong leadership style in contrast to the principals of private schools since the administration of public school principals has solid foundations and prospects for self-improvement in the school. According to the test results, the autocratic leadership style of instructors in private institutions negatively affects school performance in elementary grades. Numerous controversies have been identified, including how the principals of autocratic schools will generally be overly demanding and ruthless, demoralizing their subordinates to behave as might be expected. Research has also established that there is constant opposition in schools with autocratic leadership. Although it can be far from difficult to initiate and execute change from above (from top to bottom), continuing these changes in the condition of autocratic leadership can be problematic. Malaya Defton Boma ledge the exploration, in the same way, it was discovered that most of the educators believed that their main instructors were democrats. In addition, the examination revealed the increases and duties derived from the use of management style based on the popularity of administrators. The simply fair administration style encourages everyone to participate in the school's efforts with all due respect. The staff feels they are a little bit of the school and in this way, they are a little bit of the authority of the school. This examination likewise determined the existence of a strong association between the style of the good administration of the administrators and the authority of the instructor. Most schools would improve their presentation by ending up being continuously online and progressively designed in the right way. In this review, at this time, elementary school principals are explicitly asked to use this style of authority in organizing rudimentary evaluation schools.

The consequence of the present investigation identifies the sexual contrasts between the main instructors and the work of sexual orientation in the didactic organization also in the leadership styles. The female school educator has a strong leadership style in contrast to male school instructors. It is a general perception that much of women's prosperity is fueled by their acute ability to deal with problems and think scientifically, by their powerful communication and by their ability to estimate competent relationships. Meyenn and Parker (1993) discussed female lines as synergistic, shareable and strong, while Brady (1992) considered them exceptionally effective in conveying educational progress to educators. Gayle (1991) conducted an examination and stated that women are considered less serious in peace-promoting circumstances than men and speak with collaborators to meet the requirements of affection, while men teach how to meet the requirements, control requirements.

**Conclusion:**
The conclusions drawn from the exam results indicate that the research discovered a distinction in the leadership styles of public and private school principals. Public school principals have a powerful leadership style which is democratic administration styles, while private school principals favor autocratic leadership style. Quite like some public school principals also have fair management styles. The distinction in leadership styles of male and female school principals was also outlined by the research result. Male leaders are organized by assignments and use the autocratic administration style, while female leaders use the democratic leadership style. Female school leaders also favored the fair and proud initiative style.

**Recommendations:**
Considering conclusions, the accompanying proposals recommend that the research establishes the autocratic initiative style of the private school principals negatively affects school performance in elementary grades. In this way, principals of school are required to stay away from the use of autocratic initiative styles in school administration. School principals should evade the laissez-faire leadership style that has documented an entire assignment of obligations for educators and students. The
school directs energize to evaluate the exercises to ensure consistency and results. The governments should organize regular training in managing leaders to refine their skills informal practices, considering the changing patterns and needs of schools. Female head educators have a superior instructive leadership style which is democratic. It is precisely this mode of the leadership of key teachers who are called upon to use this leadership in elementary school administration. Also, headteachers are advised to use the most appropriate leadership style to promote aggregate obligation.

**Declaration:**
The author declares that there is no conflict of interest. The researcher did not receive any ordinary, special and specific grant from any funding agency in the commercial, public or not-for-profit sectors.

**References:**


[42.] Kim, N. (2016). Servant Leadership Style: What is it and what are the Benefits and Contrasts to Other Leadership Styles?


[65.] Önhon, Ö. (2016). The Relationship between Organizational Climate for Innovation and Employees’ innovative work behavior; the moderating effects of leadership behavior; ICT sector in Turkey. *Unpublished Doctoral Dissertation*, Marmara University, Institute of Social Sciences, Department of Business Administration.


[82.] Tanui, E., Rono, R., & Kosgei, A. C. (2018). INFLUENCE OF SELECTED LEADERSHIP STYLES OF PRINCIPALS ON PERFORMANCE OF PUBLIC SECONDARY SCHOOL IN NAROK SOUTH, KENYA.


