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PERFORMANCE A RESULT OF THE IMPACT OF THE NEW FACET LEADERSHIP STYLE IN THE SECONDARY SCHOOLS OF MAURITIUS

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Abstract: The Mauritian Government has been investing massively in the education sector (Subrun & Subrun, 2015) so as to produce a new generation of innovative leaders. School leaders and their leadership styles play an important role in casting a quality future workforce by creating a conducive working environment leading to job satisfaction and performance. The output of the secondary schools is the future of the tertiary education system. Thus, tertiary education depends entirely on the output of the secondary school system. The quality output in the secondary system ultimately leads to quality input in the tertiary education system and finally, it supplies a quality output of students in the job market and a good workforce. In view to investigate whether there is an impact of the New Facet Leadership Style on performance, the New Facet Leadership Style comprising of Instructional leadership, Transformational leadership, Moral leadership, Participative leadership, Managerial leadership and Contingency leadership style along with the transformational leadership style was scrutinized in the Mauritian state and private secondary school. Data was gathered from 500 partakers of the secondary school system. The present study analyses the impact of the various socio-psychological in relation to the New Facet Leadership Style, work culture, the attitude of the members towards their job, occupational self-efficacy, self-concept on job satisfaction and performance through the SPSS and the SPSS AMOS. Structural Equation Modeling has been used as the confirmatory tool to gauge the impact of the New Facet Leadership Style and its impact on performance.

Keywords— Leadership Styles, New Facet leadership style, Performance, SEM, and Secondary School.

I. INTRODUCTION

Leadership styles adopted by leaders generate a significant influence on employees' psychological capital and work engagement (Li, Castano & Li, 2018). A number of studies have revealed that leadership styles do have a great impact on performance, positively or negatively depending on the leadership style espoused by leaders (Bambale, Girei & Barwa, 2017). Thus, the concept of leadership in the field of education has a colossal significance in the promotion of quality education, which will equip the citizens of tomorrow to face new challenges. Leadership is the most important aspect that concludes whether an educational institution will succeed or fail (Simkins, 2005). Leaders' behaviours and leadership style significantly affect the work results of employees, both attitudinally and behaviorally (Le and Lei, 2017). This ultimately influences job satisfaction, work performance, innovation, organisational commitment, and so on. Furthermore, this can be sustained by the study of Chandra and Priyono (2016). The present study tries to discover the various issues interconnected with leadership style in terms of the New Facet Leadership Style and its impact on performance. Thus, the objective of this study is to gather data from the non-profit-making private secondary schools and state secondary schools' leaders and educators, to scrutinize them and to understand the role of leadership management in terms of the New Facet Leadership Style in the provision of quality education in secondary schools in relation to the learners' achievement and the secondary school performances in the Mauritian's educational organizations. The data gathered through the questionnaire was analyzed using SPSS and SPSS AMOS. The present research is far-reaching as it utilizes a new tool to gauge and analyse leadership styles in terms of New Facet Leadership Style in the educational system, which is the Structural Equation Modeling. A series of analyses were carried out such as Factor Analysis and Confirmatory Factor Analysis, followed by Structural Equation Modeling (SEM) to analyse the leadership styles in terms of the New Facet Leadership Style of the secondary



school leaders. Structural Equation Modeling has been used as a new confirmatory tool in gauging educational leadership styles, through multiple correlation analyses. Furthermore, this study intends to provide adequate suggestions and recommendations so that policymakers and the Ministry can adopt them and instruct the educational leaders on different leadership styles that can be adopted, in the quest for quality education.

Aims and Objectives of the study

The present study aims to investigate the impact of the secondary school leaders in terms of the New Facet leadership styles on performance in the private and state secondary school in Mauritius. The purpose of the study is to explore whether an interrelationship exists between the New Facet Leadership Style of the school leaders and the performance in the secondary schools in Mauritius. It intends to determine whether leadership styles in terms of the New Facet Leadership Style affect secondary school performance.

Mauritian Education System

The Mauritian education system is divided into pre-primary, primary, secondary (mainstream and prevocational stream) and tertiary education and it disburses free education at all the stages of students' life. A child can only start secondary and prevocational streams after completing the Primary School Achievement Certificate (PSAC). The system is embedded with a compulsory schooling system up to the age of 16. The various access pass to the various level of education in the Mauritian education system is as follows, the Primary School Achievement Certificate (PSAC) is the access pass to Grade 7 in the secondary school system, the National Certificate of Education (NCE) is the access pass to the Grade 10, the O-Level Cambridge International School Certificate is the access pass to the Grade 12 and the A-Level International Cambridge Higher School Certificate is the access pass to the world of tertiary education in the National and International Universities. The state secondary schools and almost all the private secondary schools are government Grant-aided schools which disburse free education to all children of Mauritius irrespective of their ethnic group.

Leadership Styles

Performance of the educational institutions rests on good administration and improved leadership styles of the educational leaders, set as performance features that every educational leader must own (Gultom & Fibriasari, 2021). In the same vein, it can be noted that integrating ideals in handling an educational institution is extremely important to have a sense of balance to play the role of educational leaders as leaders and managers under one roof (Vikaraman, Mansor, Nor, Alias & Gurusamy, 2021). Therefore, dealing with all types of unpredictable circumstances has become challenging. The application of a unique style of leadership style do not cater for the need of the subordinates and handling unforeseen

circumstances is no more functional. The performance of educational institutions can be enhanced by applying the appropriate leadership styles (Kirby, Douglass, Lyskawa, Jones & Malone, 2021). A number of scholars have claimed through a number of studies that different types of leadership styles have worked best. For example: Cansoy (2019) concluded that educational leaders' managerial actions that encourage involvement and are flexible, sharing leadership at school, and displaying individual-oriented and supportive leadership actions were discovered to augment educators' job satisfaction; Duyan & Yildiz (2020) concluded that transformational leadership and job satisfaction will not only provide individual growth of academic personnel, but also will give an inclusive performance of the academy such as academic publications, pupils satisfaction and teamwork among staffs; Donkor & Asante (2016) noted that if there is an insufficient time disbursed on instructional leadership by school leaders, this possibly will account for a meagre performance of both teachers and pupils or students in the basic school of study; Bronskhorst, Steijin & Vermeeren (2013) noted that transformational leadership characteristics are capable of influencing positively employee motivation, by dedicating their endeavors and determination to specific objectives and tasks; Ghani, Derani, Aznam, Mohamad, Zakaria & Toolib (2018) argued that transactional leadership is future focused on, compared to the existing oriented and the strength of the institution can motivate the employee which employee can provide commitment and creativity to the institution; Lin & Wu (2018) noted that authoritarian leadership could be applied as a bridge for institutional followers to timely assign manpower and issue work with the earlier know-how to lessen errors; Bambale, Girei & Barwa (2017), noted that servant leadership is defined as serving others by working in the direction of their progress and happiness; Wu (2012) noted that moral leadership enhanced job performance since such actions improved the reliability of managers and sequentially boosts juniors' intrinsic enthusiasm as well as mental enablement, which ultimately geared toward the improvement of job performance; Chan (2019) noted that the participative leadership was constructively connected to workers' job commitment and work contentment; Nyberg, Holmberg, Bernin, Alderling, Akerblom, Widerzal-Bazyl, Magrin, Hasselhorn, Milcrearek, Dangelo, Denk, Westerlund & Theorell (2011) postulated that managerial leadership emphasized on positive leader features and deeds, the leaders addressed emotional state, attitudes, and gratification of the followers, enhancing self-esteem, enhancing interconnection, diminishing skirmish and so forth; Bellibas & Liu (2017) concluded that there was a noteworthy and constructive association among school leaders professed instructional leadership exercise and educators' self-efficiency in schoolroom administration, instruction and pupil engagement; Dipboye (2018) noted that the contingency theories of leadership arose from investigation representing the circumstances under which the different types of qualities and

deeds of headship are related with gratification and effective presentation. Therefore, it may be inferred that a unique leadership style cannot be applied all the time. The leadership style sets the tone of the organizational environment and natures the attitude and performance of the followers (Boyer-Davis, 2018). Therefore, a myriad of leadership styles in terms of contingency leadership, instructional leadership, managerial leadership, moral leadership, participative leadership along with the transformational leadership style has turned out of immense importance. Subsequently, the schools are not static and a standard type of leadership style cannot be applied to handle the various types of situations. Thus, the various leadership styles: contingency leadership, instructional leadership, managerial leadership, moral leadership, participative leadership along with transformational leadership style is termed as the NEW FACET LEADERSHIP STYLE for the present study. The New Facet Leadership Style comprises contingency leadership, instructional leadership, managerial leadership, moral leadership and participative leadership along with the transformational leadership styles to handle all types of situations and at the same time to generate a positive influence on the subordinates in terms of attitude, self-efficacy, quality of work-life, satisfaction, participation in nonworking related activities, self-concepts, work culture, and performance. The New Facet Leadership Style is based on the Contingency Leadership Theory and the Transformational Leadership theory. Subsequently, the leaders usually work in line with the contingency theory (Fiedler, 1951; Northouse, 2004), as the leader's effectiveness depends on how well the leader's style matches the specific setting or situation and the transformational leadership theory (Bass, 1998; 2008) to consistently motivate, inspire and optimised supporters' effort to accomplish what could be beyond their reach but at the same time it also enhances the inspirational appeal of the leaders (Ghaus, Lodhi & Shakir, 2017). Thus, the leaders must master the various leadership styles and they must handle the various situation using these leadership styles contingency leadership, instructional leadership, managerial leadership, moral leadership and participative leadership while incorporating the transformational leadership style termed as the NEW FACET LEADERSHIP STYLE to cater for the needs of the subordinates and to handle all type of situations. The leaders must employ a myriad of leadership style along with transformational leadership styles to enhance workers' performance in an institution (Bambale, Girei & Barwa, 2017) while ensuring that the leadership style positive affect the attitude of the staff, their self-efficacy, quality of work-life, satisfaction, participation in nonworking related activities, self-concepts, work culture, learners' achievement and school performance.

Conceptual framework of leadership styles leading to performance

The conceptual framework steering the qualitative and quantitative study assumes that the New Facet Leadership Style of the leaders is connected with numerous successful leadership styles put into practice by educational leaders (Subrun & Subrun, 2022) that generates a good working atmosphere, which eventually affects the subordinates' performance by the applying the right leadership styles. Leaders' leadership styles are directly interrelated to the working conditions of the subordinates and their performance. The conceptual framework in Figure 1 is based on the work of Subrun & Subrun (2022) work. It is based on the Mauritian education system of both the private secondary schools and the state secondary schools.



Figure 1 New Facet Leadership Style and Job Satisfaction Conceptual Framework for the Mauritian Education System (Subrun & Subrun, 2022)

Main components of leadership style under investigation

The leadership style in terms of the New Facet Leadership Style and its impact on creating a sound school culture and a positive working atmosphere. It also creates moods and provides the incentives to help educators in fulfilling the institutional goal. The application of the right leadership styles in terms of the New Facet Leadership Style and its impact in creating a positive school culture. The leader is capable to have an influence on financial performance, affecting aspects such as efficacy, environmental adjustment and human resources and certain behaviors of the leader can manipulate those factors (Yukl, 2008). The leader has the ability to create a good working culture. The right leadership style motivates the educators to fulfil the institutional goal, that is, to achieve a high percentage pass rate in the institution. This is in line with Northouse's (2013) study which noted that the role of leaders in a group of members of all dimensions, from small groups to huge institutions is to persuade group members to work mutually, to accomplish a common objective. In addition, the fact that the person in charge and his followers share a common goal decreases the prospect that the leader will make use of force or non-ethical ways, thus teamwork capability increases. However, if there is the application of



inappropriate leadership styles, this will tend to have a negative impact and it will generate a negative school culture where the educators will not be motivated. The educators will not work towards the same goal of the institution, resulting in a low percentage pass rate. Thus, the leaders should generate supportive work, which unswervingly affects the personnel and center quality results (Kirby, Douglass, Lyskawa, Jones & Malone, 2021). The virtuous performance of the educational institutions rests on good administration and improved leadership styles of the educational leaders, set as performance features that every educational leader must own (Gultom & Fibriasari, 2021). In the same vein, it can be noted that integrating ideals in handling an educational institution is extremely important to have a sense of balance to play the role of educational leaders as leaders and managers under one roof (Vikaraman, Mansor, Nor, Alias & Gurusamy, 2021).

The leadership styles affect the followers both attitudinally and behaviorally through job satisfaction, work performance, innovation, organizational commitment and so on (Alkahtani, 2016). The leaders play a crucial part in guiding their members to accomplish institutional objectives efficiently Fiaz, Su, Ikram & Saquib (2017). Since leader behaviors and leadership styles have a significant impact on the followers' work outcomes. Consequently, the overall relationship will be gauged using the Structural Equation Modelling, as a new confirmatory tool in gauging educational leadership styles in terms of the New Facet Leadership Style, through multiple correlation analysis and the Goodness of Fit Index to confirm the impact of the New Facet Leadership Style in terms of contingency leadership, instructional leadership, managerial leadership, moral leadership and participative leadership along with the transformational leadership style in relation to the on the attitude of the staffs, their self-efficacy, quality of work-life, satisfaction, participation in nonworking related activities, self-concepts, work culture, learners' achievement and school performance.

Null Hypothesis: There is no significant relationship between respondents' (rectors/educators) New Facet Leadership style and performance.

II. METHODOLOGY

Data was gathered from 500 partakers of both state and private secondary schools in Mauritius. The data was collected using a questionnaire. It was compiled and analyzed using SPSS and SPSS AMOS as the Factor Analysis, followed by Structural Equation Modeling (SEM) as the confirmatory tool to analyse whether the New Facet Leadership Style, work culture, the attitude of the members towards their job, occupational self-efficacy and self-concept has an impact on job satisfaction and performance in the state and private secondary schools in Mauritius.

The relationship is demonstrated in Figure 1 above. The conceptual framework that directed this research is founded on five major variables namely:

- leadership style in terms of the New Facet Leadership Style of rectors as the independent variable,
- impact of the leader's style in terms of the New Facet Leadership Style on the educators as the dependent variable,
- adoption of the right leadership style in terms of the New Facet Leadership Style by the school leaders as the dependent variable,
- effect of leadership style in terms of the New Facet Leadership Style on the provision of quality education as the dependent variable and finally
- consequence of leadership style in terms of the New Facet Leadership Style on the school culture and the learners' achievements as a dependent variable.

III. RESULT AND DISCUSSION OF ANALYSIS THROUGH STRUCTURAL EQUATION MODELING

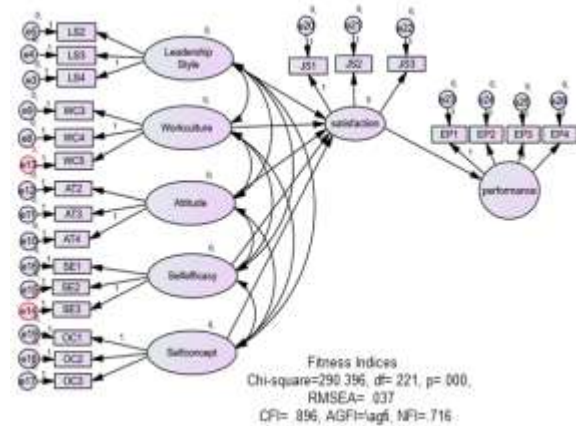


Figure 2 Correlation among the Factors tested in relation to Leadership style, work culture, attitude, self-efficacy, self-concept, satisfaction and performance

Figure 2 reveals that there is a positive relationship among leadership styles in terms of the New Facet Leadership Style, work culture, attitude, occupational self-efficacy and self-concept in relation to the unobserved exogenous variables Satisfaction and Performance generates an RMSEA (Root Mean Square Error of Approximation) value of 0.037, a p-value of 0.000, CFI (Comparative Fit Index) value of 0.896 and NFI (Normed Fit Index) value of 0.716.



Model Fit Indices								
Model Fit Index	Chi-Square	df	Absolute fit indicators			Incremental fit indicators		
			p-value of X ²	CMIN/DF (X ² /df)	RMSEA	CFI	AGFI	NFI
Acceptable value	Small		<0.05	<is 5	<0.05 is good, <0.08 is acceptable	>is 0.95 great, >is 0.7 tolerable	Same	>is 0.90 great, >is 0.7 tolerable
Output	290.396	221	0	1.69	0.037	0.896	0.77	0.716

Source: Primary data collected from questionnaire

Table 1: Model Fit Indices. Source: Authors' compilation

The data in the Table 1 reveals that the p-value, Chi value, RMSEA value, CFI value, AGFI value and NFI value are within the acceptable range of data and they perfectly fit the model. Thus, these data validate that the New Facet Leadership Style, along with work culture, attitude, self-efficacy and self-concept positively affect job satisfaction and performance.

IV. CONCLUSION

The Structural Equation Modeling analysis in Figure 2 and the Table 1 confirm and validate that there is a positive relationship among the multiple variables by correlating the common observed exogenous variables (respondents' attitude to job, occupational self-efficacy, work culture, leadership styles in terms of the New Facet Leadership Style and self-concept) in relation to the unobserved exogenous variables job satisfaction and performance with an RMSEA (Root Mean Square Error of Approximation) value of 0.037, a p-value of 0.000, CFI (Comparative Fit Index) value of 0.896 and an NFI (Normed Fit Index) value of 0.716. All these values indicate that the variables of leadership styles in terms of the New Facet Leadership Style, work culture, Attitude, self-efficacy and self-concept directly or indirectly give a noteworthy impact on respondents' satisfaction and they affect performance in the state and private secondary educational institutions of Mauritius. Consequently, it may be concluded that the New Facet Leadership Style plays an important role in achieving performance.

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