

Leadership Style and Teachers' Performance at Government Colleges in Bangladesh: A Comparative Study of Teachers and Principals' Perceptions

Sushanta Roy Chowdhary*, Md. Seraj Uddin**,
Mojzammal Hoque*** and Md. Mominul Islam****

Abstract

The present study aims to evaluate the comparative study of teachers' and principals' perceptions of leadership style (transformational, democratic, autocratic, and laissez-faire) and teachers' performance at government colleges in Bangladesh. A descriptive research design with a quantitative approach was used in this study. Two survey questionnaires for teachers and principals with a five-point Likert scale were employed for data collection. The target population was 2151 teachers and 40 principals and vice principals in Government Colleges. The sample size was 92 for teachers and 20 for principals and vice-principals. A simple random sampling technique was used for both data collections in this study. The Composite Reliability (CR) was 0.895 to 0.954 for teachers and 0.853 to 0.960 for principals, and the Variance Extracted (AVE) was 0.587 to 0.775 for teachers and 0.503 to 0.799 for principals of these variables. SPSS version 20 and Smart PLS were used for data analysis. Frequency distribution, mean, percentages, standard deviation, and t-tests were used in this study. The major findings were that there is no significant difference between this mean score about teachers' performance and principals' perceptions, and there is a significant difference between this mean score of democratic leadership of the teachers and principals' perceptions. It was also found that there is no significant difference between the mean score of autocratic leadership of the teachers and principals' perceptions, and there is no significant difference between the mean score of laissez-faire leadership of the teachers and principals' perceptions. Again, it was found that there is a significant difference between the mean score of transformational leadership of the teachers and principals' perceptions. This research will assist in creating a workshop and training guidelines for teachers and principals.

Keywords: *Leadership, Autocratic Leadership, Democratic Leadership, Transformational Leadership, Laissez-fair Leadership, Teachers' Performance*

1.1 Introduction

Government Colleges (GC) are playing a vital role in the education sector in Bangladesh. All government colleges are operating higher secondary certificate

* Dr. Sushanta Roy Chowdhary, Associate Professor, Department of Management, Rajshahi College, Rajshahi 6000, Bangladesh, E-mail: sushantachowdhary75@gmail.com

** Dr. Md. Seraj Uddin, Professor & Head of the Department, Department of Management, Rajshahi College, Rajshahi 6000, Bangladesh, E-mail: dr.seraj1os@gmail.com

*** Mojzammal Hoque, Assistant Director, Planning and Development, National Academy for Educational Management (NAEM), New Market, Dhaka 1000, Bangladesh

**** Md. Mominul Islam, Lecturer, Department of Management, Rajshahi College, Rajshahi 6000, Bangladesh, Email: ananto.anto@gmail.com

◆ **Article** received on 16 November, 2023 & accepted on 17 December, 2023.

To cite the article: Chowdhary, S.R., Uddin, M.S., Hoque, M. & Islam, M.M. (2023). Leadership Style and Teachers' Performance at Government Colleges in Bangladesh: A Comparative Study of Teachers and Principals' Perceptions. *Journal of Rajshahi College*, 1(1 & 2), 123-139.

(HSC) programs, and most of the GCs are running undergraduate and postgraduate programs. Teachers of GC work as principals, vice principals, educational leaders, and educational managers. The principal of GC is an educational leader who must be responsible and accountable for achieving the goals of his or her organization (Astuti, Aunurrahman, & Wahyudi, 2019). In the day-to-day school's operations, school leadership is a significant educational driver of change, success, and sometimes even a source of failure (Day and Sammons, 2016). Efficient educational leadership is needed to achieve educational missions and visions that help build effective educational institutes (Parveen et al., 2022).

Teachers are the main employees of educational organizations, and their success depends on teachers' performance (Maesyaroh, Pasaribu, & Guswandi, 2020). A teacher's overall performance performs an essential function in accomplishing first-rate training for the students. A low teacher's overall performance will lower the first-rate learners (Kailola, 2017). Many aspects, such as teacher performance overall, transformational, authoritarian, democratic, and laissez-faire leadership, are crucial to achieving academic organizational goals. Employee performance enables organizations to achieve both short- and long-term objectives (Maesyaroh et al. 2020).

The universal process of leadership involves inspiring subordinates to strive for a common goal (Northouse, 2010). In an educational setting, leadership focuses on the goal, the motivation, and the teams. While management offers methods and processes to plan, budget, assess, and carry out daily activities, leadership specifically helps schools define academic standards, goals, and patterns of behavior across the entire school community (Coyle, 2012). According to Hallinger et al. (1996), transformational, autocratic, democratic, and laissez-faire leadership styles have direct and indirect effects on teacher performance.

One of the most recent concepts in the field of organizational leadership is transformational leadership (Zareei, 2014). According to Suryo (2010), transformational leadership is defined as "leadership that inspires and motivates people to accomplish better achievements than were originally envisaged and internal rewards." Followers feel trust, adoration, loyalty, and respect for their superiors, which motivates them to go above and beyond. Tobias (2008), cited in Tobing & Syaiful (2016), showed research results in Indonesia that transformational leadership had a significant positive influence on employee performance. An autocratic leader tends to consolidate power and gain control over incentives and coercion (Daft, 2008). Due to their strong attention to completing duties, autocratic leaders are regarded as task-oriented (DuBrin, 2006). The manager has only the authority to make decisions on policies, strategies for achieving goals, work relationships, and incentives and punishments (Mullins 2007). Democratic leadership is characterized by cooperation and collaboration. It is also sometimes called interactive or

participatory leadership. This kind of leadership describes situations in which a superior solicits input from a subordinate prior to making a decision (Aunga & Masare, 2017). According to Aunga and Masare (2017), a manager who practices laissez-faire, sometimes referred to as hands-off leadership, provides employees with as much liberty as possible while providing the least amount of direction. Laissez-faire leaders, who have less control over their employees, give them the flexibility to conduct their duties without direct supervision (Wu & Shiu, 2009). Performance is the outcome and conduct at work that are attained to finish the assigned duties and obligations within the allotted time frame (Fisher et al. 1993). Mulyasa (2013) states that performance is demonstrated by a person's actions, looks, and professional accomplishments as a culmination of their knowledge, abilities, attitudes, and values.

A study conducted in Indonesian educational institutions by Astuti, Aunurrahman, and Wahyudi (2019) found democratic 39.8%, autocratic 26.5%, and laissez-faire leadership styles 33.7%, respectively. However, democratic leadership styles in India are more advantageous to increased academic performance than autocratic and laissez-faire leadership styles (Tedla et al., 2021). Again benchmarking and knowledge of effective good leadership and lasting transformation are crucial for educational leadership (Luedi, 2022).

In Bangladesh, perceptions of teachers and principals are different about teachers' performance and principals' leadership style. This is the debating issue at the government college level in Bangladesh. There is no in-depth study in this field in the Bangladesh context. The study's findings will support the advancement of national educational policy, employee performance, and the attainment of the sustainable development goal of education. They will also aid in the development of institutional heads' and teachers' preparedness. So, the researcher is interested in a comparative study of teachers' and principals' perceptions of leadership style (transformational, democratic, autocratic, and laissez-faire) and teachers' performance at government colleges in Bangladesh.

2.0 Review of Literature

2.1 Leadership Concept

According to Jaques (2017), leadership is defined as a person's ability to persuade a group to accomplish shared objectives. Leadership is a reciprocal process in which individuals with specific goals and values, as well as different economic, political, and other resources, enlist the help of others to accomplish their own or shared objectives (MacGregor, 1978, as cited in Igwe & Ateke, 2019). The leadership of the principal is crucial in the development of schools, particularly in guiding the process of collective learning through activities of collaborative and informed reflection that are pertinent to the needs of the school (Kovaevi & Hallinger, 2019).

2.2 Transformational Leadership

Transformational leadership is a style of leadership in which a leader employs charisma to change and reenergize the organization (Mastur et al., 2022; Mohzana et al., 2022). According to Yukl (2001), transformational leadership occurs when leaders and followers work together to raise spirits and motivation. According to Vipraprastha, Sudja, and Yuesti (2018), transformational leaders motivate their teams to reach their objectives. According to Bass and Avolio (1990), the four characteristics of transformational leadership are idealized influence, inspiring motivation, intellectual stimulation, and individual consideration. According to Sinaga *et al.* (2018), transformational leadership has a direct meaningful impact on employee performance.

2.3 Autocratic Leadership

Wu and Shiu (2009) claim that threats, commands, rules, regulations, penalties, and instructions are characteristic features of autocratic or authoritarian leadership. Additionally, autocratic rule presupposes that individuals are largely unambitious and that their primary motivation is a need for security (Mat, 2008). According to Boyatzis, Goleman, and Mckee (2002), authoritarian leadership is the least effective in the majority of circumstances because intimidation causes followers to become emotionally cold, which has a negative impact on the workplace environment. However, authoritarian leadership seriously harmed the organizational environment in the study conducted on eateries in Bangladesh (Jony et al., 2019).

2.4 Democratic Leadership

Democratic leadership, which is sometimes referred to as participatory leadership or shared leadership (Khan et al. 2015), describes a scenario in which followers and leaders make equal contributions (Sarwar et al. 2022). In this leadership approach, the leader supports social equality and promotes followers' interests while giving followers the power to make decisions (Sarwar et al., 2022). Any organization, particularly academic institutions, can benefit from this style of leadership. With this tactic, the importance of each group member's input into the decision-making process is highlighted (Sarwar et al., 2022).

2.5 Laissez-Faire Leadership

The laissez-faire leadership style is therefore seen as the antithesis of the transactional one because it permits the "let everyone do as they wish" mindset to rule in an organization (Bennet et al., 1994), leading Bass and Avolio (1990) to refer to it as "the absence of leadership." While it encourages follower participation, it does not offer guidelines or a framework for helpful participation (Khan et al., 2016). This leadership style is known as "zero leadership" (Yang, 2015) since it empowers the group members to make all organizational decisions. This leadership style allows for more independence

within the business and involves less information, direction, and guidance for the workers. Because they believe that workers can care for themselves, laissez-faire bosses are instructed not to invest in their professional development (Puni et al., 2014).

2.6 Teacher’s Performance/Employee Performance

According to Sodik et al. (2019), professional performance, appearance, and talents are among the teacher performance indicators. Regarding the significance of evaluating teacher performance, school principals must engage in continuous supervisory activities in their capacity as supervisors by enhancing their approach to curriculum supervision. Performing a job or profession effectively requires meeting certain performance standards within a given timeframe. Various measures can be used to determine performance. Employee performance is the result of several factors working together. Employee performance is particularly impacted by several characteristics, such as transformational, autocratic, democratic, and laissez-faire leadership, over a specified period in order to achieve corporate goals (Masrukhin & Waridin, 2006). The ability to accomplish duties and obligations based on knowledge and performance indicators determines an employee's performance. Workplace behavior, individual behavior, and work results are all significant variables.

2.7 Conceptual Framework

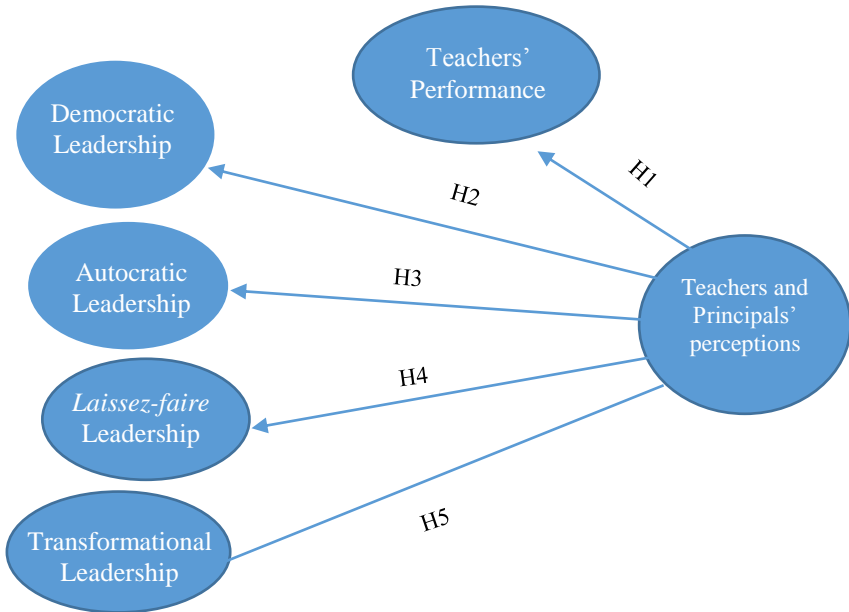


Figure 1: The Conceptual Framework Model for Measuring Leadership Styles of principals and Teachers performance

2.8 Formulation of Hypotheses

The following hypotheses are created based on logical construction. All hypotheses will be tested.

H1. There is no significant difference in teachers' performance between the mean score of teachers and principals' perceptions.

H2. There is no significant difference between the mean score of democratic leadership of the teachers and principals' perceptions.

H3. There is no significant difference between the mean score of autocratic leadership of the teachers and principals' perceptions.

H4. There is no significant difference between the mean score of laissez-faire leadership of the teachers and principals' perceptions.

H5. There is no significant difference between the mean score of transformational leadership of the teachers and principals' perceptions.

3.0 Research Methods and Materials

3.1 Research design

A descriptive research design is applied in this study to achieve its objectives. A descriptive research design is defined by Creswell & Creswell (2017) as both a manual for collecting data for a study and a framework for conducting research. It is used because it is effective at providing a picture of the current situation (Stella, 2014). It is appropriate since it reduces bias and boosts reliability. In light of this, the design is suitable for data gathering, classification, analysis, and interpretation.

3.2 The Research Method

The researchers used a quantitative approach in this research. The foundation of quantitative research is a statistical examination of numerical data that is purely descriptive and effective in the most straightforward reporting associations (Boulton & Fitzpatrick, 1997). The fact that this study is based on quantitative data and human experience makes the researchers think that this approach is best suited for the assignment.

3.3 Target population

Researchers specifically chose 20 government colleges from 10 divisions in Dhaka and 10 in Rajshahi for this study. The study's target population consisted of 40 principals (principals and vice principals) and 2151 teachers from the 20 government colleges where samples were gathered. In 2022, the researchers compiled a rough roster of teachers at the government colleges they had targeted.

3.4 Sampling Procedures and Sample Size

The teacher sample size was determined by the study using a probability random sampling technique, which gave each participant an equal chance. The following formula (Cochran, 1977) was used to determine the sample size:

$$n_0 = \frac{z^2 \times p \times q}{a^2} = 96$$

$$n = \frac{n_0}{1 + (n_0 - 1)/N}$$

Where, n_0 = primary estimated sample size; p =the probability; researchers have not found any probability ratio in the previous research on Bangladesh in this field. The reverse probability is given by $q = (1-p)$, the area under the standard normal curve is defined by z , the desired level of precision is given by a , the population size is given by N , and the sample size is given by n . For teachers

$N=2151$; Let, $P=0.5$, $q=(1-0.5)=0.5$, $Z=1.96$

$$n_0 = \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.10)^2} = 96$$

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}} = \frac{96}{1 + \frac{96 - 1}{2151}} = 92$$

For Principal or Vic-principal

$N=40$ (20 college had one principal and one vice-principal post)

$$n = 20(50\% \text{ of population})$$

Using a simple random sampling method, the researchers selected teachers from the Government College (GC). On the other hand, researchers purposefully chose the principal or vice principal for the triangulation of data and verification of the perceptions of teachers. To gather data associated with the specific research questions of this study, researchers developed two sets of structured questionnaires on the basis of a literature review. After considering the scientific aspects of research work, the researchers used these research methods and the logic behind selecting them.

3.5 Data collection

In this research, the data collection was carried out through two survey questionnaires. One questionnaire was used for teachers and one for principals and vice principals. Researchers developed the questionnaires based on a review of the literature. Both survey questionnaires comprised several structured (closed-ended) questions. These were given to different teachers, principals, and vice principals in the government colleges, who thereafter gave the necessary information and details. Following three months (November 2022 to January 2023), survey questionnaires were administered, hand-delivered to respondents, and then collected.

The survey questionnaires for teachers were also distributed directly to 110 teachers at government colleges. Out of 110 questionnaires distributed, 92 respondents provided data to the researchers, representing 84%. On the other hand, out of 25 questionnaires of principals and vice principals distributed, 20 respondents were principals or vice principals of sample colleges, representing 80% of the respondents.

3.6 Data collection source

The researchers collected data from primary and secondary sources. The teachers, principals, and vice principals of 20 government colleges provided the original data. Secondary data were collected from published reports, books, journals, and conference papers for this study.

3.6.1 Instruments of data collection

The researchers attentively designed the survey questionnaire for teachers with the help of a review of literature and some special researchers such as Bass and Avolio (1990), Carless et al. (2000), and Wirawan (2015). The researchers also developed the survey questionnaire for principals or vice principals with the help of Wirawan (2015), Northouse (2018), Bass and Avolio (1990), and Carless et al. (2000). The tools from the five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree) had been added to this study.

3.6.2 Data analysis techniques and Presentation

Data were carefully examined, revised, tabulated, and analyzed after being collected from the research region using survey questionnaires. For data analysis in this study, the researchers used SPSS Version 20 and Smart PLS. Presentation tables and figures were used for the drawing of the results, along with descriptive statistics such as frequency distribution, mean, percentages, and standard deviation, to further examine the results and demonstrate the level of significance in testing the stated hypotheses with the t test.

3.7 Composite Reliability (CR) and Average Variance Extracted (AVE)

Table 3.1: Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Teachers' Perception (N=92)				Principals' Perception (N=20)			
	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
AL	.860	.876	.895	.587	.852	.879	.889	.577
DL	.942	.949	.954	.775	.856	.577	.853	.503
LFL	.902	.910	.924	.671	.962	1.085	.960	.799
TP	.920	.928	.933	.609	.887	.949	.913	.643
TL	.899	.922	.921	.661	.893	.916	.913	.543

In this study, researchers calculated Composite Reliability (CR) for reliability testing and Average Variance Extracted (AVE) for validity by using smart PLS 3 software. According to Hair et al. (2017), the CR, which measures internal

reliability, must be greater than 0.7, and a valid instrument has an average variance extracted (AVE) value greater than 0.5. From table 3.1, the composite reliability (CR) ratings of teachers and principals were higher than 0.895 to 0.954 and 0.853 to 0.960, and the AVE value was 0.587 to 0.775 for teachers and 0.503 to 0.643 for principals. As a result, this study meets the criteria of being significantly reliable and valid.

4.0 Result

4.1 Demographic data

Table 4.1: Respondents’ Demographic Profile

Profile	Category	Teachers		Principals		
		Frequency	Percentage	Category	Frequency	Percentage
Position	Professor	35	38.0	Principal	11	55.0
	Associate Professor	24	26.1	Vice-Principal	9	45.0
	Assistant Professor	17	18.5			
	Lecturer	16	17.4			
	Total	92	100.0		20	100.0
Gender	Male	62	67.4	Male	12	60
	Female	30	32.6	Female	8	40
	Total	92	100.0		20	100.0
Age of Respondents	Below 35	14	15.2	Below 35		
	35-45	16	17.4	35-45		
	45-55	31	33.7	45-55	5	25.0
	55 & above	31	33.7	55 & above	15	75.0
	Total	92	100.0		20	100.0
Education Qualification	Masters	74	80.4	Masters	13	65.0
	MPhil	3	3.3	MPhil	3	15.0
	PhD	14	15.2	PhD	4	20.0
	Post Doctorate	1	1.1	Post Doctorate		
	Total	92	100.0		20	100.0
Working Experiences	1-5 years	8	8.7	1-3 years	13	65
	6-10 years	18	19.6	4-6 years	7	35
	11-15 years	7	7.6	7-9 years		
	16 years & above	59	64.1	10 years & above		
	Total	92	100.0		20	100

Source: Field Survey, 2023

Table 4.2: Comparative analysis of teachers and Principals perceptions

Variables	Group	N	Mean	Std. Deviation	Std. Error Mean
Teachers' Performance	Teachers	92	3.7717	.65731	.06853
	Principals	20	3.7722	.40058	.08957
Democratic Leadership	Teachers	92	3.6504	.83610	.08717
	Principals	20	4.2083	.16109	.03602
Autocratic Leadership	Teachers	92	3.8297	.58834	.06134
	Principals	20	3.6333	.47326	.10582
Laissez-Fair Leadership	Teachers	92	3.3243	.84456	.08805
	Principals	20	3.1583	.33974	.07597
Transformational Leadership	Teachers	92	3.6504	.79608	.08300
	Principals	20	4.1417	.54417	.12168

Source: Field Survey, 2023

Table 4.3: Analysis the Equality of Means of the teachers and principals perception

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers' Performance	Equal variances assumed	1.446	.232	-.003	110	.997	-.00048	.1531	-.3039	.3029
	Equal variances not assumed			-.004	44.565	.997	-.00048	.1128	-.2277	.2267

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Democratic Leadership	Equal variances assumed	16.756	.000	-2.962*	110	.004	-.55797	.1883	-.9312	-.1847
	Equal variances not assumed			-5.916	109.447	.000	-.55797	.0943	-.7449	-.3710
Autocratic Leadership	Equal variances assumed	.083	.774	1.396	110	.165	.19638	.1407	-.0824	.4752
	Equal variances not assumed			1.605	33.130	.118	.19638	.1223	-.0524	.4452
Laissez-Fair Leadership	Equal variances assumed	12.501	.001	.861	110	.391	.16594	.1927	-.2159	.5478
	Equal variances not assumed			1.427	75.784	.158	.16594	.1163	-.0657	.3976
Transformational Leadership	Equal variances assumed	1.465	.229	-2.625*	110	.010	-.49130	.1871	-.8622	-.1204
	Equal variances not assumed			-3.336	39.028	.002	-.49130	.1473	-.7892	-.1934

Source: Field Survey, 2023

From Table 4.2, it is found that the mean score of teachers' performance is 3.771 in the teachers' perception and 3.742 in the principals' perception. There is no significant difference between this mean score of teachers' performance and that of the teachers and principals group because the t-test value is -0.003 and p is $0.997 > 0.05$ (Table 4.3).

The mean score of democratic leadership is 3.65 for the teachers and 4.21 for the principals (Table 4.2). It is found that there is a significant difference between this mean score of democratic leadership of the teachers and principals because the t-test value is -2.962 and the p value is $0.004 < 0.05$ (Table 4.3).

The mean score of autocratic leadership in the teachers is 3.829 and in the principals is 3.633 (Table 4.2). It is found that there is no significant difference between the mean score of autocratic leadership of the teachers and principals' perceptions because the t-test value is 1.396 and the p value is $0.165 > 0.05$ (Table 4.3).

The mean score of laissez-faire leadership is 3.324 for the teachers and 3.158 for the principals (Table 4.2). Table 4.3 shows the t-test value is .861 and the p value is $0.391 > 0.05$. So there is no significant difference between the mean score of laissez-faire leadership of the teachers and the principals' perception.

The mean score of transformational leadership is 3.65 for the teachers and 4.14 for the principals (Table 4.2). It is found that there is a significant difference between the mean score of transformational leadership of the teachers and principals' perceptions because the t-test value is -2.625 and the p value is $0.01 < 0.05$ (Table 4.3).

5.0 Discussion

A principal is a leader who functions as a supervisor, coach, mentor, and advisor for teachers to upgrade their learning activities (Almusaed, 2020). Principals' leadership plays a vital role in improving educational organizations, in particular by leading the combined teaching method that is necessary for educational institutes (Kovaevi & Hallinger, 2019). Leadership is required to manage educational organizational development activities and improve positive, sustainable change in teachers' performance (Aas & Paulsen, 2019).

According to Table 4.2, it is found that government college principals are applying leadership styles (autocratic, democratic, laissez-faire, and transformational) to their college operations. This study found that the majority of college principals apply a moderately high-level autocratic style of leadership to operate their institutions based on teachers' perceptions (Table 4.2). On the other hand, principals' perceptions are moderately high but comparatively lower than teachers' perceptions of autocratic leadership (Table 4.2). There is no significant difference between teachers' and principals' (Table 4.3) perceptions of applying autocratic leadership. This result is supported by LaRaw and Vinitwatanakhun (2019). In general, teachers do not like the autocratic leadership style, and there are some limitations to this style. But when prompt and massive decisions are needed, this style is very essential. In the present time, the teaching-learning process is rapidly changing at the college level. Many principals impose the multimedia classroom, creative questions, student-centered learning, using ICT and smart boards, etc. So, principals have to apply

autocratic leadership to the development of the college's education and environment.

From the teachers' perceptions, the result revealed that the democratic leadership style is moderately used (3.65) by principals. This result is associated with the findings of LaRaw and Vinitwatanakhun (2019). On the other hand, principals think that they highly (4.2) apply this leadership style (Table 4.2). But there is a significant difference between teachers' and principals' perceptions (Table 4.3). Mainly, managers' or administrators' perceptions of their leadership style are higher. This outcome demonstrates that the GC principals are not regularly and consistently implementing this leadership style. Teachers perform better when principals involve them in decision-making, speak with them politely, and properly assign their duties (Sarwar et al., 2022).

In contrast, this study revealed that the laissez-faire leadership style (3.32 and 3.15) is less used by principals at GC (Table 4.2). This result is supported by Lumumba et al. (2021). There is no significant difference between principals and teachers' perceptions (Table 4.3). Sarwar et al. (2022) stated that the laissez-faire leadership style of the college principal was identified as unhelpful to the performance of teachers. Puni et al. (2014) claim that the laissez-faire leader only uses the few available, devoted personnel to complete a task because he avoids micromanaging his workforce. Bangladesh experiences this situation. The principle manages to live and operate according to the laissez-faire philosophy without any goals, ideas, or criticism. Only when essential and required are goals and objectives formed.

It is found that in the teacher's perceptions, the transformational leadership style is moderately (3.65) used by the principal. However, the principals think that they are highly applying (4.14) this style in their college. This result is not associated with the results of Meinda and Ye (2020). But there is a significant difference between teachers' and principals' perceptions (Table 4.3). Because leaders always think that their style is proper. But followers do not believe this perception.

It is found that teachers' performance is moderately good (Table 4.2). Teachers' perception (3.772) and principals' perception (3.771) are similar about teachers' performance. There is no significant difference between principals and teachers' perceptions (Table 4.3). Teachers' performance is needed at a higher level for developing educational institutions. Teachers' performance is helpful for quality education (Sugeng, 2022).

5. Conclusion and Recommendation

The purpose of the study is to compare the teacher's and principals' perceptions of the transformational, democratic, autocratic, and laissez-faire leadership styles and teachers' performance at the government college level in Bangladesh. A descriptive research design and a quantitative approach are applied in this

study. It has been found that the majority of government college principals exercise moderately high levels of autocratic leadership. There is no significant difference between teachers' and principals' perceptions about applying this style. There is a significant difference between teachers' and principals' perceptions of applying Democratic leadership. Laissez-faire leadership is less used. There is no significant difference between teachers' and principals' perceptions of applying laissez-faire leadership. There is a significant difference between teachers' and principals' perceptions of using transformational leadership. The teacher's performance at Bangladesh's Govt. College is moderately good. In terms of teachers' performance, there is no significant difference between teachers' perceptions and principals' perceptions. This study will support the development of a workshop and training policy for principals and teachers.

6. Acknowledgement

The National Academy for Educational Management (NAEM) in Bangladesh provides funds for this study. The researchers, therefore, gratefully acknowledge their debt to the NAEM and its authority.

References

- Aas, M., & Paulsen, J. M. (2019). National strategy for supporting school principal's instructional leadership: A Scandinavian approach. *Journal of Educational Administration*, 57(5), 540–553. <https://doi.org/10.1108/JEA09-2018-0168>
- Almusaed, A. (2020). The Role of the Supervisor on Developing PhD Students' Skills. International Conference on Humanities, *Social and Education Sciences*, July, 25–36. <https://files.eric.ed.gov/fulltext/ED608952.pdf#page=30>
- Astuti, F.P., Aunurrahman, Wahyudi, (2019). The Effect of Democratic Autocratic and Laissez-Faire (Free) Leadership Style of Kindergarten Headmaster toward Teacher Discipline Performance at Kindergartens in Southeast Pontianak Distric, *Journal of Education, Teaching and Learning* Volume 4 Number 1 March 2019. Page 130-138
- Aunga, D. A. O. and Masare, O. (2017). Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania, *International Journal of Educational Policy Research and Review* Vol.4 (4), pp. 42-52 April, 2017 Available online at <https://www.journalissues.org/IJEPRR/> <https://doi.org/10.15739/IJEPRR.17.006>
- Bass, B.M., & Avolio, B.J. (1990). *Transformational leadership development: Manual for the multifactor leadership questionnaire*. Palo Alto, CA: Consulting Psychologists Press.
- Bennet, N., Glatter, R., & Levacic, R. (1994). *Improving educational management through research and consultancy*. London: Chapman.
- Boulton, M. & Fitzpatrick, R. (1997). *Evaluating qualitative research*. Evidence-based Healthcare, 1, 83. <https://doi.org/10.1016/S1462-9410%2805%2980078-6>
- Boyatzis, R. E., Golema Irrann, D., & Mckee, A. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business Press.

- Carless, S.A., A.J. Wearing and L. Mann, (2000). A short measure of transformational leadership. *J. Bus. Psychol.*, 14: 389-405.
- Cochran, W. G. (1977). *Sampling techniques*. Singapore: John Wiley & Sons.
- Coyle, M. (2012). Teacher Leadership VS. School Management: Flatten the Hierarchies. *The Cleaning House: A journal of Educational Strategies, Issues and Ideas*, 70(5): 236-239.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approach*. 4th Edition, Sage publications.
- Daft, R. (2008). *Leadership*. 5 th Edition. United States of America: South-Western Cengage Learning.
- Day, C., and Sammons, P. (2016). Successful School Leadership. *Reading Berkshire: Education Development Trust*
- DuBrin, A. (2006). *Essentials of Management*. 7th Edition. United States of America: Thomson South-Wester.
- Fisher C.D., Schoenfeldt L.F., and Shaw J.B. (1993). Human resource management. Boston: Houghton Mifflin Harcourt, 1993.
- Hallinger, P., Bickman, L., and Davis, K. (1996). School context, principal leadership and student achievement. *Journal of Elementary school*, 96(5).
- Igwe, S. R., & Ateke, B. W. (2019). Nigeria's developmental question: The role of market-oriented servant leadership. *Nigerian Academy of Management Journal*, 14(1), 42-48.
- Jaques, E. (2017). *Requisite Organization: A Total System for Effective Managerial Organization and Managerial Leadership for the 21st Century*. London: Routledge.
- Jony, M. T. I, Md. Jahangir Alam, M. D., Mohammad Rafiqul Amin, M. R., and Md. Jahangir Alam, M. J., (2019). The Impact of Autocratic, Democratic and Laissez-Faire Leadership Styles on the Success of the Organization: A Study on the Different Popular Restaurants of Mymensingh, Bangladesh, *Canadian Journal of Business and Information Studies*, 1(6), 28-38, 2019, <http://www.universepg.com/>
- Kailola, L. G. (2017). The Effect of Transformational Leadership, Work Culture, Self-Learning and Work Commitment Towards Teacher's Performance, *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 66 1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017)
- Khan, M. S., Khan, I., Qureshi, Q. A., Ismail, H. M., Rauf, H., Latif, A., & Tahir, M. (2015). The styles of leadership: A critical review. *Public Policy and Administration Research*, 5(3), 87-92.
- Khan, Z.A., Nawaz, A., & Khan, A. (2016). Leadership theories and styles: A literature review. *Journal of Resource Development and Management*, 16, 1-7.
- Kovačević, J., & Hallinger, P. (2019). Leading school change and improvement: A bibliometric analysis of the knowledge base (1960-2017). *Journal of Educational Administration*, 57(6), 635-657. <https://doi.org/10.1108/JEA-02-2019-0018>
- LaRaw, N. & Vinitwatanakhun, W. (2019). A COMPARATIVE STUDY OF TEACHERS' PERCEPTIONS TOWARDS PRINCIPALS' LEADERSHIP BEHAVIORS AT JEYANG AND HKACHYANG MIDDLE SCHOOLS IN

- LAIZA, KACHIN STATE, MYANMAR, Human Sciences, Vol. 11 No. 1 (2019), <http://www.assumptionjournal.au.edu/index.php/Scholar/issue/view/294>
- Luedi, M. M. (2022). *Leadership in 2022: A perspective. Best Practice & Research Clinical Anaesthesiology*.
- Maesyaroh, S., Pasaribu, B. & Guswandi (2020). The Effect of Transformational Leadership and Organizational Culture on Employee Performance with Motivation as Intervening Variables: Study at the Secretariat of the Ministry of Cooperation and SMEs, *IAR J Bus Mng*, 1(4), 354-361. <https://www.iarconsortium.org/journal-info/IARJBM>
- Masrukhin, & Waridin. (2006). *Pengaruh Motivasi Kerja, Kepuasan Kerja, Budaya Organisasi, dan Kepemimpinan Terhadap Kinerja Pegawai*. Ekonomi Bisnis
- Mastur, M., Soim, S., Haryanti, N., & Gufron, M. (2022). The Influence of Transformational Leadership and Organizational Culture on Job Satisfaction and Organizational Citizenship Behavior (OCB) in Islamic Educational Institutions. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(3), 948-961.
- Mat, J. (2008). *The Influence of Leadership Style on Internal Marketing in Retailing*. PhD Thesis, University of Stirling.
- Meinda, K. & Ye, Y. (2020). A COMPARATIVE STUDY OF TEACHERS' PERCEPTION TOWARDS PRINCIPAL'S LEADERSHIP BEHAVIOR ACCORDING TO THEIR DEMOGRAPHICS AT PITAKA BUDDHIST MONASTIC EDUCATIONAL INSTITUTE, SHAN STATE, UNION OF MYANMAR, Human Sciences, Vol. 12 No. 1 (2020), <http://www.assumptionjournal.au.edu/index.php/Scholar/issue/view/341>
- Mohzana, M., Fahrurrozi, M., & Murcahyanto, H. (2022). The Effect of Leadership and Work Motivation on Operator Performance. *AL-ISHLAH: Jurnal Pendidikan*, 14(2). <https://doi.org/10.35445/alishlah.v14i2.2023>
- Mullins, A. (2007). *Management and Organizational Behaviour*. 8th Edition. England: Pearson Education Limited.
- Mulyasa, H.E., (2013). *Uji Kompetensi dan Penilaian Kinerja Guru*. Bandung: Remaja Rosdakarya.
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). New Delhi: Sage publications India Pvt. Ltd.
- Oo, H. H. and Vinitwatanakhun, W., (2019). A Comparative Study of Teachers' Perceptions Towards Principal Transformational Leadership Styles According to Their Demographics at Basic Education High School Moby, Myanmar (March 25, 2019). Available at SSRN: <https://ssrn.com/abstract=3360576> or <http://dx.doi.org/10.2139/ssrn.3360576>
- Parveen K, Quang Bao Tran P, Kumar T and Shah AH (2022) Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation. *Front. Educ.* 7:814159. doi: 10.3389/educ.2022.814159
- Puni, A., Ofei, S. B., & Okoe, A. (2014). The effect of leadership styles on firm performance in Ghana. *International J. of Marketing Studies*, 6(1), 177.
- Sarwar U, Tariq R and Yong QZ (2022) Principals' leadership styles and its impact on teachers' performance at college level. *Front. Psychol.* 13:919693. doi: 10.3389/fpsyg.2022.919693

- Sinaga, H. G., Asmawi, M., Madhakomala, R., & Suratman, A. (2018). Effect of change in management, organizational culture and transformative leadership on employee performance PT. Adhya Tirta Batam (PT. ATB). *International Review of Management and Marketing*, 8(6), 15– 23.
- Sodik, M., Sahal, Y. F. D., & Herlina, N. H. (2019). Pengaruh Kinerja Guru dalam Pelaksanaan Pembelajaran terhadap Prestasi Belajar Siswa pada Mata Pelajaran Alquran Hadis. *Jurnal Penelitian Pendidikan Islam*, 7(1), 97. <https://doi.org/10.36667/jppi.v7i1.359>
- Stella, O. (2014). The effect of Integrated Financial Management Information System on the Performance of Public sector organizations, *USIU-A Digital Repository*, <http://erepo.usiu.ac.ke/11732/110>
- Sugeng, S (2022). The Optimization of Teacher Performance Based on Transformational Leadership, Organizational Commitment and Organizational Culture, *Technium Business and Management (TBM)* Vol. 2, No. 3, pp.63-74 (2022) ISSN: 2821-4366 www.techniumscience.com
- Suryo, B. D. (2010). Pengaruh Gaya Kepemimpinan Transformasional, Budaya Organisasi Dan Inovasi Terhadap Kinerja Studi pada Panti Asuhan Di Kota Tomohon Dan Kabupaten Minahasa. Desertasi. FE UB. *Jurnal Aplikasi Manajemen*, 8(2): 391-404.
- Tedla, B.A., Redda, E. H., and Vilas, G. B., (2021). Leadership Styles and School Performance : A Study within an Eritrean Context of Eastern Africa, *International Journal of Management (IJM)*, 12(4), 2021, pp. 56-73. <http://www.iaeme.com/IJM/issues.asp?JType=IJM&VType=12&IType=4>
- Tobing, D. S. K., & Syaiful, M. (2016). “The Influence of Transformational Leadership And Organizational Culture on Work Motivation And Employee Performance At The State Property Service Office And Auction In East Java Province”, *International Journal of Business and Commerce*. 5(6), 37-48.
- Vipraprastha, T., Sudja, I. N., & Yuesti, A. (2018). The Effect of Transformational Leadership and Organizational Commitment to Employee Performance with Citizenship Organization (OCB) Behavior as Intervening Variables (At PT Sarana Arga Gemeh Amerta in Denpasar City). *International Journal of Contemporary Research and Review*. <https://doi.org/10.15520/ijcrr/2018/9/02/435>
- Wirawan, (2015). *Evaluasi Kinerja Sumber Daya Manusia (Teori, Aplikasi, dan Penelitian)*. Jakarta: Salemba Empat.
- Wu, F. Y., & Shiu, C. (2009). The Relationship between Leadership Styles and Foreign English Teachers Job Satisfaction in Adult English Cram Schools: Evidences in Taiwan. *The Journal of American Academy Business*, Cambridge, 14.
- Yang, I. (2015). Positive effects of laissez-faire leadership: Conceptual exploration. *Journal of Management Development*, 34(10), 1246-1261. doi:10.1108/JMD-02-2015-0016
- Yukl, Gary (2001). *Leadership in Organization*. Fifth Edition. New Jersey: Prentice Hall, Inc.
- Zareei, R. (2014). *Examining the effect of transformational leadership style and cultural intelligence of managers on employee resistance to change (case study: Jam Petrochemical Company)*, Master of Business Administration Thesis at the Faculty of Literature and humanities Persian Gulf University of *Bushehr* (in Persian).