

## Head's Leadership Styles and Effectiveness of School Teams: Exploring the Role of Motivational Mechanisms

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### Abstract

*The literature reveals that participative leadership style (PLS) is overwhelmingly advantageous over the contrasting directive leadership style (DLS). Therefore, the key objective of this study was to find out the relative effect of a PL style as compared to a DL style on the motivational mechanism (organizational commitment and empowerment) and effectiveness (innovation and in-role performance) of school staff teams. However, the mediating role of motivational mechanism in the relationship between school heads' leadership styles and effectiveness of school staff teams had also been studied. The data were collected through a questionnaire based cross-sectional survey. The data were collected from the 402 teachers working in 80 academic teams. The SEM results revealed that DLS was significantly related to teams' in-role performance and organizational commitment. While, PLS was significantly related to in-role performance, team's innovation, organizational commitment and personal empowerment. Teachers' personal empowerment partially mediated the relationship between heads' PLS and team innovation. But, organizational commitment fully mediated the relationship between heads' PLS and teams' in-role performance. However, organizational commitment partially mediated the relationship between heads' DLS and teams' in-role performance. It is suggested that heads might concurrently combine participative and directive leadership behaviors to make their school teams more effective.*

**Keywords:** participative leadership style, directive leadership style, organizational commitment, empowerment, team innovation, team in-role performance.

### Introduction

Based on the site based management concept and educational reforms insisting school restructuring for today's schools, the educational leadership of the twenty first century was visualized as the participative leadership (Somech, 2002, 2005; O'Hair & Reitzug, 1997). The educational management theorists reached a substantial agreement about using more collaborative strategies as a decisive factor in managing teams

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effectively (Blase & Blase, 1996; Fransen et al, 2011; Wall & Rinehart, 1998; Odoardi et al, 2019).

Scully, Kirkpatrick, and Locke (1995) pointed out that participative leadership has a significant and positive association with quality of the decisions made by school leaders. Somech (2002) highlighted the contribution of participative leadership to the quality of teachers' work lives. Yammarino and Naughton (1992) described the effects of participative leadership's role in increasing teachers' motivation, whereas Ngotngamwong (2012) discussed the positive impact of participative leadership on teachers' satisfaction. These currents in the literature pointed to the widely held belief that participative leadership is overwhelmingly meritorious in contrast to the directive leadership style as far as the team and overall organizational effectiveness is concerned.

Stogdill (1974) and Fiedler (1989) defined directive leadership as framework through which the members of team act and decide as per vision of the leader (Sagie, 1997). It was linked with declining performance by the school staff teams due to defective decision making attributed to this style of management (Gaziel, 1998). Lewis, Welsh, Dehler, and Green (2002) noticed that though most of the previous research posed directive and participative leadership as two contrasting leadership styles which were regarded as mutually exclusive.

The meta-analyses and reviews of the literature conducted recently, however, showed that both styles are effective in increasing employees' productivity and an appropriate leadership style can make teachers more effective (Van Jaarsveld, et al. 2019). Wagner III (1994), for instance, deduced that there is an overall positive influence of participative leadership on worker performance and attitudes although this effect was small. Likewise, the directive leadership was positively linked with employees' performance (Murphy, Blyth, & Fiedler, 1992; Sagie, 1996, 1997; Sethuraman, & Suresh, 2014).

Sagie et al. (2002) pointed that if we put the contradiction between participation and directing styles of leadership aside, both these leadership styles were found successful in improving employees' outcomes. Now pondering over all these research findings mentioned above, we may raise a question whether both of these participative and directive leadership styles are compatible or incompatible, contradictory and congruent. Keeping in view the fact that each of these leadership styles has weaknesses and strengths, the researcher proposed this study to find out what advantages each of these leadership styles have on outcome variables in the schools.

This research study thus has the following twofold purposes. First, this research specifically aimed to find out the benefits of each of the leadership styles by assessing the relative effectiveness of these leadership styles on team outcomes in schools. These

outcomes were innovation of the teams and in-role performance in secondary schools. Lovelace, Shapiro, and Weingart (2001) described that these dimensions indicate the stress and strain that schools had to experience while doing out of the box thinking at the time of doing in-role routine duties.

The second purpose was to identify and assess the motivational mechanisms specifically stimulated by each of the participative versus directive leadership styles. The researchers has benefited and drawn on the models proposed by Sagie et al. (2002) and Somech (2005) stating that leadership style per se does not increase the effectiveness solely, rather it does so by triggering certain motivational mechanisms. In this regard, the researcher proposed that each of the leadership style (whether directive or participative) triggers a specific motivational mechanism or process that in turn simulates innovation and in-role performance in school staff teams. The researcher identified and hypothesized two mechanisms which especially seemed relevant to this research. These two underlying mechanisms were organizational commitment and teachers' empowerment which were built into the design as mediating variables in this study (c.f. research model of this study in Figure 1).

As mentioned earlier there were numerous studies on the effects of either participative or directive leadership styles on the individual as well as team outcomes but studies comparing and contrasting the effects of these leadership styles on outcomes are rare especially through the underlying mechanisms of such effects (Sagie et al., 2002; Somech, 2005). Keeping in view this gap in the previous literature, the purpose of this study was to explore the contrasting direct effects of leadership styles (participative and directive) of the secondary schools leaders on the team innovation and in-role performance of school staff teams along with the mediating effects of school teachers' perceived empowerment and organizational commitment in the relationships between leadership styles and team outcome variables in the secondary schools operating in Lahore Division of the Punjab province of Pakistan.

## **Objectives of the Study**

The main objectives of the study were:

1. To find out the direct effects of school heads' leadership styles on school team members' empowerment, organizational commitment, in-role performance and innovation behavior.
2. To explore the underlying mechanisms of these effects by studying the mediating role of school teachers' perceived empowerment and organizational commitment in the relationships between leadership styles and team outcome variables.

## Research Model of the Study

The following diagram (Figure 1) displays the research model of this study along with the hypothesized paths/relationships.

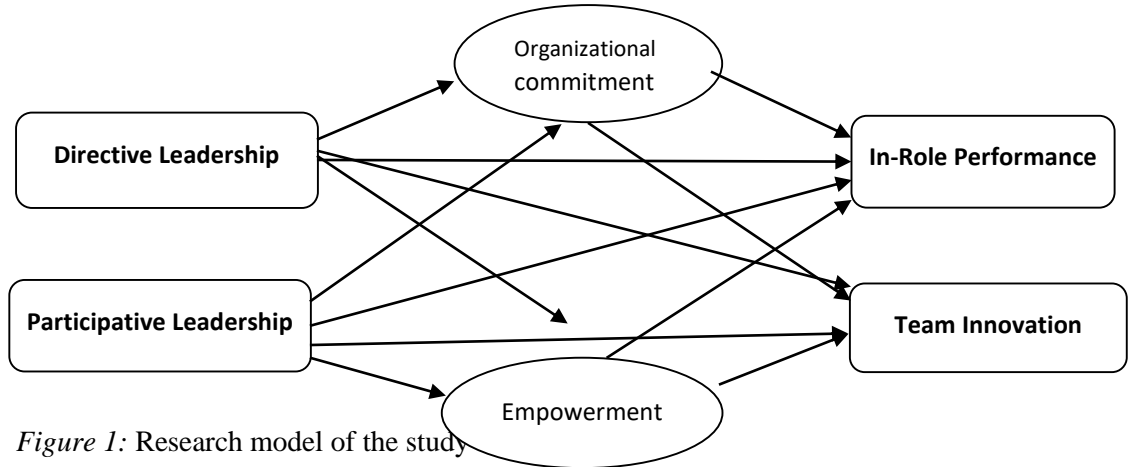


Figure 1: Research model of the study

## Methodology

All the secondary school teachers working in the public sector schools operating in the Lahore division of the Punjab province of Pakistan were the target population of this study. The accessible population of this study from which the sample of the study was actually drawn, comprised of all the secondary school teachers currently serving in the public sector schools of District Lahore. The sample of the study comprised of 500 male secondary school teachers purposively selected from eighty (80) boys' high schools operating in district Lahore.

The researcher distributed 500 questionnaires as per the sample selected for this study. This number of sample was targeted in order to achieve the normal distribution properties of the data to enhance the representation of the sample because we used purposive sampling technique. Out of these 500 questionnaires distributed in person only 415 filled in questionnaires were returned out of which 13 questionnaires were having more than 50 percent of questions unanswered. So we dropped these 13 questionnaires from our analysis and used only 402 filled in questionnaires. This made up  $402/500 * 100 = 80.4\%$  or 80 percent response rate which is quite high in survey as per the standard mentioned in the texts like Fraenkel, Wallen, and Hyun (2011).

A questionnaire was developed comprising scales for measuring key variables (i.e. participative and directive leadership styles, empowerment, organizational commitment, in-role performance and innovation behavior) of the study along with demographic variables. The data were thus collected in the form of teachers' responses or ratings of the statements about key variables on a 7-point rating scale ranging from

1 to 7 on the Likert format. It is to be mentioned that in order to ensure complete anonymity of the respondents they were strictly prohibited to mention their names or IDs. The data were then entered into the IBM SPSS 24 data editor spread sheet.

### Descriptive Statistics

The following Table showed the descriptive statistics of the data obtained in this study mainly mean, standard deviation and correlations between the pair of variables.

**Table 1** Mean, standard deviation and correlations among variables

Variables	M (SD)	Directive Leadership	Empowerment	Organizational Commitment	Team In-role Performance	Team Innovation
1. Participative Leadership	5.21 (1.20)	0.093	.681**	.241**	.186**	.654**
2. Directive Leadership	4.87 (1.40)		0.065	.518**	.519**	0.073
3. Empowerment	5.06 (0.99)			.173**	.171**	.779**
4. Organizational Commitment	5.14 (1.23)				.686**	.186**
5. Team In-role Performance	5.30 (1.20)					.160**
6. Team Innovation	5.11 (1.10)					

*N.B.* Where; \*\*\*  $p < .001$ ; \*\*  $p < .01$ ; \*  $p < .05$ .

The Table 1 indicated significant inter-correlations between the pairs of variables except between directive and participative leadership styles, directive leadership and empowerment, and finally directive leadership and team innovation. Another important insight was about the mean values on almost all the variables were above 5 with standard deviations almost 1 or above except one variable i.e. directive leadership.

### Psychometric Properties of Scales

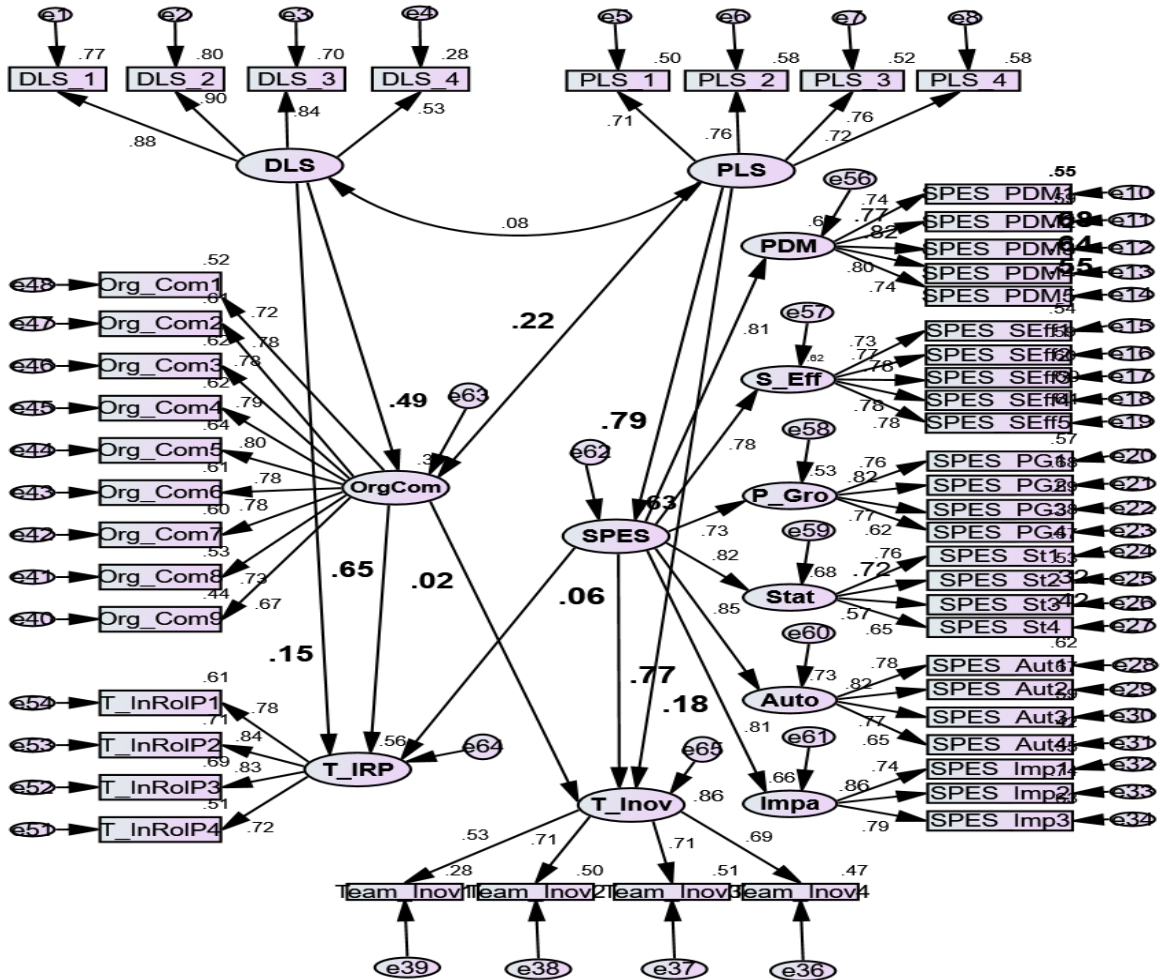
The psychometric properties of the scales used in this study were measured in terms of their factor structure, indicator loadings, inter-item consistency (Cronbach Alpha), construct reliability, convergent validity and discriminant validity as described in the following sections.

### Factor Structure and Indicator Loadings

Mostly the constructs used in our study were unidimensional i.e., participative leadership style (PLS), directive leadership style (DSL), organizational commitment (OrgCom), team in-role performance (T\_IRP) and team innovation (T\_Inov). There was only one multidimensional construct used in this study i.e. teachers personal empowerment (SPES). Though this multidimensional construct had six dimensions but it was included as a second order construct in our analytical model (it means that wherever the effect of this construct on other variable was considered it was taken as a second order factor).

The following Figure 2 showed the factor structure and factor loadings of each indicator on its respective dimension or underlying factor. This diagram also exhibited the second order loadings and path coefficients or effects of the independent variables on the dependent variables. This figure is produced by the IBM AMOS version 24 with key output.

Figure 2: The SEM structural regression model tested in this study with all the hypothesized paths along with indicator loadings and path coefficients.



The following Table 2 is generated by using the output produced with the help of the above diagram based on SEM structural regression model. First, we saw the indicators of each construct were significantly related with it because the t-values of the

indicators of any construct did not exceed the critical values for the significance levels of .01.

**Table 2** Significance of the loadings of indicators to their respective constructs in terms of their Unstandardized and Standardized regression weights (Factor loadings).

Sr. No	Constructs	Indicators	Unstandardized Regression Estimates				Standardized
			Estimate	S.E.	C.R.	p-value	Regression Weights (Factor Loadings)
1		PLS_1	1				0.707
2	Participative Leadership	PLS_2	1.102	0.081	13.658	***	0.761
3		PLS_3	1.058	0.081	13.061	***	0.723
4		PLS_4	1.047	0.076	13.722	***	0.765
5		DLS_1	1				0.876
6	Directive Leadership	DLS_2	0.922	0.039	23.45	***	0.895
7		DLS_3	0.863	0.04	21.367	***	0.838
8		DLS_4	0.507	0.045	11.204	***	0.531
9	Organizational Commitment	OrgCom 1	1.041	0.08	12.975	***	0.719
10		OrgCom 2	1.473	0.106	13.888	***	0.778
11		OrgCom 3	1.319	0.094	13.986	***	0.784
12		OrgCom 4	1.261	0.09	14.013	***	0.786
13		OrgCom 5	1.175	0.083	14.176	***	0.797
14		OrgCom 6	1.188	0.085	13.9	***	0.779
15		OrgCom 7	1.104	0.08	13.87	***	0.777
16		OrgCom 8	1.073	0.082	13.131	***	0.729
17		OrgCom 9	1				0.665
18	Team In-role Performance	T_IRP 1	1				0.780
19		T_IRP 2	0.935	0.053	17.696	***	0.844
20		T_IRP 3	0.987	0.057	17.362	***	0.829
21		T_IRP 4	0.838	0.057	14.692	***	0.717
22	Team Innovation	T_Inov 1	0.773	0.08	9.636	***	0.530
23		T_Inov 2	1.088	0.087	12.562	***	0.708
24		T_Inov 3	1.063	0.084	12.636	***	0.713
25		T_Inov 4	1				0.686
26	Partipation in Decision Making	PDM 1	1				0.743
27		PDM 2	0.921	0.06	15.267	***	0.771
28		PDM 3	0.996	0.061	16.355	***	0.823
29		PDM 4	0.999	0.063	15.863	***	0.800
30		PDM 5	0.912	0.062	14.678	***	0.743
31	Professional Growth	PG 1	1				0.758
32		PG 2	1.107	0.07	15.722	***	0.822
33		PG 3	1.074	0.072	14.827	***	0.770
34		PG 4	0.91	0.077	11.863	***	0.620
35	Self-Efficacy	S_Eff 1	1				0.733
36		S_Eff 2	1.02	0.069	14.85	***	0.769
37		S_Eff 3	1.029	0.069	15.009	***	0.777
38		S_Eff 4	1.006	0.067	15.027	***	0.778
39		S_Eff 5	0.997	0.066	15.061	***	0.779
40	Status	Stat 1	1				0.758
41		Stat 2	0.958	0.071	13.395	***	0.725

42		Stat 3	0.932	0.088	10.543	***	0.568
43		Stat 4	0.829	0.069	12.066	***	0.650
44	Autonomy	Aut 1	1				0.784
45		Aut 2	1.042	0.061	17.032	***	0.821
46		Aut 3	0.947	0.06	15.764	***	0.766
47		Aut 4	0.959	0.074	12.962	***	0.646
48	Impact	Impac 1	1				0.744
49		Impac 3	1.12	0.068	16.36	***	0.862
50		Impac 4	1.01	0.066	15.263	***	0.792

*N.B.* Where; \*\*\*  $p < .001$ ; \*\*  $p < .01$ ; \*  $p < .05$ .

The above Table 2 demonstrated each construct's Unstandardized and Standardized estimates of the regression weights, their critical ratios (C.R), standard errors (S.E) and probability level (p). Table 2 showed that the indicators of each construct were significantly related to its specified construct, and this is true even at the significance level of .001. Thus, our hypothesized relationships among indicators and constructs were verified. The values of standardized regression weights of all the indicators on their respective constructs exceeded the recommended value of .50 showing that they explained at least more than half of the total variance in the model.

### Construct Reliability, Cronbach Alphas and Convergent Validity

The researcher calculated the construct reliability of a construct by using the formula proposed by Hair, Anderson, Tatham, and Black (1998). The output displayed in Table 4 was generated by WarpPLS software version 4.

**Table 3** Internal consistency ( $\alpha$ ), Construct Reliabilities (CR) and convergent validity (CV) of the six constructs used in the study.

Sr. No	Construct	Cronbach Alphas ( $\alpha$ )	Construct Reliability (Joreskog's Rho)	Threshold Value for both CR and $\alpha$ to exist	Convergent Validity (in terms of Rho VC)	Remarks about $\alpha$ , CR and CV
1	Participative Leadership	0.826	0.885	$\geq 0.70$	0.658	The values of $\alpha$ , CR and CV for each construct are above the thresholds. Hence, internal consistency, construct reliability and convergent validity for each construct are confirmed.
2	Directive Leadership	0.857	0.906	$\geq 0.70$	0.709	
3	Empowerment	0.889	0.915	$\geq 0.70$	0.642	
4	Organizational Commitment	0.923	0.936	$\geq 0.70$	0.620	
5	Team In-role Performance	0.868	0.910	$\geq 0.70$	0.718	
6	Team Innovation	0.732	0.835	$\geq 0.70$	0.566	

The Table 3 showed that all the six constructs used in this study possessed construct reliabilities as all the values were well above the threshold/cut point values. It was



therefore concluded that the measures/scales used in this study possessed internal consistency (because the Cronbach  $\alpha$  for all constructs were above .70), and construct reliability (because the Joreskog’s Rho values for all constructs were above .70), as proposed by Tabachnick and Fidell (2007) and Nunnally and Bernstein (1978).

The above Table 3 displayed the convergent validity (CV) values of six constructs used. It was evident from this table that all constructs possessed Rho VC values well above the threshold of 0.50 or 50%. Hence, the CV for each construct was confirmed. The construct “Participative Leadership”, for instance had Rho VC value of 0.658 {which meant that its indicators explained almost 65.8% variance of this construct while rest of 34.2% of the variance was not accounted for by the specified indicators.

### Discriminant validity of Constructs using AVE Method

The stringent method of (AVE) proposed by Fornell and Larcker (1981) was applied to estimate the discriminant validity of the six constructs used in this study. (Zulqarnain, 2011) suggested that as per the AVE-criterion any set of two constructs are considered to be different if the shared variance of the two constructs is lesser than the average variance extracted for one construct.

**Table 4** *Estimated Squared Correlation Matrix of Constructs with Average Variance Extracted by each Construct at the Diagonal*

SN	Constructs/Variables	1	2	3	4	5	6
1	Participative Leadership	<b>0.811</b>					
2	Directive Leadership	0.090	<b>0.842</b>				
3	Empowerment	0.241	0.510	<b>0.788</b>			
4	Organizational Commitment	0.680	0.060	0.174	<b>0.802</b>		
5	Team In-role Performance	0.641	0.079	0.191	0.752	<b>0.753</b>	
6	Team Innovation	0.183	0.499	0.678	0.168	0.160	<b>0.847</b>

**Note:** Square roots of average variances extracted (AVEs) shown on diagonal whereas the off-diagonal values are the correlations among latent variables

Table 4 displayed the AVE of each construct at the diagonals of this matrix, whereas the off-diagonal elements represented the squared correlations of the constructs with each other. All the off-diagonal values were less than their respective diagonal values; hence, the discriminant validity for each pair of the constructs was confirmed in our study. It meant that all these constructs measured different things/phenomena in our study and were quite distinct from each other from the measurement point of view and as required for a rigorous study, and that we could count on these measurement scales.

### Inferential Statistics for Testing Hypotheses

For hypothesis testing using inferential statistics, the researchers applied structural equation modeling (SEM) analysis using IBM AMOS 24. The researchers first ran the

SEM-based full model with all possible relationships but later on retained only the significant paths and reran the model given in Figure 2. The following Table 5 was then generated for testing the direct and indirect effects proposed in this study. The next section described the key results of our analyses along with interpretation of the results. The table 5 reveals the results for following research hypotheses.

H<sub>1</sub>: There is a significant positive relationship between school heads’ participative leadership style and team members’ perceived empowerment, organizational commitment, in-role performance and innovation behavior.

H<sub>2</sub>: There is a significant positive relationship between school heads’ directive leadership style and team members’ perceived empowerment, organizational commitment, in-role performance and innovation behavior.

H<sub>3</sub>: There is a significant positive relationship between school staff team members’ perceived empowerment and team members’ in-role performance and team members’ innovation.

H<sub>4</sub>: There is a significant positive relationship between school staff team members’ organizational commitment and team members’ in-role performance and team members’ innovation.

**Table 5** Results of SEM Analysis regarding hypothesized relationships between demographic, predictors and criterion variables

Sr. No.	Independent Variables	Hypothesis	Dependent Variables (Path Coefficients i.e. Betas)			
			Empowerment	Organizational Commitment	Team In-Role Performance	Team Innovation
1	Age				0.029	0.088*
2	Experience				-0.076	-0.034
3	Qualification				0.008	0.007
4	Participative Leadership	H1	.772***	.215***	-.070	.172*
5	Directive Leadership	H2	-.009	.304***	.113**	.013
6	Personal Empowerment	H3			.067	.754***
7	Organizational Commitment	H4			.775***	.021
	R <sup>2</sup>		.628	0.303	0.562	0.855

*Note.* N = 402. **Unstandardized** coefficients (betas) are reported above along with R<sup>2</sup>.

Where: \*\*\* p < .001; \*\* p < .01; \* p < .05. Our SEM model demonstrated a strong fit with the data which was evident from the fit indices e.g., CMin/Df = 2.915; RMSEA = .06; SRMR = .03; TLI= 0.83; CFI = 0.84.

### Effects of Control/Demographic Variables

Some demographic variables were built in the design of this study for assessing their potential effects on the dependent variables, if any. Our results shown in table 5

revealed that our control variables i.e. *age level, experience and qualification* of the respondents had no significant relationships with or effects on the dependent variables (empowerment and organizational commitment). Similarly, respondents' *experience and qualification* had no significant effects on team in-role performance and team innovation but respondent age level had significant but very weak effect on team innovation as was evident from the Beta value. Thus we concluded that these demographic variables of *age, experience and qualification* had no noticeable effects on the DVs and that their effects on the criterion variables could be considered as controlled. It is also important to mention that we did control the effects of the gender in this study by design as we did not collect data from female teachers.

### **Direct Effects of Predictor Variables on Criterion Variables**

As shown in the Table 5, our hypothesis H<sub>1</sub> was about the relationships of participative leadership on the dependent variables (empowerment, commitment, team performance and innovation). This overall hypothesis was mostly supported because secondary school head's participative leadership had a strong significant positive relationship with teachers' empowerment ( $\beta=0.772, p<0.001$ ), teachers' organizational commitment ( $\beta=0.215, p<0.001$ ), and team innovation ( $\beta=0.172, p<0.05$ ). On the contrary, secondary school head's participative leadership had a non-significant relationship with team's in-role performance ( $\beta= -0.070, p>0.05$ , showing that participative leadership style has no effect on team in-role performance).

Our hypothesis H<sub>2</sub> was about the relationships of Directive leadership on the dependent variables. This overall hypothesis was partially supported because secondary school head's directive leadership had a strong significant positive relationship with teachers' organizational commitment ( $\beta=0.304, p<0.001$ ), and teams' in-role performance ( $\beta=0.113, p<0.01$ ). But contrary to this, school head's directive leadership style had a non-significant relationships with personal empowerment ( $\beta= -0.009, p>0.05$ ), and team innovation ( $\beta= 0.013, p>0.05$ ), showing that directive leadership style has no effect on teachers' personal empowerment and team innovation.

In hypothesis H<sub>3</sub>, we proposed the significant positive relationship between personal empowerment and team in-role performance and personal empowerment and team innovation. This hypothesis was also partially supported because teachers' personal empowerment had a non-significant relationship with team in-role performance ( $\beta=0.067, p>0.05$ ) but a strong significant positive relationship with team innovation ( $\beta=0.754, p<0.001$ ). It meant that teachers' personal empowerment strongly affects team innovation but not team's in-role performance.

Through hypothesis H<sub>4</sub> we proposed significant positive relationships between teachers' team in-role performance and organizational commitment, and significant

positive relationships between teachers’ organizational commitment and team innovation. This hypothesis was also partially supported because teachers’ organizational commitment had a strong significant positive relationship with team in-role performance ( $\beta=0.775, p<0.001$ ) but a non-significant positive relationship with team innovation ( $\beta=0.021, p>0.05$ ). It implied that teachers’ organizational commitment strongly affects team in-role performance but not team’s innovation.

**Indirect Effects of Mediating Variables**

The following Table 6 showed the output of the mediation analysis conducted through IBM AMOS 24. The two tailed significance levels or probabilities were determined by applying Monte-Carlo Bootstrapping using 500 bootstrapped samples. The Table 6 reported the direct, indirect and total effects of IVs on DVs in this study for the following hypothesis.

- H<sub>5</sub>: The school staff team members’ empowerment significantly mediates the relationship between school heads’ participative leadership style and team members’ innovation.
- H<sub>6</sub>: The school staff team members’ empowerment significantly mediates the relationship between school heads’ participative leadership style and team members’ team performance.
- H<sub>7</sub>: The school staff team members’ organizational commitment significantly mediates the relationship between school heads’ participative leadership style and team members’ team performance.
- H<sub>8</sub>: The school staff team members’ organizational commitment significantly mediates the relationship between school heads’ directive leadership style and team members’ in-role performance.

**Table 6** Results of SEM based mediation analysis of hypothesized relationships between IVs (predictors), mediators and criterion (dependent) variables

Sr. No.	Hypo-thesis	Mediated Relationships	Effects <sup>a</sup>		
			Direct	Indirect	Total
1	H <sub>5</sub>	PLS → Empowerment → Innovation	.180*	.455**	.707**
2	H <sub>6</sub>	PLS → Empowerment → Performance	-.05	.083	-.037
3	H <sub>7</sub>	PLS → Commitment → Performance	.04	.147**	.183**
4	H <sub>8</sub>	DLS → Commitment → Performance	.153**	.328**	.358**

*N.B.* a = All these effects are the standardized (betas) effects along with significance level. Where;

\*\*\*  $p < .001$ ; \*\*  $p < .01$ ; \*  $p < .05$ .

The results mentioned in Table 6 revealed that our hypothesis H<sub>5</sub> (proposing that personal empowerment significantly mediates the relationship between PLS and team innovation) was supported because the indirect effect of PLS on team innovation through empowerment was significant (with  $\beta=0.455$ ,  $p<0.01$ ). As the direct effect of PLS on team innovation was also significant (with  $\beta=0.180$ ,  $p<0.05$ ), hence, the mediation found in this case was a partial mediation. It clarifies the fact that teams where the PLS enhances the sense of personal empowerment in the team members, were more innovative than the teams with lower levels of empowerment.

The results did not support the hypothesis H<sub>6</sub> (proposing that teachers' personal empowerment significantly mediates the relationship between PLS and teams' in-role performance) because the indirect effect of PLS on teams' in-role performance through empowerment was not significant (with  $\beta=0.083$ ,  $p>0.05$ ). As the direct effect of PLS on teams' in-role performance was also not significant (with  $\beta=-0.049$ ,  $p>0.05$ ), hence, there was no mediation at all. It implied that teachers' personal empowerment did not mediate the relationship between school heads' PLS and teams' in-role performance. So our hypothesis H<sub>6</sub> was rejected.

Moreover, our hypothesis H<sub>7</sub> (proposing that teachers' organizational commitment significantly mediates the relationship between PLS and teams' in-role performance) was fully supported because the indirect effect of PLS on teams' in-role performance through organizational commitment was significant (with  $\beta=0.147$ ,  $p<0.01$ ). As the direct effect of PLS on teams' in-role performance was not significant (with  $\beta=0.04$ ,  $p>0.05$ ), hence, the mediation found in this case was full mediation. It further clarified the fact that teams where the heads' participative leadership enhances the sense of commitment to the school among the team members performed higher than the teams with lower levels of organizational commitment induced by the leadership.

Similarly our hypothesis H<sub>8</sub> (proposing that teachers' organizational commitment significantly mediates the relationship between DLS and team in-role performance) was supported because the indirect effect of DLS on teams' in-role performance through organizational commitment was significant (with  $\beta=0.328$ ,  $p<0.01$ ). As the direct effect of DLS on teams' in-role performance was also significant (with  $\beta=0.153$ ,  $p<0.01$ ), hence, the mediation found in this case was also a partial mediation. It further clarified the fact that teams where the heads' directive leadership enhances the sense of commitment to the school among the team members performed higher than the teams with lower levels of organizational commitment induced by leadership.

## **Discussion and Implications**

The researchers in this study had tried to juxtapose the PLS and DLS in an integrated model of effectiveness of the school teams. This study also attempted to

advance our understanding about the costs and benefits of each of these leadership styles. It was posed that by arousing a motivational mechanism in the form of organizational commitment; directive leadership targets to boost school-staff teams' in-role performance. The participative leadership, on the other hand, focuses on teams' innovation by enhancing teachers' personal empowerment as a motivational/mediating mechanism.

The findings of this research supported the notion that examining PLS and DLS as two contrasting approaches could not fully capture the leadership phenomenon. Our results proved that directive and participative leadership styles had a complex pattern of effects on school staff teams' effectiveness in terms of performance and innovation of the teams (Somech, 2005).

Our study revealed that each leadership style serves as a different but potentially complementary way of managing school-staff teams. This study, however, provided a solid ground for further conceptual development on this topic because it can help the researchers and practitioners to go beyond an "either/or" approach toward a "both/and" way of thinking and working as proposed by Lewis et al. (2002). This research thus added to our knowledge about school effectiveness in several ways.

First, the participative leadership served as a preferred strategy of achieving school improvement goals in the recent educational reform movements in many countries (Sagie et al., 2002; Somech, 2005). The results of the previous research, however, suggested that the advantages of participative over the directive leadership were not definite. Thus the effectiveness of either leadership style is contingent upon the determined measures of effectiveness (Olson, Walker Jr, & Ruckert, 1995).

Such findings are important, especially for the schools possessing typical loose structures, quite common in third world countries like Pakistan. These loosely couples structures are characterized by the schools where an employee has a slight effect on other employee's performance (Greenfield Jr, 1995; Weick, 1976). In such organizations, the teachers working in ambiguous work environment may take advantage of the directive leadership style more than the participative one. With calculated step-by-step implementation and extensive planning a directive leader may guide them towards a disciplined problem solving and the provision of the best practices e.g. setting clear milestones converting school objectives into short-term goals (Lewis et al., 2002; Zirger & Maidique, 1990).

Mischel (1977) propounded the theory of strong/weak situations, according to which a strong situation conveys strong signals/cues for desired behaviors whereas a weak situation does not convey clear support messages, incentives or normative standards about the desired behaviors. This theory supported our findings about the

advantages of directive leadership style in promoting in-role performance by settling undesirable attributes of work environment like role ambiguity and uncertainty about the rewards by providing clear guidelines for teachers' in-role performance. In the weak situations, however, work conditions become ambiguous when desired behaviors are not clearly defined and actions directly rely on individual's predispositions to act in certain direction (Sagie et al., 2002). In this way, the directive leadership style facilitates performance by creating a strong situation and hence increasing the importance of the situational cues for expected behaviors. This advantage of using a directive leadership style, however, is attained at a cost or price. This cost or price is associated with the limitations of applying a directive leadership style in enhancing the school-staff teams' innovation.

Our results also emphasize the use of participative leadership style instead of the directive leadership style because it was found to promote innovative practices in pedagogy and decision making in curriculum. In the recent times, the researchers and practitioners (Andrews & Rothman, 2002; Maes, Vandenberghe, & Ghesquiere, 1999) have emphasized school administration has to be creative and innovative to increase or maintain the effectiveness of their schools in this rapidly changing and turbulent environment (De Dreu & West, 2001). The findings of this study were in conformity with other studies (Carter & West, 1999; Carter & West, 1998) which highlighted the role of teacher involvement or participation as a critical factor in enhancing a team's ability to generate new ideas using individually possessed knowledge for creating innovative products and services through creative procedures.

Cohen and Levinthal (1994) pointed out towards enhancing individual participation among the groups because each group member possesses diverse knowledge and skills and can contribute towards an organization's capacity to develop novel associations and linkages beyond any individual's capabilities. The innovation, thus, encompasses the team members' absorptive capacity to identify, understand, and apply the creative and innovative ideas. Team members' participation in the process of decision making enhances their absorptive capacity because participation in decision making encourages the information sharing and integration in the groups (Stasser & Titus, 1987). Information exchange through participation reduces resistance to change by developing among the team members, a sense of commitment to team decisions (Marks & Louis, 1997).

Regarding the theoretical significance, this study had an important contribution to the advancement of OB theory in the field of educational management. It encompassed the comparative effects of directive vs. participative leadership on important outcome variables. Regarding practical significance testing such models in local context would

be helpful in application of HR theory and practice in our country. As far as the general significance is concerned, our study would help school managers in understanding and improving the teachers' empowerment, team innovation and performance.

## **Conclusions**

Day by day, the school work environment is becoming more and more dynamic and competitive and leaders are facing new challenges like tackling the continuous pressures of innovation and in-role performance of school staff teams. In this study we tried to juxtapose conceptually and practically the participative and directive leadership styles of the secondary school heads in order to study the possible differences in their relationships with a set of depending variables. Instead of depicting these leadership styles as mutually exclusive, our findings suggested that each of these leadership style exerts a distinctive yet complementary way of enhancing team effectiveness in the schools. Our findings provided important insights in arranging a more elaborate and flexible repertoire of activities in dealing with the distinct demands of team innovation and in-role performance in the schools (Lewis et al., 2002).

This study recommended that school heads might concurrently combine participative and directive leadership behaviors to make their school teams more effective. In order to manage the tensions between participative and directive leadership behaviors top-down and bottom-up processes; discipline and flexibility might play a key role in improving teachers' performance. This study Joined the recent call about "both/and" approach of the researchers e.g., Sagie et al. (2002) and Lewis et al., (2002) and reconsidered certain other researchers' sweeping suggestions (Short et al., 1994) of giving preference to participative over the directive leadership style.

The results of this study suggest school leaders to participate in arousing motivational mechanisms instead of stressing only on teachers' bottom-line outcome variables. The findings also recommend to school leaders to manage the effectiveness of groups in schools by boosting task motivation of the teachers and enhancing teachers' commitment with the school. It was further recommended that school leaders should focus on teachers' feelings about their schools that might be indicated in the form of their in-role performance (Firestone & Pennell, 1993). The school teachers' self-efficacy might be manifested in higher levels of team innovation (West, 2002). In a nutshell, the results of this study further emphasized the role school leaders in shaping the work conditions in their schools that could enhance teachers' motivations which in turn might trigger the effectiveness of schools and teams.



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