

## THE NEW FACET LEADERSHIP STYLE AND SECONDARY SCHOOLS PERFORMANCE IN MAURITIUS

Subrun Veerunjaysingh & Subrun Leena

Pave Road, Petit Raffray, Mauritius

**Email:** svinaye@gmail.com & leena.hemraz@gmail.com

### Abstract

In this new era, where the quest for a holistic education has been in the limelight, the utilization of the appropriate leadership styles in managing the different types of arising circumstances have turned out to be of utmost importance. The leadership styles of the school leaders determine the sustainability and future of all institutions. The Government of Mauritius is investing massively in the education sector in quest of quality education (Subrun & Subrun, 2015) in terms of performance. The aim of the study is to analyse the implication of the educational leadership styles in terms of the New Facet Leadership style in enhancing secondary school performance in the Mauritian education sector. It 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, perception, quality of work-life, satisfaction and participation of the followers in the non-work-related activities on learners' achievement and school performance, in the non-profit-making state and private secondary schools in Mauritius. The research work follows the characteristics of both descriptive and causal research designs, for the first part of the study, the researcher employed descriptive research and to test the hypothesis, the researcher employed the causal research design. Data has been gathered from 96 school leaders and 404 educators of both state and private secondary schools. The data was analyzed using SPSS and SPSS AMOS. The present study is the foremost study that uses the Structural Equation Modeling in the analysis of the New Facet Leadership Style (composed of Contingency leadership, Managerial Leadership, Participative leadership, Instructional Leadership and Moral leadership, along with the transformational leadership style). Structural Equation Modeling is used as the new confirmatory tool to confirm that the New Facet Leadership Style based on the contingency and transformational leadership theories practised by the leaders positively affects the performance of the learner's achievements. Thus, this study acts and sets benchmarks for other scholars to further investigate the concept of leadership styles in terms of the New Facet Leadership Style, performance and learner's performance at the National and International levels using Structural Equation Modeling as the main tool of analysis at various level of the educational system.

**Keywords:** Leadership, quality education & New Facet Leadership Style.

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## **Introduction**

In the era of globalisation, with the continuous occurrence of highly performing technologies and the emergence of a highly competitive educational revolution, the Mauritian education system is undergoing extensive transformation to sustain and remain market competitive in the field of education. Education plays a substantial part in enhancing the socioeconomic circumstances of people and societies and necessitates answerability to be of quality (Mampane, 2021). With the same perception, year after year, each successive Mauritian Government has been investing massively in the education system so as to enhance the lives of people. This intention of the Government can be further sustained by the fact that equality and access to education are the crucial aspects that govern the achievement of state progress (Kawuryan, Sayuti, Aman, & Dwiningrum, 2021). This has been ascertained by the fact that the Statistics Mauritius (2020) on education statistics revealed that an estimated sum of 18,303 million Mauritian rupees have been allocated to the education sector for the year 2019/2020 and that 16,993 million Mauritian rupees has been allocated for the year 2020/2021 to education and training, which accounts for about 9.3% and 9.2% respectively of the annual budget.

## **Aims and Objectives of the study**

The focus of this study is to investigate the impact of leadership styles in terms of the New Facet Leadership Style on some targeted sample of secondary school educational leaders (rectors) and followers (educators) in Mauritius in the provision of quality education in relation to the students' performance and learners' achievement. The purpose of the study is 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 Mauritius. The study aims to understand the New Facet Leadership Style adopted and mastered by Mauritian educational leaders. It intends to determine whether leadership styles in terms of the New Facet Leadership Style adopted by the rectors have an impact on the provision of quality education in secondary schools of Mauritius and to analyse the influence of the learners' achievement and the secondary school performance.

## **Leadership**

Leadership is a crucial constituent of an organisation that determines the success of an establishment (Rawat, Rawat, Sheikh, & Kotwal, 2019). Today, the leadership styles of the past are being challenged and more emphasis is laid on the attainment of education. Moreover, various leadership styles of leaders in the education system have made their existence felt in the field of education, especially in regard to the promotion of quality education. Due to globalisation and the emergence of new technologies, the paradigm of leadership is continuously being enhanced. The traditional way of decision making, where the leader takes all decisions and passes that down the hierarchy is no longer working. Moreover, Clipa & Greciuc (2018) stated that in the teacher's sphere, leadership is existent every day, in the educational institution and in particular educational management. The complexity of decision making in different situations has forced leaders to involve all stakeholders. Leadership now can be achieved through persuasion rather than through commands. Thus, the need for the proper leadership style in the schooling system is a must. The leadership style of the leader generates appropriate working conditions upon which the quest for quality education is determined.

### Conceptual framework of leadership

The conceptual framework steering the qualitative and quantitative study assumes that leadership is associated with various successful leadership styles put into practice by educational leaders that can promote a quality education imparted by the educators by the use of the right characteristics of a good leader. Subrun and Subrun (2015) stated that the term quality is unanimously used but it denotes a wide series of understandings. They further claimed that the word quality is an extremely subjective expression and at times it is mystifying since all personalities are different from each other. Moreover, quality is also influenced by diverse situations. Juran & De Feo (2010) stated that quality can have a positive effect on an institution and it improves the of quality cultural transformation, leading to sustainability. The relationship is demonstrated in Figure 1.6 below. The conceptual framework that directed this research is founded on The New Facet Leadership Style and its impact on school culture, educators’ mindset, educators’ motivation and performance.



Figure 1.1 Leadership Conceptual Framework for the Mauritian Education System

Leadership is a strategic aspect for determining the achievement or failure of an institution (Haile, 2017). Educational leadership and educational administration are the fundamental notions in comprehending the organizations in academic establishments (Connolly, James & Fertig, 2017). Thus, based on the various conceptual frameworks designed for the educational world and the other organisation, a conceptual framework has been designed for the present study. The conceptual framework of The Office of Quality Improvement (2017) “the Framework for Effective Organization” of the University of Wisconsin- Madison, “The School Leadership Framework, of New Zealand Curriculum online (2014), the Framework of “Components of Leadership,” of Pocket Guide: Team STEPPS (2014), the “Education leadership and management model,” adapted from Prinsloo (2009) and the Sultan (2014) proposed Framework model “School Excellence Model,” illustrates the significance of leadership in the overall effectiveness of an organization by placing it at the heart, or hub, of the other rudiments. Thus, in line with the study, since leadership plays a key role in achieving high performance, the current framework has been adapted for the present study. Moreover, the present study has been further adapted in the same vein as ‘Pocket Guide: Team STEPPS (2014)’ where leadership is related to performance, Prinsloo’s (2009) framework comprising School Culture and the ‘School Excellence Model’ of Sultan (2014) relating leadership at the classroom level.

### **Main components of leadership under investigation**

The success of educational leadership is mainly governed by the following six main components of leadership: Instructional leadership; Transformational leadership; Moral leadership; Participative leadership; Managerial leadership; Contingency leadership. 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). Thus, the various leadership styles: contingency leadership, instructional leadership, managerial leadership, moral leadership, participative leadership along with transformational leadership styles are termed 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. 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.

**Null Hypothesis:** There is no significant relationship between respondents' (rectors/educators) Leadership Style in terms of New Facet Leadership style, work culture, attitude, self-efficacy, self-concept, satisfaction, leadership skills and performance.

### **Methodology**

Data has been gathered from 96 school leaders and 404 educators of both state and private secondary schools. The data 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 the New Facet Leadership Style in the educational system, which is the Structural Equation Modeling. The Structural Equation Modeling (SEM) was used 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.

### Result and Discussion of Analysis through Structural Equation Modeling

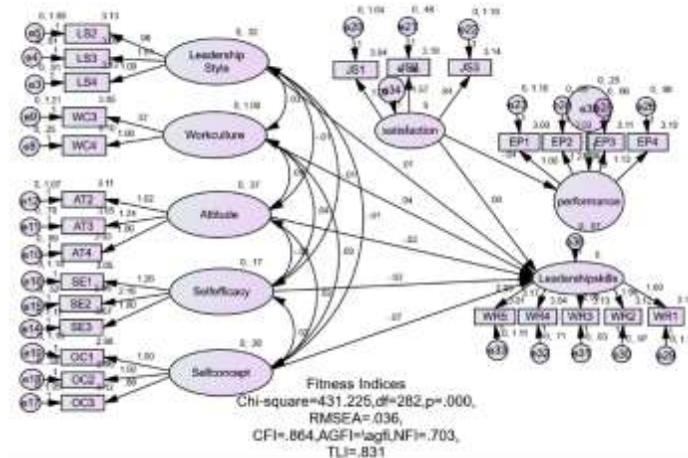


Figure 1.2 Correlation among the Factors tested in relation with satisfaction, performance and leadership skills

Figure 1.2 reveals that the Structural Equation Model analyse the relationship among the multiple variables by correlating the common observed exogenous variables (occupational self-efficacy, work culture, leadership styles in terms of the New Facet Leadership Style, self-concept and attitude) in relation to the unobserved exogenous variables Respondents' satisfaction, performance and leadership skills of the educational leaders generates a RMSEA (Root Mean Square Error of Approximation) value of 0.036, a p-value of 0.000, CFI (Comparative Fit Index) value of 0.864, NFI (Normed Fit Index) value of 0.703 and a TLI (Tucker Lewis Index) value of 0.831. All these values indicate that all the variables of leadership styles in terms of the New Facet Leadership Style, Work culture, Attitude, Self-efficacy and Self-concept have a strong positive impact on school performance and satisfaction of the followers which are in turn directly or indirectly affected by the leadership skills of the educational leaders.

Model Fit Indices											
Model Fit Index	Chi-Square (χ <sup>2</sup> )	df	Absolute fit indicators				Incremental fit indicators				Δχ <sup>2</sup>
			p-value of $\chi^2$	CMIN/DF	RMSEA	CFI	GFI	AGFI	NFI	TLI	
Acceptable value	Small		<0.05	<is 5	<0.05 is good, <0.08 is acceptable	>is 0.95 great, >is 0.7 tolerable	Same	Same	>is 0.90 great, >is 0.7 tolerable	>is 0.95 great, >is 0.7 tolerable	
First Output	945.23	38	0	2.47	0.073	0.881	0.81	0.77	0.817	0.865	
Modified	827.30	38	0.00	2.17	0.065	0.905	0.832	0.795	0.840	0.892	117.9

Source: Primary data collected from questionnaire

Table 1.1 Model Fit Indices

The RMSEA (Root Mean Square Error of Approximation) value of 0.036, a p-value of 0.000, CFI (Comparative Fit Index) value of 0.864, NFI (Normed Fit Index) value of 0.703 and a TLI (Tucker Lewis Index) value of 0.831 are within the acceptable range of values and thus the model perfectly fits the concept. Thus, this confirms that there is significant relationship between respondents' (rectors/educators) Leadership Style in terms of New Facet Leadership style, work culture, attitude, self-efficacy, self-concept, satisfaction, leadership skills and performance. The output generated fits the concept since all the values are within range. The data from Figure 1.2 on the Model Fit Summary of Structural Equation Modeling (SEM) confirm that the leadership skills of the New Facet Leadership Style perfectly fit and support the General Conceptual Framework in Figure 1.1 based on the contingency leadership theory and the transformational leadership theory. The New Facet Leadership Style positively affects the socio-psychological factor: work culture, the attitude of the members towards their job, occupational self-efficacy, self-concept, perception, quality of work-life, satisfaction and participation of the followers in the non-work-related activities among the subordinates in relation to the learners' achievement and school performance. The New Facet Leadership Style is a complete and bold leadership style with appropriate leadership skills based on the contingency and the transformational leadership theory catering for all types of situations where the leaders can make use of the appropriate leadership skills to deal with various types of arising situations while generating a positive work culture, a positive quality of work-life, a positive attitude to the job, an increase in job satisfaction, an increase in participation of the followers in the non-work-related activities, an enhancement in self-concept, an enhancement in self-efficacy and an enhancement in perception leading to an enhancement in learners' achievement and school performance. The New Facet Leadership Style is based on the Contingency leadership Theory and the Transformational Leadership theory perfectly fits and supports the General Conceptual Framework in Figure 1.1. The leaders must master the various leadership styles and they must handle the various situations using these leadership styles contingency leadership, instructional leadership, managerial leadership, moral leadership and participative leadership while incorporating the transformational leadership style termed the New Facet Leadership Style, to cater for the needs of the subordinates.

### **Contribution to knowledge**

The present study generates data along with facts to consolidate the theoretical aspect of the impact of the educational leadership styles in terms of the New Facet Leadership Style in Mauritian secondary schools in relation to performance and learner's achievement. This study acts and sets benchmarks for other scholars to further investigate the concept of leadership styles in terms of the New Facet Leadership Style, performance and learner's performance at the National and International levels using Structural Equation Modeling as the main tool of analysis at various level of the educational system.

### **Limitations of the study and scope for future research**

The research has been limited to data collection for the study, since most of the educators and school leaders, were reluctant to go for interviews and they wished to go for questionnaires as they wanted to be anonymous. The present study is the first study that aims at understanding the impact of leadership styles in terms of the New Facet Leadership Style on quality education in both public and private secondary schools in Mauritius in relation to the contingency leadership theory and the transformational leadership theory. The concept of leadership, leadership styles in terms of the New Facet Leadership Style, performance and learners' achievement at the national and international level involving Structural Modeling Equation (SEM) is new, thus, there is a scarcity of literature.

In the scope of future research, imminent research should be done to analyze the role of leadership and management in the provision of quality education at a bigger scale in relation to the followers' (educator) perspectives so as to increase its reliability and validity. Moreover, judgmental research may also be done to compare the difference between private secondary schools and state secondary schools. The New Facet Leadership Style may act as the investigating style of leadership to carry out future research. The researcher may be further validated using the qualitative approach. Furthermore, separate investigations can be carried out pertaining to leadership styles in terms of the New Facet Leadership Style of the Mauritian educational leaders in private secondary schools; leadership styles in terms of the New Facet Leadership Style of the Mauritian educational leaders in public secondary schools; leadership styles in terms of the New Facet Leadership Style of the Mauritian educational leaders over job satisfaction, the leadership style of the Mauritian educational leaders overwork culture; leadership styles in terms of the New Facet.

### **Conclusion**

Finally, the SEM analysis produces an overall coefficient of 2.323 for QESS which represent the partial effect of respondent's satisfaction on respondent's performance, holding leadership styles in terms of the New Facet Leadership Style, work culture, respondents' attitude to the job, occupational self-efficacy, respondents' participation in non-work-related activities, self-concept, and QESS as constant. Moreover, the Model Fit Indices generated a value greater than 0.095 for Goodness of Fit Index (GFI) which is great and the Structural Equation Modeling generated a Goodness of Fit Index is 0.955 and since it lies within the range of 0 to 1, this means that it is great and it fits the model. The obtained Root Mean Square Error of Approximation (RMSEA) value is 0.057 and it indicates that it perfectly fits the model in Figure 1.1. The leadership skills of the rectors greatly affect the learners' performance and job satisfaction. Moreover, this can be sustained by the fact that Saad, Sudin & Shamsuddin's (2018) study concluded that altogether the

variables: leadership styles in terms of the New Facet Leadership Style, personality attributes, employee communications, are significantly and positively interrelated to employee engagement. The leadership skills of the school leaders also affect the work culture, leadership style, attitudes of the followers, self-efficacy and self-concept of the followers, which ultimately have an impact on job satisfaction and performance. Thus, it can be claimed that leadership styles in terms of the New Facet Leadership Style of the secondary school leaders affect directly the performance of the learner's achievement and the quality of education in the Mauritian schooling system.

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