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# The Perceptions of Students and Principals on the Improvement of Students' Achievements by the Managerial and Transformational Leadership Styles

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**Annotation.** The study aimed to investigate the impact of managerial and transformational leadership styles on students' achievements. The quantitative approach, a structured questionnaire, and a random cluster sample of respondents were used in the study. The study indicated a positive correlation between managerial leadership and students' achievements. At the same time, the study revealed that 9.9% of the variance according to students and 44.4% according to principals on students' achievements is explained by managerial leadership.

**Keywords:** *managerial leadership style*, *transformational leadership style*, *students' achievements.*

## Introduction and literature review

Managerial and transformational leadership styles are meant to be the important variables that influence students' achievements. The study aims to investigate the relationship between the managerial and transformational leadership styles and students' achievements, as well as the influence of these leadership styles on students' achievements based on students' and principals' perceptions. Research questions include: Is there

any relationship between the managerial leadership style and students' achievements? Is there any relationship between the transformational leadership style and students' achievements?

There is no single all-embracing theory of educational leadership. In part, this reflects the astonishing diversity of educational institutions. It relates also to the varied nature of the problems encountered in schools and colleges. Above all, it reflects the multifaceted nature of theory in educational leadership and management. As a result, several perspectives may be valid simultaneously (Bush, 2003, cited by Xhomara, 2018). Bush (2003; cited by Xhomara, 2018) identified nine models of educational leadership: managerial, participative, transformational, interpersonal, transactional, postmodern, contingency, moral, and instructional.

The framework for the study was developed from an extensive review of existing evidence about leadership in schools. The review began with a search for relevant empirical research through Sage and ERIC using the keywords *school leadership* and *teachers' performance*. Figure 1, summarizing the framework resulting from the review, proposes a set of relationships among the three constructs. Managerial and transformational leadership styles as independent variables that are supposed to influence students' achievements dependent variable.

**Figure 1**

*Conceptual Framework of School Leadership Styles and Teachers' Performance*
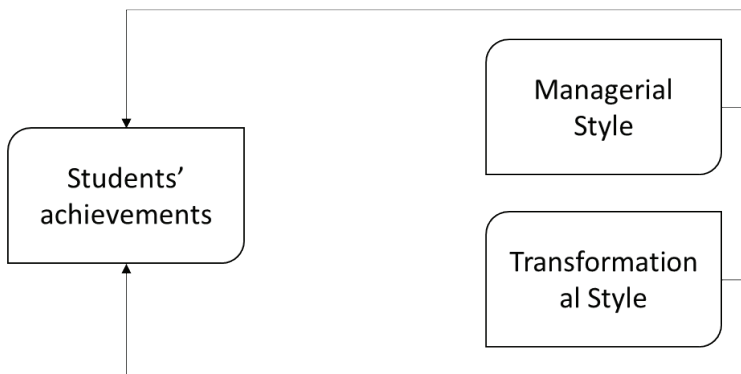


### Literature review

*Managerial leadership style and students' achievements*

Managerial leadership style in high school is thought to be one of the important variables to obtain good grades by the students. Many authors have done a lot of research to investigate the association between managerial leadership style and students' achievements in high school. Chow (2013) shows variation in the leadership approaches

adopted by the department heads, highlighting the dichotomy between managerial accountability and professional empowerment; and Jackson (2013) revealed that principals' leadership styles have an indirect effect on student performance. Administrators' positive leadership styles can support a climate that is conducive to student achievement (Brvenik-Estrella, 2013; Munir & Khalil, 2016); meanwhile, Kalkan et al. (2020) found that there are significant relationships between managerial leadership styles, the school culture, and organizational image.

From the other point of view, Magee (2012), as well as Ogbonna (2017) revealed no significant differences in overall school performance and leadership style for male versus female principals; meanwhile, Moreno (2009) indicated a negative relationship between educational leadership and managerial leadership in student performance. Katewa and Heystek (2019) showed that school principals use managerial leadership together with instructional leadership to collaborate and share with teachers; and Valentine and Prater (2011), as well as Maqbool et al. (2017) indicate that principal leadership behaviors promoting instructional and curriculum improvement were linked to achievement. Oyugi and Gogo (2019) established that democratic leadership accounted for 37.4% of the variation in students' academic performance, autocratic leadership accounted for 43.8% of the variation in students' academic performance and Laissez-faire leadership style accounted for 15.7% of the variation in students' academic performance; meanwhile, Khan et al. (2020) exposes a substantial positive effect of managerial leadership style on innovative behaviors.

The instructional and managerial leadership explained a great amount of the variance on student achievement (Shatzer et al., 2014; Berkovich & Bogler, 2020); and Chen et al. (2017) showed that employing a team approach to leadership could facilitate teachers' professionalism, commitment, and setting a clear goal. Leadership is the second most important factor influencing school and learner outcomes (Bush & Glover, 2016), and Schlebusch (2020) indicate that principals' emotional intelligence significantly predicted both task-oriented and relationship-oriented leadership. So, there is a little gap in the literature review about the relationship between managerial leadership style and students' achievements. In conclusion, the managerial leadership style is an important variable that impacts students' achievements. Therefore, it is hypothesized that:

H # 1: Based on the perceptions of students and principals the variance of students' achievements is explained by the managerial leadership style.

*Transformational leadership style and students' achievements*

Transformational leadership style in high school is thought to be one of the important variables to obtain good results from the students. A lot of authors have researched to investigate the association between transformational leadership style and students' achievements in high school. There is a positive relationship between transformational leadership behaviors of principals and overall performance of students (Osagie &

Momoh, 2016; Dussault et al., 2008); meanwhile, Nir and Hameiri (2015) revealed that perceived risk measures are positively correlated with transactional and passive leadership. The transformational and transactional leadership scales both correlated significantly positively with innovation climate, and collaborative activity at both the teacher and the school levels (Oterkiil and Ertesvåg, 2014; Groves, 2013; Li, 2020); meanwhile, Hardman (2011) found out that transformational and passive-avoidant leadership style had a positive relationship with student achievement.

Rowley (2013) revealed the effects of transformational leadership behaviors on student performance; but from the other point of view, Bello et al. (2016), as well as Day et al. (2016) revealed that there were no significant relationships between principal initiative administrative styles and students' academic performance. Fassinger and Shullman (2017), as well as Hutton (2017), showed that the applicability of the knowledge to the field of counseling psychology may influence effective leadership; but Gyasi and Owusu-Ampomah (2016) noted that unless the headmasters are well equipped with knowledge and skills in leadership they would not know if they have any influence on their schools and academic work. The shifting responsibilities of school principals have required the incorporation of new and different leadership styles that will require advanced skillsets in organizational management and performance (Mayes & Gethers, 2018; Matson, 2018); meanwhile, Casimir et al. (2006) pointed out that culture moderated the mediation effects of trust on the leadership-performance relationship.

Oyinlade and Gellhaus (2005), as well as Richards (2011), indicated that school leaders fell short of the teachers' expectations on various aspects of leadership; and Ciotti et al. (2019) showed that the culture-based communication style of leaders influences learner sores. The principals' authentic leadership (Karadag & Oztekin-Bayir, 2018), and pedagogical leadership (Webb, 2005) appears to offer much greater possibilities for developing students learning; meanwhile, Agasisti et al. (2018) point to the importance of contextual factors in that they affect both leadership types and educational outcomes. Raza and Sikandar (2018), as well as Shibo (2016), showed that the readiness level of students can be changed through leadership style which has a direct impact on students' performance; meanwhile, Pichon (2010) discovered that the principal leadership styles did not produce a significant influence on student achievement. Leaders' charismatic behavior (Walter & Bruch, 2009), and passive behavior, motivation, and collaboration (Preyear, 2015) influence student outcomes; meanwhile, Bruggencate et al. (2012) showed a small positive effect of school leadership on the mean promotion rate in schools. Setlhodi (2019) revealed that holistic leadership practices influence students' outcomes; but, Harnish (2012) revealed that there was no statistically significant correlation found between leadership styles and student achievement in schools. Hence, there is a little gap in the literature review about the relationship between transformational leadership style and students' achievements. In conclusion, the transformational leadership style is an important variable that impacts students' achievements. Therefore, it is hypothesized that:

H # 2: Based on the perceptions of students and principals the variance of students' achievements is explained by the transformational leadership style.

## Methodology

### Method and design

The quantitative approach was the method used in the empirical study. Therefore, correlational and regressive techniques are used to test the alternative hypothesis. Managerial leadership style and transformational leadership style are considered independent variables. Meanwhile, students' achievements are considered the dependent variable.

The structured questionnaire was used to collect the primary quantitative data of independent and dependent variables from teachers and principals. The dimensions and items of the structured questionnaire are based on managerial leadership style, transformational leadership style, and students' achievements variables. The structured questionnaire is based on the relevance of *the Questionnaire for leadership style* (Atsebeha, 2016). The questionnaire is constructed based on three main dimensions: (1) mediator and moderator variables or background information, (2) leadership styles, and (3) teaching. The scales used to measure the variables were: (1) 1 = Never; 2 = Seldom; 3 = Occasionally; 4 = Often; 5 = Always, and (2) Strongly disagree = 1; Disagree = 2; Undecided = 3; Agree = 4; Strongly agree = 5. The constructed questionnaire was piloted with a small group of respondents and then is applied in the study to gather the primary data. The Cronbach alpha of the structured questionnaire reliability scale values re respectively .87 for moderator and mediator variables, .93 for leadership styles, and .89 for teaching dimension. Therefore, there is a high level of internal consistency of the instrument used in the study. The questionnaires were administered at the end of the third term of the academic year.

### Participants

The target population of the study is the population of students and principals of high schools in the main municipalities in Albania. From the target population, the cluster random sample of students (N = 1289) and principals (N = 87) was selected to be used in the study to gather quantitative data. Referring to grades, 6.6% of the students were in the 1st, 26.2% in the 2nd, and 67.2% in the 3rd grade of the high school. Relating to qualification, 18.2% of the principals have BA studies, and 81.8% of the principals have MA studies. Relating to experience, 100% of the principals have up to 10 years of experience in teaching and leadership respectively. The teachers and principals were willing positively to answer the questions of the instrument.

## Procedure

The findings of the instruments were summarized in a synthetic way to use as the basis for the analysis of the findings. A descriptive statistic, as well as a bivariate correlation statistic, were used for the processing of data collected by research instruments. The relationship between managerial leadership style, transformational leadership style with students' achievements was investigated using the Pearson correlation coefficient. Linear multiple regression was used to assess the skills of four control measures to predict students' achievement levels by managerial leadership style, and transformational leadership style. Preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, with no violations noted.

# Results

## Descriptive analysis

**Table 1**

*Managerial Leadership Frequencies*

| | | Managerial leadership | | | |
|---|---|---|---|---|---|
| | **Students** | | | **Principals** | |
| | | **Frequency** | **Percent** | **Frequency** | **Percent** |
| | Never | 102 | 7.9 | | |
| | Seldom | 102 | 7.9 | 12 | 13.8 |
| Valid | Occasionally | 257 | 19.9 | 6 | 6.9 |
| | Often | 466 | 36.2 | 49 | 56.3 |
| | Always | 362 | 28.1 | 20 | 23.0 |
| | Total | 1289 | 100.0 | 87 | 100.0 |

Managerial leadership frequencies indicate that 15.8% of the students claim that they never or seldom face managerial leadership; 64.3% of the respondents claim often or always; meanwhile, 19.9% of them claim occasionally face managerial leadership. At the same time, 13.8% of the principals claim that they never or seldom show managerial leadership; 79.3% of the respondents claim often or always; meanwhile, 6.9% of them claim that occasionally show managerial leadership. Central tendency values for students (M = 3.68, SD = 1.18), as well as for principals (M = 3.88, SD = .92) indicate the same tendency for values as measured by frequencies. Hence, there are differences in the managerial leadership values (never or seldom: 2%; often or always: -15%; occasionally: 13%) between the students and principals. Therefore, the two groups of respondents, students (64.3%) as well as the principals (79.3%) claim that managerial leadership is shown most often or always in the school.

**Table 2**

*Transformational Leadership Frequencies*

| | | Transformational leadership | | | |
|---|---|---|---|---|---|
| Students | | | | Principals | |
| | | Frequency | Percent | Frequency | Percent |
| Valid | Never | 104 | 8.1 | 15 | 17.2 |
| | Seldom | 361 | 28.0 | 30 | 34.5 |
| | Occasionally | 361 | 28.0 | 10 | 11.5 |
| | Often | 309 | 24.0 | 26 | 29.9 |
| | Always | 154 | 11.9 | 6 | 6.9 |
| | Total | 1289 | 100.0 | 87 | 100.0 |

Transformational leadership frequencies indicate that 36.1% of the students claim that they never or seldom face transformational leadership; 35.9% of the respondents claim often or always; meanwhile, 28% of them claim occasionally face transformational leadership. At the same time, 51.7% of the principals claim that they never or seldom show transformational leadership; 36.8% of the respondents claim often or always; meanwhile, 11.5% of them claim that occasionally show transformational leadership. Central tendency values for students (M = 3.03, SD = 1.14), as well as for principals (M = 2.74, SD = 1.25) indicate the same tendency for values as measured by frequencies. Hence, there are differences in the transformational leadership values (never or seldom: -15.6%; often or always: -0.9%; occasionally: 16.5%) between the students and principals. Therefore, the major number of students (36.1%) claim that they never or seldom face transformational leadership, meanwhile, more than half of the principals (51.7%) claim that transformational leadership is shown mostly never or seldom in the school.

**Table 3**

*Students' Achievements Frequencies*

| | | Students' achievements | | | |
|---|---|---|---|---|---|
| Students | | | | Principals | |
| | | Frequency | Percent | Frequency | Percent |
| Valid | Low level | 207 | 16.1 | 6 | 6.9 |
| | Pre-intermediate level | 310 | 24.0 | 20 | 23.0 |
| | Intermediate level | 207 | 16.1 | 12 | 13.8 |
| | Upper-intermediate level | 309 | 24.0 | 39 | 44.8 |
| | Advanced level | 256 | 19.9 | 10 | 11.5 |
| | Total | 1289 | 100.0 | 87 | 100.0 |

Students' achievements' frequencies indicate that 40.1% of the students claim that there is a low or pre-intermediate level of students' achievements; 40.1% of the students claim that there is an intermediate or upper-intermediate level of students' achievements; meanwhile, 19.9% of students claim that there is an advanced level of students' achievements. At the same time, 29.9% of the principals claim that there is a low or pre-intermediate level of students' achievements; 58.6% of the principals claim that there is an intermediate or upper-intermediate level of students' achievements; meanwhile, 11.5% of principals claim that there is an advanced level of students' achievements.

Central tendency values for students (M = 3.07, SD = 1.38), as well as for principals (M = 3.31, SD = 1.15), indicate the same tendency for values as measured by frequencies. Hence, there are substantial differences in students' achievements (low or pre-intermediate level: 10.2%; intermediate or upper-intermediate level: -18.5%; advanced level: 8.4%) claimed by students and principals. Therefore, the same percentage of students (40.1%) claim that there is a low or pre-intermediate level, and intermediate or upper-intermediate level of students' achievements, meanwhile, most principals (58.6%) claim that there is an intermediate or upper-intermediate level of students' achievements.

### Inferential analysis

**H # 1: Based on the perceptions of students and principals the variance of students' achievements is explained by the managerial leadership style.**

Table 4

*Pearson Correlations (r) Outputs of the Relationships Between Managerial Leadership Style and Students' Achievements Variables*

| | | Correlations | | | |
|---|---|---|---|---|---|
| | **Students** | | | **Principals** | |
| | | Students' achieve-ments | Managerial leadership | Students' achieve-ments | Managerial leadership |
| Pearson Correlation | Students' achievements | 1.000 | .210 | 1.000 | .243 |
| | Managerial leadership | .210 | 1.000 | .243 | 1.000 |
| Sig. (1-tailed) | Students' achievements | . | .006 | . | .003 |
| | Managerial leadership | .006 | . | .003 | . |
| N | Students' achievements | 1289 | 1289 | 87 | 87 |
| | Managerial leadership | 1289 | 1289 | 87 | 87 |

As shown in Tble 4, there is a low positive correlation between managerial leadership style and students' achievements variables, r = .210, n = 1289, p > .005 according to students, as well as according to principals, r = .243, n = 87, p > .005. Hence, high scores of managerial leadership approach are associated with high scores of students' achievements.

**Table 5**

*R Square Values of the Relationships Between Managerial Leadership Style and Students' Achievements Variables*

**Model Summary_Students**

| Mo-del | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .210ᵃ | .044 | .042 | 1.38352 | .044 | .121 | 1 | 1287 | .006 |

a. Predictors: (Constant), Managerial leadership

**Model Summary_Principals**

| Mo-del | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .243ᵃ | .059 | .060 | 1.14924 | .059 | 1.785 | 1 | 85 | .005 |

a. Predictors: (Constant), Managerial leadership

As shown in Table 5, the total variance of students' achievements levels explained by managerial leadership style (the model) is 4.2%, $F$ (1, 1.383), $p < .005$ according to students, and 5.9%, $F$ (1, 1.149), $p < .005$ according to principals. The model reaches statistical significance (Sig. = .000; this means p <.0005). The F value, that is the ratio of the mean regression sum of squares- an estimate of population variance that accounts for the degrees of freedom indicates that the null hypothesis is false (regression coefficients are different from zero).

**Table 6**

*Beta Standardized Coefficients of the Relationships Between Managerial Leadership Style and Students' Achievements Variables*

**Coefficientsᵃ_Students**

| Model | | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. | Correlations | | |
|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | | | | Zero-order | Partial | Part |
| 1 | (Constant) | 3.117 | .126 | | 24.804 | .000 | | | |
| | Managerial leadership | .210 | .032 | .210 | .348 | .728 | .210 | .210 | .210 |

a. Dependent Variable: Students' achievements

**Coefficientsª_Principals**

| Model | | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. | Correlations | | |
|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | | | | Zero-order | Partial | Part |
| 1 | (Constant) | 2.612 | .537 | | 4.859 | .000 | | | |
| | Managerial leadership | .280 | .135 | .243 | 1.336 | .185 | .243 | .243 | .243 |

a. Dependent Variable: Students' achievements

According to students, as shown in table 6 the beta value for students' achievements is .210; meanwhile, according to principals, the beta value for students' achievements is .243. The result means that according to students 21% of the variance on students' achievements is explained by managerial leadership; meanwhile, according to principals, 24.3% of the variance on students' achievements is explained by managerial leadership. The result was consistent with some previously reported works, who argued that transformational leadership style impacts students achievements scores (Chow, 2013; Kalkan, Aksal, Gazi, Atasoy, & Dağlı, 2020; Valentine, & Prater, 2011; Maqbool, Sudong, Manzoor, & Rashid, 2017; Khan, Ismail, Hussain, & Alghazali, 2020; Shatzer, Caldarella, Hallam, & Brown, 2014; Berkovich, & Bogler, 2020; Chen, Cheng, & Sato, 2017; Bush, & Glover, 2016). In conclusion, based on the statistical outputs shown above, *H # 1: The variance of students' achievements is explained by the managerial leadership style*, is supported.

*H # 2: Based on the perceptions of students and principals the variance of students' achievements is explained by the transformational leadership style.*

Table 7

*Pearson Correlations (r) Outputs of the Relationships Between Transformational Leadership Style and Students' Achievements Variables*

**Correlations**

| | | Students | | Principals | |
|---|---|---|---|---|---|
| | | Students' achievements | Transformational leadership | Students' achievements | Transformational leadership |
| Pearson Correlation | Students' achievements | 1.000 | .099 | 1.000 | .444 |
| | Transformational leadership | .099 | 1.000 | .444 | 1.000 |
| Sig. (1-tailed) | Students' achievements | . | .000 | . | .000 |
| | Transformational leadership | .000 | . | .000 | . |
| N | Students' achievements | 1289 | 1289 | 87 | 87 |
| | Transformational leadership | 1289 | 1289 | 87 | 87 |

As shown in Table 7, according to students there is a low positive correlation between transformational leadership style and students' achievements variables, r = .099, n = 1289, p > .005. Meanwhile, according to principals, there is a moderate positive correlation between transformational leadership and students' achievements variables r = .444, n = 87, p > .005. Hence, high scores of the transformational leadership approach are associated with high scores of students' achievements according to students, as well as principals.

Table 8

*R Square Values of the Relationships Between Transformational Leadership Style and Students' Achievements Variables*

| | | | | | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .099[a] | .010 | .009 | 1.37673 | .010 | 12.837 | 1 | 1287 | .000 |

**Model Summary_Students**

a. Predictors: (Constant), Transformational leadership

| | | | | | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .444[a] | .198 | .188 | 1.04024 | .198 | 20.925 | 1 | 85 | .000 |

**Model Summary_Principals**

a. Predictors: (Constant), Transformational leadership

As shown in Table 8, the total variance of students' achievements levels explained by transformational leadership style (the model) is 1%, $F (1, 1.376)$, $p < .005$ according to students, and 19.8%, $F (1, 1.04)$, $p < .005$ according to principals. The model reaches statistical significance (Sig. = .000; this means p < .0005). The F value, that is the ratio of the mean regression sum of squares- an estimate of population variance that accounts for the degrees of freedom indicates that the null hypothesis is false (regression coefficients are different from zero).

**Table 9**

*Beta Standardized Coefficients of the Relationships Between Transformational Leadership Style and Students' Achievements Variables*

**Coefficientsᵃ_Students**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | |
|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Zero-order | Partial | Part |
| 1 | (Constant) | 2.712 | .108 | | 25.014 | .000 | | | |
| | Transformational leadership | .120 | .033 | .099 | 3.583 | .000 | .099 | .099 | .099 |

a. Dependent Variable: Students' achievements

**Coefficientsᵃ_Principals**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | |
|---|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Zero-order | Partial | Part |
| 1 | (Constant) | 4.438 | .271 | | 16.404 | .000 | | | |
| | Transformational leadership | .410 | .090 | .444 | 4.574 | .000 | -.444 | -.444 | .444 |

a. Dependent Variable: Students' achievements

According to students, as shown in table 9 the beta value for students' achievements is .099; meanwhile, according to principals, the beta value for students' achievements is .444. The result means that according to students 9.9% of the variance on students' achievements is explained by managerial leadership; meanwhile, according to principals, 44.4% of the variance on students' achievements is explained by managerial leadership. The result was consistent with some previously works, who indicated that transformational leadership style impact students achievements scores (Osagie & Momoh, 2016; Dussault et al., 2008; Nir & Hameiri, 2015; Oterkiil & Ertesvåg, 2014; Groves, 2013; Li, 2020; Hardman, 2011; Rowley, 2013; Mayes & Gethers, 2018; Matson, 2018; Ciotti et al. 2019; Karadag & Oztekin-Bayir, 2018; Webb, 2005; Raza & Sikandar, 2018; Shibo, 2016; Setlhodi, 2019). Therefore, based on the statistical outputs shown above, *H # 2: The variance of students' achievements is explained by the transformational leadership style*, is supported.

## Conclusion

One main limitation of the study should be acknowledged as part of the conclusions. The measurement of the managerial and transformational leadership style, as well as the students' achievements, is made based on self-reported instruments. The purpose of the study was to investigate the relationships between the managerial and transformational leadership style, and students' achievements, as well as the influence of these leadership styles on students' achievements based on students' and principal perceptions. The prior assumption was that there is an impact of these leadership styles on students' achievements.

The study found that according to the students (64.3%) as well as to the principals (79.3%) managerial leadership style is shown most often or always in the school. It is also found that according to the major number of students (36.1%) never or seldom face transformational leadership style, meanwhile, according to more than half of the principals (51.7%) transformational leadership style is shown mostly never or seldom in the school. The study demonstrated that, that there is a low or pre-intermediate level, and intermediate or upper-intermediate level of students' achievements according to the same percentage of students (40.1%); meanwhile, there is an intermediate or upper-intermediate level of students' achievements according to the most of principals (58.6%). Therefore, the education institutions, and especially the schools should promote managerial, and transformational leadership styles as important variables of learning.

The study indicated a low positive correlation between managerial leadership style and students' achievements (r = .210) according to students, as well as according to principals (r = .243). At the same time, it is found that the total variance of students' achievements levels explained by managerial leadership style is 4.2% according to students, and 5.9% according to principals. It is found that according to students 21% of the variance on students' achievements is explained by managerial leadership style; meanwhile, according to principals, 24.3% of the variance on students' achievements is explained by managerial leadership style. It is demonstrated a low positive correlation between transformational leadership style and students' achievements (r = .099), according to students, and also a moderate positive correlation between transformational leadership style and students' achievements (r = .444), according to principals. The study also found that the total variance of students' achievement levels explained by transformational leadership style is 1% according to students, and 19.8% according to principals. At the same time, the study revealed that according to students 9.9% of the variance on students' achievements is explained by managerial leadership style; meanwhile, according to principals, 44.4% of the variance on students' achievements is explained by managerial leadership style. Therefore, education institutions and schools should promote managerial, and transformational leadership styles as important variables that influence students' achievements. Overall, the findings of this study enhanced theoretical and practical understanding as

to the managerial, and transformational leadership styles are important variables that influence students' achievements.

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# Mokinių pasiekimų gerinimas taikant vadybinį ir transformacinį lyderystės stilius: mokinių ir mokyklos vadovų suvokimo analizė

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## Santrauka

Vadybinis ir transformacinis lyderystės stiliai yra svarbūs kintamieji, turintys įtaką mokinių pasiekimams. Tyrimu buvo siekiama ištirti vadybinio ir transformacinio lyderystės stilių ryšį su mokinių pasiekimais, taip pat šių lyderystės stilių įtaką mokinių pasiekimams remiantis mokinių ir mokyklos vadovų suvokimu. Empiriniam tyrimui buvo taikytas kiekybinis metodas. Duomenys buvo surinkti taikant struktūruotą anketą. Tikslinė tyrimo grupė – Albanijos savivaldybių vidurinių mokyklų mokiniai ir mokyklų vadovai. Tiriamųjų imtis atrinkta taikant mokinių (N = 1289) ir mokyklos vadovų (N = 87) klasterinę atranką. Tyrimas parodė žemą teigiamą koreliaciją tarp vadybinės lyderystės ir mokinių pasiekimų remiantis mokinių suvokimu (r = 0,210), taip pat mokyklos vadovų suvokimu (r = 0,243).

Tyrimas atskleidė, kad mokinių pasiekimų dispersija paaiškinama vadybine lyderyste: 9,9 proc. mokinių, 44,4 proc. vadovų. Be to, nustatyta, kad bendra mokinių pasiekimų lygių dispersija paaiškinama transformaciniu vadovavimo stiliumi: 1 proc. mokinių, 19,8 proc. mokyklų vadovų. Švietimo įstaigose ir mokyklose turėtų dominuoti tiek vadybinis, tiek transformacinis lyderystės stiliai, kurie yra svarbūs kintamieji mokinių pasiekimams gerinti.

**Esminiai žodžiai:** *vadybinis lyderystės stilius*, *transformacinis lyderystės stilius*, *mokinių pasiekimai*.