



Leadership Styles and Teacher Outcomes in Educational Institutions: A Comprehensive Literature Review

Elvina Lallawmzuali¹, Dr. Ashwini Jagannath²

¹MA Education Student, Lovely Professional University, Phagwara, Punjab, India

²Assistant Professor, Lovely Professional University, Phagwara, Punjab, India

1Email: elvinalallawmzuali@gmail.com, 2Email: ashwini.mahamuni05@gmail.com

ABSTRACT

Educational leadership has also become a core factor of teacher motivation, effective instruction, psychological well-being and the overall performance in a school. Since there have been increasing pressures concerning teacher burnout, professional accountability, technological change, and institutional sustainability in educational systems, scholars have discussed various styles of leadership to determine those practices that can create a favorable teacher and organizational performance. The literature review is a synthesis of the recent empirical studies published in 2022-2026 that discuss the effects of transformational, democratic, participative, distributed, ethical, servant, and digital leadership on the results of teacher-related outcomes in various educational settings.

Findings of quantitative, qualitative, and mixed-method studies on the topic of teacher motivation, performance, commitment, resilience, emotional regulation, burnout, and school culture are integrated into the review. As evidenced repeatedly, the transformational and participative leadership styles have the most significant positive impact on the teacher engagement, the quality of instruction, and organizational climate. New paradigms of leadership also emphasize the role of supportive leadership as a facilitator of psychological resilience and successful digital learning. Nevertheless, the literature also exposes considerable methodological shortcomings such as cross-sectional designs being dominant and few of the psychological mediating mechanisms being integrated.

The conclusion of this review is that leadership is a multidimensional predictor of educational performance by motivation, relational, and emotional mechanisms. The incorporation of longitudinal and integrative research methods should be incorporated in the future research in order to fully



capture leadership dynamics and enhance evidence-based leadership growth in the learning institutions.

Keywords: Educational leadership, professional accountability, technological change, institutional sustainability, educational systems.

1. INTRODUCTION

School leadership is recognised as a key driver of school quality, teacher effectiveness, and student achievement. School leadership has evolved from traditional administrative responsibilities to facilitating teacher motivation, emotional well-being, and innovation in a rapidly changing educational landscape (Heenan et al., 2023; Sliwka et al., 2024). Accordingly, leadership is one of the most researched factors in education.

Teachers are the key human resource in education systems, and their motivation, engagement, and professionalism is essential to providing quality education for students. Yet, rising rates of teacher disengagement, burnout and stress have sparked global concerns about teacher retention and quality of education (Onan et al., 2025; Yohannes & Wasonga, 2023). These issues can be directly influenced by educational leadership. Effective leadership creates a supportive environment that enhances engagement, resilience, collaboration, and ongoing professional growth, while poor leadership practices lead to stress, disengagement and organisational ineptitude (Imran & Akhtar, 2023; Bugyei & Aidoo, 2022).

Educational leadership practices in the past mainly focused on hierarchical control, centralised decision-making and tight supervision. Although they maintained organisational control, they did not consider teachers' professional autonomy, their emotional and psychological needs, and intrinsic motivation (Maheshwari, 2022). As time progressed, models of leadership have shifted to more participative, collaborative, and transformational leadership that focuses on vision, empowerment, relational trust, and professional development (Sliwka et al., 2024; Alzoraiki et al., 2023).

Modern approaches to educational leadership include transformational, democratic and participative, distributed, ethical, servant, and digital leadership. Transformational leadership centres on creating a shared vision, intellectual stimulation, and individualised consideration, motivating teachers to go beyond the call and engage in creative activities (Mohd Siraj et al., 2022; Hariyasasti, 2025). Democratic and participative leadership focus on collective decision-making and teacher participation, enhancing professional ownership and engagement (Emmanuel & Onesmo, 2025). Distributed leadership involves distributing leadership roles throughout the organisation to promote collaboration and organisational resilience (Bektaş et al., 2022; Alene, 2026). Ethical and servant leadership focus on integrity, empathy and servant-like relationships, with digital leadership examining the use of technology in education and its impact on teaching and learning in the digital era (Berkovich & Hassan, 2024; Ruloff & Petko, 2025).

While there is a vast body of leadership and teacher outcomes research, the evidence is dispersed across leadership approaches, educational settings and contexts. While early studies largely



addressed instructional variables, recent research has increasingly prioritized psychological variables like resilience, emotional regulation, burnout and well-being (Onan et al., 2025). But these are sometimes studied in isolation from leadership perspectives.

With the increasing variety of leadership styles and outcome measures, a holistic review of recent empirical studies is needed to detect patterns, assess effectiveness, and guide future research. As such, this research explores the role of leadership styles on teacher motivation, performance, psychological functioning and school culture through a descriptive review of literature.

The aim of this review is to: (1) determine which leadership styles are most strongly linked to teacher outcomes, (2) understand the impact of leadership on professional and emotional functioning, (3) explore innovative leadership approaches in the digital age and within resource-limited settings, and (4) identify areas for further research.

2. METHODOLOGY

The current review is an integrative review which aims to provide a snapshot of the existing evidence on leadership styles and their impacts on teacher outcomes in educational settings. This approach enables the integration of various study designs (quantitative, qualitative, mixed-method, and systematic reviews) and provides a holistic view of the impact of leadership styles in various settings (Heenan et al., 2023; Bektaş et al., 2022). This method is ideal for studies on educational leadership due to interactions between organisational, psychological and contextual factors that affect teacher outcomes.

2.1 Search Strategy and Data Sources

We searched the major academic databases and research archives typically used by education researchers, such as journals indexed by Scopus, Google Scholar, and university research repositories. A combination of keywords and Boolean operators was applied to capture a broad range of studies, including educational leadership, school leadership styles, teacher motivation, teacher performance, transformational leadership, distributed leadership, participative leadership, teacher well-being, burnout, and school culture. Further searches were conducted to align leadership styles with various teacher outcomes to identify the latest trends in research (Gao et al., 2025; Sliwka et al., 2024).

2.2 Inclusion and Exclusion Criteria

To maintain academic rigour and relevance, the following inclusion criteria were applied: (1) studies conducted from 2022 to 2026, (2) research examining leadership practices in educational settings, (3) outcomes of interest: teacher motivation, performance, engagement, well-being, resilience, emotional regulation or organisational culture and (4) empirical research designs or systematic reviews. Only peer-reviewed journal articles and doctoral research were considered to maintain academic rigor (Onan et al., 2025; Yohannes & Wasonga, 2023).

We excluded studies that did not address the impact of leadership on teachers (only students), were not conducted in educational contexts, or did not provide clear methodological information. Opinion pieces, editorials and commentaries were also excluded to ensure a research-based approach was taken (Imran & Akhtar, 2023).



2.3 Data Screening and Selection Process

A preliminary screening of titles and abstracts was performed to evaluate the relevance to leadership styles and teacher outcomes. Papers meeting initial criteria were reviewed in full to verify they met inclusion criteria. Here, quality of research, clarity of leadership measures and relevance of outcome variables were assessed. This led to the identification of a broad range of recent studies across various education levels, geographical locations and study designs (Heenan et al., 2023; Parveen et al., 2022).

2.4 Data Extraction and Analysis

Essential details of the selected studies were extracted, including study design, participants, leadership types, outcome measures, data analysis and key findings. Data were then grouped into thematic clusters to discern patterns of leadership and outcomes.

We adopted a thematic synthesis approach to synthesise the results. Instead of presenting individual studies, the effects of leadership were grouped into major themes, including motivation, performance, well-being, organisational culture, and new leadership themes. Differences and commonalities among leadership styles and contexts were examined (Bektaş et al., 2022; Sliwka et al., 2024).

2.5 Trustworthiness and Analytical Rigor

To enhance analytical rigor, findings were cross-verified across multiple studies to identify consistent patterns and contradictory evidence. Particular attention was given to methodological design, sample diversity, and statistical strength to evaluate the robustness of leadership-outcome relationships. The integration of both quantitative and qualitative evidence strengthened the depth of analysis and reduced potential bias associated with single-method studies (Onan et al., 2025; Heenan et al., 2023).

3. LEADERSHIP STYLES AND TEACHER OUTCOMES

3.1 Leadership Styles and Teacher Motivation

Leadership is a critical factor affecting educational outcomes through its impact on teacher motivation. Recent research consistently recognises leadership as a crucial factor in influencing intrinsic and extrinsic teacher motivation (Gao et al., 2025; Bugyei & Aidoo, 2022). Of the different leadership styles, transformational leadership has been most widely supported, with several studies showing that inspirational vision, individualised consideration and intellectual stimulation have a strong impact on teacher engagement, job enthusiasm and a willingness to engage in classroom improvement (Mohd Siraj et al., 2022; Sliwka et al., 2024; Hariyasasti, 2025). By setting clear objectives and fostering collective purpose among teachers, educational leaders inspire teachers to see their work as purposeful and satisfying. These leadership behaviours not only enhance intrinsic motivation but also bolster teachers' professional identity and organisational identity (Alzoraiki et al., 2023; Yohannes & Wasonga, 2023). Research across various educational settings shows that teachers in schools with transformational leaders are



more satisfied with their work, more likely to use innovative teaching practices, and more engaged in professional learning (Gao et al., 2025; Hariyasasti, 2025).

Cross-cultural studies also point to the crucial role of adaptable leadership practices in influencing motivation. Schools with flexible leadership strategies, reward and recognition programs and mentorship support systems are more likely to report greater levels of teacher engagement than schools with bureaucratic processes (Bugyei & Aidoo, 2022; Parveen et al., 2022). Teachers working in an environment that fosters autonomy, individual support and participatory governance report higher motivation levels and job satisfaction.

Participative leadership strategies are also vital to increasing teacher motivation. Participative decision-making recognises the expertise of teachers and engages them in school planning and governance. Such approaches contribute to psychological ownership of organisational goals and increased accountability, collaboration and commitment (Emmanuel & Onesmo, 2025; Kasapoğlu Tankutay & Çolak, 2025). Teachers operating in participative leadership practices are more engaged and likely to contribute to improvement projects.

Structural leadership practices also contribute to motivation by offering clarity, support and institutional goal congruence. The combination of role clarity and participative leadership approaches provides an environment whereby teachers are both professionally secure and empowered, thus maintaining their motivation over time (Maheshwari, 2022; Warman et al., 2022).

But not all leadership approaches are beneficial for motivation. While autocratic leadership styles may be effective in terms of organisational control, they tend to limit workplace autonomy and intrinsic motivation. While some research indicates short-term performance improvements under authoritarian leadership, it is typically linked to emotional detachment and job dissatisfaction (Sarwar et al., 2022; Imran & Akhtar, 2023).

3.2 Leadership and Teacher Performance

Beyond motivational effects, leadership plays a crucial role in teacher performance and classroom practices. Leadership influences the setting of professional standards, pedagogical growth, collaboration and accountability, which all play a role in effective teaching practice (Parveen et al., 2022; Sarwar et al., 2022).

Transformational leadership is a key predictor of teacher performance. Leaders who stimulate critical thinking, offer feedback, and promote experimentation with teaching strategies foster pedagogic development. Teachers who experience transformational leadership are more committed to lesson preparation, classroom involvement, student-centered teaching, and professional development (Sliwka et al., 2024; Hariyasasti, 2025; Akhmaliah & Nugraha, 2025). Democratic leadership also improves performance by encouraging collaborative decision-making and collective responsibility. Here, teachers reflect collaboratively, share teaching methods, and solve problems collectively. Such collective efforts lead to more teaching quality and innovation in teaching practices (Emmanuel & Onesmo, 2025; Syariefah et al., 2025).



Distributed leadership broadens leadership influence by engaging teachers in leadership activities beyond institutional level roles. Decision-making and professional responsibilities are distributed, enabling collective responsibility for quality teaching. Teacher engagement in various leadership processes is associated with enhanced professional self-efficacy, greater curriculum development and implementation, and more active engagement in school improvement initiatives (Bektaş et al., 2022; Alene, 2026).

Instructional supervision is also essential to teacher performance. Instructional supervision, feedback and targeted professional development opportunities allow teachers to improve their teaching strategies and resolve educational challenges. Supervisory and evaluative leadership practices focused on support rather than sanctions are linked to long-term gains in teacher performance (Warman et al., 2022; Armiati et al., 2025).

Yet, leadership practices that improve teacher performance are contingent on institutional factors, including the culture of the institution, resources and access to professional development for teachers. Well-intentioned leadership approaches may not be fully effective in resource-poor settings, underscoring the need for flexible leadership strategies that recognize the need to adapt to contextual factors (Rosel et al., 2025; Ruloff & Petko, 2025).

3.3 Leadership, Well-Being and Emotional Sustainability

Recent educational leadership studies increasingly highlight the importance of teacher well-being for sustainable teaching practices and organisational sustainability. Teaching is a highly emotional profession, with classroom management, student engagement, administrative tasks and performance evaluation. As a result, leadership plays an important role in teachers' psychological well-being, emotional regulation and burnout (Onan et al., 2025; Yohannes & Wasonga, 2023).

Good leadership styles (transformational, servant, and ethical) are linked to better teacher well-being (Onan et al., 2025; Yohannes & Wasonga, 2023). Empathetic, ethical and supportive leadership practices foster emotionally supportive workplaces where teachers feel supported and valued. These environments promote coping and resilience to deal with job stress (Imran & Akhtar, 2023; Onan et al., 2025).

Transformational leadership also enhances emotional sustainability by creating meaningful work environments and promoting personal development. When teachers see their leaders as supportive and inspirational, they experience reduced emotional exhaustion and increased job satisfaction and professional well-being (Sliwka et al., 2024; Alzoraiki et al., 2023). Likewise, servant leadership focuses on meeting teachers' needs, fostering trust and strong relationships, which also contribute to improved emotional well-being and engagement (Agus et al., 2025; Imran & Akhtar, 2023).

Leadership support is also crucial in emotion regulation. Supportive leadership practices, including recognition, responsiveness and supplying necessary resources, help teachers cope with work stress. Teachers working under supportive leadership demonstrate better emotional



control, higher job satisfaction, and stronger organizational commitment (Onan et al., 2025; Kasapoğlu Tankutay & Çolak, 2025).

Conversely, ineffective leadership practices can exacerbate emotional strain and contribute to burnout. Lack of administrative support, unclear expectations, and rigid supervisory approaches are associated with increased psychological distress, emotional exhaustion, and professional disengagement among teachers (Sarwar et al., 2022; Yohannes & Wasonga, 2023). These findings highlight leadership as both a protective and risk factor in shaping teachers' mental health and long-term professional sustainability.

3.4 Leadership and School Culture

School culture is a very important organizational situation in which leadership has an effect on the behavior of teachers and the effectiveness of the institutions. The values, professional norms, patterns of collaboration, and the general institutional climate in schools are formed by leadership practices (Heenan et al., 2023; Van Dat Tran, 2025).

The presence of transformational leadership will always lead to a positive school culture that is defined by trust, teamwork, innovation, and a common purpose. Leaders who embrace open communication, professional respect, and continuous improvement facilitate conditions where collective problem-solving and professional development are encouraged. In these types of environments, educators are more motivated, instructionally creative, and committed to the organization (Sliwka et al., 2024; Heenan et al., 2023).

Participative leadership also enhances cohesion in the organization as it engages teachers in the decision making process and institutional governance. The common practices of leadership inspire transparency, respect and collective responsibility thus creating a strong sense of professional community. The cultures of collaboration promote professional learning, communication, and institutional adaptability (Emmanuel & Onesmo, 2025; Bektaş et al., 2022). Distributed leadership helps the organization to be resilient because it widens the leadership roles of several members in the organization. Decentralization of authority and promoting collective responsibility help schools build greater problem-solving, innovation and change management capacities. These types of leadership help organizations to react to the challenges effectively and preserve the morale of professionals (Alene, 2026; Bektaş et al., 2022).

The leadership styles of ethics and servant also enhance favorable school cultures by focusing on integrity, empathy and service oriented relationships. These leadership strategies contribute to psychological safety, trust, and inclusive work cultures that are vital to long-term organizational performance and teacher satisfaction (Imran and Akhtar, 2023; Agus et al., 2025).

3.5 Digital and Context-Sensitive Leadership.

The growing incorporation of digital technologies into educational systems has broadened the scope of leadership activities, making technological facilitation and instructional innovation part of it. Digital instructional leadership is vital in empowering teachers to efficiently interact with technology-enhanced learning spaces and respond to changing educational needs (Berkovich and Hassan, 2024; Ruloff and Petko, 2025).



Active promotion of digital professional growth, the provision of technological resources, and innovative teaching practices by leaders lead to a greater degree of teacher confidence and motivation to use digital tools. These leadership practices can increase instructional flexibility, enhance student engagement, and aid pedagogical innovation, especially in online and hybrid learning environments (Berkovich and Hassan, 2024; Ruloff and Petko, 2025).

Besides digital transformation, context-sensitive leadership has turned out to be an imperative strategy in responding to the challenges faced in resource constrained educational settings. Adaptive leadership practices help school leaders to overcome institutional constraints, foster teacher collaboration, and sustain instruction quality despite institutional constraints like inadequate infrastructure or funding (Rosel et al., 2025).

Such a situation is especially effective with transformational and servant leadership models, which can promote teacher resilience, commitment, and organizational stability. These styles of leadership focus on support, flexibility, and relational trust, which are crucial to maintain the motivation and performance of teachers working in difficult situations (Onan et al., 2025; Agus et al., 2025).

These results underscore the fact that no universal model of effective leadership exists; instead, the effectiveness of leadership is strongly context-dependent and thus based on institutional resources, cultural norms, and technological infrastructure. Thus, adaptive and flexible leadership strategies are critical to attaining sustainable education enhancement in a variety of environments (Ruloff and Petko, 2025; Rosel et al., 2025).

4. DISCUSSION

The synthesis of the recent works makes it clear that leadership is a multidimensional factor of teacher motivation, instructional performance, psychological well-being, and organizational performance in schools. Transformational leadership is the best leadership style in encouraging teacher engagement, innovation, and collaborative school cultures across various geographical settings and educational levels (Sliwka et al., 2024; Heenan et al., 2023; Hariyasasti, 2025). These results are consistent with the general theories of organizational leadership that focus on the role of influence based on vision, individualized support and relational trust as important elements of effective leadership.

The outcomes are further supported by participative and democratic leadership styles which empower teachers by enabling them to make decisions together. The strong correlation between inclusive leadership behaviors and teacher commitment emphasize the role of professional autonomy in teaching and learning institutions (Emmanuel and Onesmo, 2025; Kasapoglu Tankutay and Colak, 2025). When teachers are involved in institutional governance, they tend to have a feeling of ownership of the organizational objectives, and hence become more motivated, responsible and professionally involved.

Distributed leadership augments these advantages by decentralizing leadership and fostering a sense of collective responsibility in regard to instructional quality. The creation of professional learning communities in the distributed leadership framework highlights the importance of



collaboration in the organization of the perpetual improvement of the pedagogical process (Bektaş et al., 2022; Alene, 2026). Nonetheless, effective execution of distributed leadership is conditional upon organizational transparency, relational trust, and ability to lead, which implies that leadership training programs are to put emphasis on both interpersonal and structural skills.

A significant move in the new literature is that leadership has been acknowledged as an influencer of teacher psychological health. The close relationship between the supportive leadership styles and lower burnout rates, better resilience, and emotional regulation indicate a transition towards more holistic leadership paradigms (Onan et al., 2025; Imran and Akhtar, 2023). Such a change suggests that the success of sustainable education is not only based on the performance levels but also on the emotional well-being and sustainability of the teaching staff.

The increased importance of digital instructional leadership also emphasizes the changing needs of modern education systems. Technological integration has been demonstrated to be greatly supported by leadership and has a strong positive impact on teacher confidence, instructional flexibility, and student engagement (Berkovich and Hassan, 2024; Ruloff and Petko, 2025). Nonetheless, the success of digital leadership depends on the institutional infrastructure and access to professional development, which highlights the necessity of a systemic investment in digital capacity building.

Although positive leadership models are supported by substantial empirical evidence, there are a number of methodological shortcomings in literature. The prevalence of cross-sectional research designs does not make it possible to determine causal relationships and comprehend the long-term effects of leadership (Heenan et al., 2023). Moreover, research on leadership outcomes often focuses on the single outcomes, and major psychological mediators, including resilience, emotional control, and organizational climate, are not incorporated into the overall theoretical frameworks (Onan et al., 2025).

Furthermore, contextual variability remains insufficiently explored. While leadership effectiveness is reported across different settings, limited comparative research examines how cultural, institutional, and socio-economic factors influence leadership practices and outcomes. Leadership strategies may vary significantly between public and private institutions, resource-rich and resource-constrained environments, and diverse cultural contexts, highlighting the need for more context-sensitive and comparative research approaches (Rosel et al., 2025; Gao et al., 2025).

Overall, the findings emphasize that leadership effectiveness is not based on a single model but rather on the integration of multiple leadership approaches adapted to specific organizational contexts. Future research should adopt longitudinal and comparative methodologies to enhance theoretical development and improve the generalizability of findings across educational systems.

5. CONCLUSION AND FUTURE RESEARCH DIRECTIONS

This literature review provides a comprehensive synthesis of recent research examining the impact of leadership styles on teacher outcomes in educational institutions. The findings consistently indicate that leadership plays a crucial role in shaping teacher motivation,



instructional performance, psychological well-being, and school culture. Among various leadership approaches, transformational leadership emerges as the most influential, demonstrating strong positive effects on both professional and psychological dimensions of teaching (Sliwka et al., 2024; Gao et al., 2025). Participative and distributed leadership models further contribute to teacher empowerment, collaboration, and organizational effectiveness.

Emerging leadership frameworks, including ethical, servant, and digital leadership, expand the understanding of leadership by emphasizing emotional sustainability, relational trust, and technological adaptability. These approaches highlight the importance of integrating motivational, relational, and contextual dimensions to achieve sustainable educational improvement (Onan et al., 2025; Berkovich & Hassan, 2024).

Despite strong empirical support, several gaps remain in the existing literature. Future research should prioritize longitudinal study designs to better understand causal relationships and long-term leadership effects. Additionally, there is a need for integrative theoretical models that incorporate psychological mediators such as resilience, emotional regulation, and organizational climate. Comparative cross-cultural studies would further enhance the generalizability of findings and provide deeper insights into context-specific leadership practices.

Furthermore, greater attention should be given to leadership development interventions and professional training programs that translate theoretical insights into practical applications. Understanding how leadership competencies can be systematically developed within educational systems remains a critical area for future investigation.

In conclusion, leadership serves as a powerful mechanism for enhancing teacher performance, well-being, and institutional sustainability. The adoption of evidence-based, collaborative, and adaptive leadership practices can significantly contribute to the development of effective and resilient educational environments.

REFERENCES

- Gao, Z., Hu, G., Akram, S., Ul Hassan, M., Shahzad, M. F., & Jan, S. A. (2025). Comparative analysis of managerial strategies for enhancing teacher motivation in Public and Private Schools. *Scientific Reports*, 15(1), 6272. <https://doi.org/10.1038/s41598-025-90900-9>
- Gazali, N. I. N., & Bafadal, I. (2025). Teachers' perception of principal's leadership style and the implication on teachers' professionalism. *Proceedings Series of Educational Studies*, 293-300.
- Sariakin, S., Yeni, M., Usman, M. B., Mare, A. S., Munzir, M., & Saleh, M. (2025, February). Fostering a productive educational environment: The roles of leadership, management practices, and teacher motivation. In *Frontiers in Education* (Vol. 10, p. 1499064). Frontiers Media SA. <https://doi.org/10.3389/feduc.2025.1499064>



- Onan, G., Sürücü, L., Bekmezci, M., Dalmış, A. B., & Sunman, G. (2025). Relationships Between Positive Leadership Styles, Psychological Resilience, and Burnout: An Empirical Study Among Turkish Teachers. *Behavioral Sciences*, 15(6), 713. <https://doi.org/10.3390/bs15060713>
- Rosel, M., Agodera, R., Oksok, N., & Bagalanon, R. (2025). ADAPTIVE LEADERSHIP IN EDUCATION: A QUALITATIVE EXPLORATION OF LEADERSHIP STYLES IN RESOURCE-CONSTRAINED SCHOOLS IN THE PHILIPPINES. *The Threshold*, 17(1).
- Hoque, K. E., & Raya, Z. T. (2023). Relationship between principals' leadership styles and teachers' behavior. *Behavioral Sciences*, 13(2), 111. <https://doi.org/10.3390/bs13020111>
- M Mohd Siraj, M. A., Md Rami, A. A., Abdul Aziz, N. A., & Mohd Anuar, M. A. (2022). The relationship between school heads' transformational and structural leadership styles towards teachers' teaching motivation. *Asian Journal of University Education (AJUE)*, 18(1), 244-255. <https://ajue.uitm.edu.my/>
- Yohannes, M. E., & Wasonga, T. A. (2023). Leadership styles and teacher job satisfaction in Ethiopian schools. *Educational Management Administration & Leadership*, 51(5), 1200-1218. <https://doi.org/10.1177/17411432211041625>
- Malak, A., Ali, M., Hussain, I., Ahmad, M., Butt, S., & Usman, M. (2024). Investigating Correlation between Heads' Leadership Styles and Teachers' Motivation Level. *International Journal of Social Science Archives (IJSSA)*, 7(1).
- Parveen, K., Quang Bao Tran, P., Kumar, T., & Shah, A. H. (2022, May). Impact of principal leadership styles on teacher job performance: An empirical investigation. In *Frontiers in Education* (Vol. 7, p. 814159). Frontiers Media SA. <https://doi.org/10.3389/feduc.2022.814159>
- Bugyei, G., & Aidoo, D. A. (2022). The Impact of Leadership Styles on Teacher Motivation in the Mfantseman Municipality of Ghana. *European Journal of Business and Management*, 14(1), 19-30. 10.7176/EJBM/14-1-02
- Wang, Q., Lee, K. C. S., & Hoque, K. E. (2023). The mediating role of classroom climate and student self-efficacy in the relationship between teacher leadership style and student academic motivation: evidence from China. *The Asia-Pacific Education Researcher*, 32(4), 561-571. <https://doi.org/10.1007/s40299-022-00676-z>
- Imran, M., & Akhtar, N. (2023). Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-



Pakistan. *Academy of Education and Social Sciences Review*, 3(2), 172-181.

<https://doi.org/10.48112/aessr.v3i2.505>

- Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. *Frontiers in psychology*, 13, 919693. <https://doi.org/10.3389/fpsyg.2022.919693>
- Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools—A systematic review of international literature. *Societies*, 13(6), 133. <https://doi.org/10.3390/soc13060133>
- Maheshwari, G. (2022). Influence of teacher-perceived transformational and transactional school leadership on teachers' job satisfaction and performance: A case of Vietnam. *Leadership and Policy in Schools*, 21(4), 876-890. <https://doi.org/10.1080/15700763.2020.1866020>
- Ruloff, M., & Petko, D. (2025). School principals' educational goals and leadership styles for digital transformation: results from case studies in upper secondary schools. *International Journal of Leadership in Education*, 28(2), 422-440. <https://doi.org/10.1080/13603124.2021.2014979>
- Bektaş, F., Kılınc, A. Ç., & Gümüş, S. (2022). The effects of distributed leadership on teacher professional learning: mediating roles of teacher trust in principal and teacher motivation. *Educational studies*, 48(5), 602-624. <https://doi.org/10.1080/03055698.2020.1793301>
- Berkovich, I., & Hassan, T. (2024). Principals' digital instructional leadership during the pandemic: Impact on teachers' intrinsic motivation and students' learning. *Educational Management Administration & Leadership*, 52(4), 934-954. <https://doi.org/10.1177/17411432221113411>
- Sliwka, A., Klopsch, B., Beigel, J., & Tung, L. (2024). Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning. *Journal of Educational Administration*, 62(1), 103-121. <https://doi.org/10.1108/JEA-03-2023-0049>
- Alzoraiki M, Ahmad AR, Ateeq AA, Naji GMA, Almaamari Q, Beshr BAH. Impact of Teachers' Commitment to the Relationship between Transformational Leadership and Sustainable Teaching Performance. *Sustainability*. 2023; 15(5):4620. <https://doi.org/10.3390/su15054620>
- Warman, W., Poernomo, S. A., Januar, S., & Amon, L. (2022). Leadership style and principal supervision in improving teacher performance at state high schools in



Kutai Kartanegara Regency, East Kalimantan Province, Indonesia. *EduLine: Journal of Education and Learning Innovation*, 2(1), 17-24. <https://doi.org/10.35877/454RI.eduline581>

- Erfiyana, E., Kartika, I., & Arifudin, O. (2026). Transformational Leadership of School Principals in Developing Islamic Education in Elementary Madrasahs. *International Journal Of Science Education and Technology Management (IJSETM)*, 5(1), 32-44. <https://doi.org/10.28301/ijsetm.v4i1.48>
- Purnomo, Y. H. ., Nyoman, N. A. ., & Prayito, M. (2026). The Impact of Academic Supervision, School Culture, and Teacher Motivation on Learning Quality at Elementary School in Sedan District, Rembang Regency. *Journal of Educational Sciences*, 10(1), 998-1010. <https://doi.org/10.31258/jes.10.1.p.998-1010>
- Alene, A. A. (2026). The influence of distributed leadership style on educational crisis management (the case of TPLF war) in government secondary schools of Bahir Dar City Administration, Ethiopia. *Management in Education*, 40(1), 12-18. <https://doi.org/10.1177/08920206221139636>
- Ms. Saima, Dr. Muhammad Idris, & Dr. Maksal Minaz. (2025). The Transformative Leadership Style of 21st Century Secondary School Principals and its Influence on School Environment. *Dialogue Social Science Review (DSSR)*, 3(1), 43–54. Retrieved from <https://dialoguessr.com/index.php/2/article/view/144>
- Hariyasasti, Y. (2025). The Role of Transformational Leadership and Principal's Work Motivation on the Performance of Elementary School Teachers in Gunungwungkal District. *Journal of Industrial Engineering & Management Research*, 6(1), 68-72. <https://doi.org/10.7777/jiemar.v6i1.569>
- Van Dat Tran. (2025). Impact of Principals' Transformational Leadership on School Culture: A Case of Vietnam. *International Journal of Interdisciplinary Educational Studies*, 20(1), 179–202. <https://doi.org/10.18848/2327-011X/CGP/v20i01/179-202>
- Akhmaliah Siti Nailan, & Mulyawan Safwandy Nugraha. (2025). The Impact of Transformational Leadership on Teacher Performance: An Organizational Psychology Perspective in Educational Institutions . *Al-Afkar, Journal For Islamic Studies*, 8(1), 1842–1856. <https://doi.org/10.31943/afkarjournal.v8i1.1693>
- Emmanuel, B., & Onesmo, A. (2025). The Influence of Participative Leadership Practices in Promoting Teacher's Job Commitment in Public Secondary Schools in Morogoro Municipal, Tanzania. *International Journal of Advanced Multidisciplinary Research and Studies*, 5(1), 595-604. www.multiresearchjournal.com



- Crager, S. (2025). *Vision to reality: How principals' leadership styles shape a culture of faith and academic excellence in christian schools* (Order No. 31998643). Available from Publicly Available Content Database. (3196751167). Retrieved from <https://www.proquest.com/dissertations-theses/vision-reality-how-principals-leadership-styles/docview/3196751167/se-2>
- Iddrisu, I., & Mohammed, B. (2025). Exploring the Impact of Leadership Styles on Organizational Effectiveness: the Mediating Role of Employee Motivation and Engagement. *Public Organization Review*, 1-23. <https://doi.org/10.1007/s11115-025-00845-w>
- Armiami, A., Ismail, I., & Hizir, H. (2025). The Impact of Academic Supervision and Principal Motivation on Teacher Performance in Aceh Selatan High Schools. *Formosa Journal of Applied Sciences*. <https://doi.org/10.55927/fjas.v4i2.24>
- Kasapoğlu Tankutay, H., & Çolak, İ. (2025). How school principals' empowering leadership influences teacher autonomy: The mediating role of teachers' academic optimism. *British Educational Research Journal*. <https://doi.org/10.1002/berj.4125>
- Keman, N. J., Alias, B. S., & Mansor, A. N. (2025). The Influence of the Headmaster's Transformational Leadership on Teacher's Commitment to the Instillation of al-Hikmah Values. *International Journal of Academic Research in Business and Social Sciences*, 15(3). 10.6007/IJARBS/v15-i3/25169
- Syariefah, D. R. ., Santi, N. ., & Supriyadi , S. . (2025). The Influence of Principal Leadership Style and Pedagogic Competency on Teacher Performance in Creating Learning Media. *International Journal of Business, Law, and Education*, 6(1), 115 - 123. <https://doi.org/10.56442/ijble.v6i1.986>.
- Agus, A. H., Baharun, H., Rahmatillah, A. N., & Andayani, S. A. (2025). The influence of principal's service quality and teachers' self-concept on emotional regulation in preschool teachers. *Child Education Journal*, 7(1), 26-35. <https://doi.org/10.33086/cej.v7i1.7029>

Cite this Article:

Elvina Lallawmzuali¹, Dr. Ashwini Jagannath², “Leadership Styles and Teacher Outcomes in Educational Institutions: A Comprehensive Literature Review” The Research Dialogue, Open Access Peer-reviewed & Refereed Journal, Pp-432–445, Volume-05, Issue-01, April-2026, <https://theresearchdialogue.com/>



This is an Open cess Journal / article distributed under the terms of the Creative Commons Attribution License CC BY-NC-ND 3.0) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. All rights reserved.



CERTIFICATE

of Publication

This Certificate is proudly presented to

Elvina Lallawmzuali¹, Dr. Ashwini Jagannath²

For publication of Research Paper title

**Leadership Styles and Teacher Outcomes in
Educational Institutions: A Comprehensive
Literature Review**

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal
and E-ISSN: 2583-438X, Volume-05, Issue-01, Month April, Year-2026, Impact
Factor (RPRI-4.73)

Dr. Lohans Kumar Kalyani
Editor- In-chief



Dr. Neeraj Yadav
Executive-In-Chief- Editor

Note: This E-Certificate is valid with published paper and the paper
must be available online at: <https://theresearchdialogue.com/>
DOI : <https://doi.org/10.64880/theresearchdialogue.v5i1.48>