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Article

The Impact of Democratic and Autocratic Leadership Styles on Teacher Performance in Basic Education School

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Abstract: This study examines the impact of democratic and autocratic leadership styles on teacher performance in basic education schools in Baucau town, Timor-Leste. Leadership style plays a pivotal role in educational outcomes, yet limited research has explored its influence in the Timor-Leste context. Employing a quantitative approach, data were collected via teacher questionnaires and analyzed using multiple linear regression in SPSS. Three hypotheses were tested: the individual impact of autocratic (H1) and democratic (H2) leadership styles, and their combined impact (H3) on teacher performance. Results reveal that while democratic leadership significantly enhances teacher performance, autocratic leadership does not have a significant effect. However, both styles together have a combined impact. These findings underscore the importance of fostering democratic leadership to create inclusive and collaborative school environments. The study recommends that national education authorities prioritize leadership training and policy reforms to enhance democratic leadership practices.

Keywords: Leadership, Democratic, Autocratic, Teacher performance

1. Introduction

Timor-Leste, as a young nation in the world, has a significant need for school leaders in basic education with their leadership styles to contribute to the development of quality education. Basic education is a key element for a nation's development, especially for newly developing nations like Timor-Leste. School leadership and management play a crucial role in developing basic education in this country. Effective leadership and management demonstrate that the success of a school can be ensured. Each leader, with their unique leadership style, leads the school and impacts the performance of its teachers [1].

The choice between democratic and autocratic leadership styles among school leaders in Timor-Leste holds significant implications for the education sector. A democratic leadership style promotes shared decision-making, open communication, and collaboration within schools. This approach can empower teachers and foster a sense of ownership and responsibility, which, in turn, may contribute to a more engaged and motivated teaching staff [2]. On the other hand, an autocratic leadership style emphasizes centralized authority and decision-making by school leaders. While it can provide clear direction and maintain discipline, it may also stifle creativity and collaboration. Therefore, the leadership style chosen by school leaders can have a profound impact on the working environment, teacher performance, and ultimately, the quality of education in Timor-Leste.

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Through the Apoiu Lideransa Mentoria Aprendizajen (ALMA) project support is provided for leadership and assistance to public school directors and coordinators to improve the quality of teaching and learning in schools of Timor-Leste [3]. However, basic education school leaders in Timor-Leste are mainly concerned with challenges related to their leadership development, the quality of learning, and basic infrastructure [4]. Unfortunately, school leadership in basic education and its branches in Baucau municipality have not received academic training for various leadership styles.

Therefore, the research question addressed in this study was whether or not the democratic leadership style impacts teacher performance? Does the autocratic leadership style impact teacher performance? Additionally, does the simultaneous impact of democratic and autocratic leadership styles affect teacher performance?

The objectives of this research were first to understand the impact of the democratic leadership style on the teachers' performance. Second, to understand the impact of autocratic leadership on the teachers' performance. Finally, to comprehend the simultaneous impact of both democratic and autocratic leadership styles on the teachers' performance [5]. The results of this research aim to contribute to the ongoing improvement of the quality of leadership and the teachers' performance through the application of various leadership styles in schools of Timor-Leste.

Literature Review

Various experts provide different definitions of leadership, but they all relate to each other to form a comprehensive sense of leadership that school leaders can adopt. Harris and Chapman (2002) define leadership as not only a collective effort involving all members of a school to enhance their capacity but also as an energy that school leaders use to take responsibility for effecting change and development within their schools. According to Raupu, Maharani, Mahmud, and Alauddin (2021), leadership is not just about influencing teachers and school activities but is also an instrument for organizing, directing, and guiding teachers to work together to achieve academic objectives. Amanchukwu, Stanley, and Ololube (2015) accept that leadership is a process where an individual influences people in a group or organization to achieve common objectives. To influence their members, leaders must first create a harmonious environment in which they can establish good relationships through their personal character, attitude, and abilities [6]. Leadership must be intended to motivate, inspire, influence, and guide activities to achieve the organization's objectives.

Autocratic leadership does not pay attention to the needs of its members, does not emphasize collective decision-making, and most leaders adhere to a mandatory system where decisions come firmly from the authority at the highest hierarchy level in an institution (Wahidin, Basri, Wibowo, et al., 2020). Additionally, when an autocratic leader exercises power while lacking trust and undervaluing their members, it leads to high-pressure and a low sense of community among members [7]. Bosiok, Sad, and Serbia (2014) emphasize that autocratic leadership places authority solely in the hands of the leader, allows unilateral decision-making, demonstrates power in executing plans, and directs members to follow their instructions and guidance.

On the other hand, according to Wahidin, Basri, Wibowo, et al. (2020), democratic leadership involves all members in the decision-making process, consulting with them, listening to and valuing their ideas and suggestions before making decisions. Leaders with a commitment to participation involve their members actively in activities, provide competencies to their members with the courage to make decisions, and develop policies, systems, and implementation procedures. Nanjundeswaraswamy and Swamy (2014) suggest that under democratic leadership, members experience collaborative work and a sense of inclusivity, emphasizing equality, collective decision-making, and harmony [8].

Each leadership style, both democratic and autocratic, has different impacts on student performance in basic education schools. According to Parveen, Tran, Kumar, and

Shah (2022), research conducted in Faisalabad, Pakistan, showed that both autocratic and democratic leadership styles had significant impacts, both negative and positive, on teacher performance. Therefore, Okoji, cited in Parveen et al. (2022) recommends integrating both democratic and autocratic leadership styles for improved teacher performance. However, democratic leadership was found to be more effective in enhancing the performance of teachers, school staff, and the community in Faisalabad, Pakistan. Results from the research conducted by Wahidin, Basri, Wibowo, et al. (2020) describe that both democratic and autocratic leadership models have positive effects on student performance in schools. But the most suitable leadership style is democratic because it can motivate all teachers, school employees, and the community, fostering creativity and addressing the needs of teachers who make mistakes, thus providing opportunities for growth and development [9].

In summary, leadership is a multifaceted concept that encompasses a wide range of characteristics, approaches, decision-making styles, and methods employed by individuals in positions of authority or influence within organizations. Despite these variations, the primary objective of leadership is to guide and steer the collective efforts of a group or organization toward the achievement of predetermined organizational goals. As Lee (2008) notes, leadership is fundamentally a process that involves influencing and directing the activities of teachers or team members to attain effective teaching and learning outcomes in educational institutions. This process is dynamic and adaptive, with leaders selecting a leadership style that best aligns with the specific situation and prevailing conditions encountered within the schools in Timor-Leste [10].

Hypotheses

Hypothesis 1 (H1) : Autocratic leadership style impacts on the teachers' performance.

Hypothesis 2 (H2) : Democratic leadership style impacts on the teachers' performance.

Hypothesis 3 (H3) : Both autocratic and democratic leadership styles simultaneously impact on the teachers' performance.

2. Materials and Methods

1. Research Method

The research method employed a quantitative approach to collect numerical data from the teachers in basic education schools in Baucau town. The quantitative research method is a systematic approach aimed at generalizing results from a representative sample to the population. This method is also an approach to test theories by examining the relationship between one variable and another. The quantitative method relies on measurement, objectivity, and inferential statistical techniques to obtain data on the impact of democratic and autocratic leadership styles on teacher performance. The data collected include responses to understand leadership styles and assess teacher performance in schools. These data are presented numerically and statistically to answer the research questions [11].

2. Sampling

The principal subjects in quantitative research are individuals who participate in the research and provide numerical data. The research sample consisted of teachers who are engaged in basic education schools in Baucau town. A total of 49 teachers from 3 schools in Baucau town were selected as sample for data validation testing. Teachers from five schools in Baucau town participated in this research, totally 63 participants who provided the main data of the research. The selection of the participant is used simple random method to ensure representativeness and validity of the results [12]. Thus, 112 teachers from 8 schools participated in this research. These schools represent a list of at least 40 schools existing in Baucau town.

3. Validity, Reliability, and Normality

Data validity techniques in this research are strategies used to ensure the numerical data collected from credible instruments. A validity test was conducted on 37 items in the questionnaire using SPSS. Invalid items were removed, and only valid items were used to collect main data on the survey questionnaire. Additionally, a reliability test was conducted using Cronbach's Alpha method in the SPSS program, with the standard r-count > r-table indicating validity and r-count <r-table indicating non-validity (Janna & Herianto, 2021). Validity and reliability tests were important to ensure the validation and credibility of a research instrument.

Another part of the research involved testing the normality of the research instrument (questionnaire) to determine if each variable had a normal or non-normal distribution. This test used the One-Sample Kolmogorov-Smirnov Test with a significance level (Asymp.Sig.) of 2-tailed significance level in SPSS. If the significance value is greater than 0,05, the data distribution is considered normal, while if the significance value is less than 0,05, the data distribution is considered non-normal [13].

4. Data Collection Technique

A questionnaire is a systematic compilation of questions and statements submitted to a sample from a population to obtain relevant information (Fowler, cited in Creswell, 2014). The data collected were obtained using a survey questionnaire technique through data collection using a Likert scale. Participants selected responses on a scale ranging from 1 (strongly disagree) to 4 (strongly agree) based on statements prepared according to their experiences. The survey questionnaire received special attention because it allowed for the rapid and efficient collection of data from a large sample.

5. Data Analysis Technique

The data analysis technique in quantitative research is used to process and interpret numerical data. This research employed statistical analysis methods, including hypothesis testing and measure regression of variables. After collecting the data, data tabulation was conducted in an excel prpgram, and SPSS was used to analyse the data using “multiple linear regression” techniques [14]. This analysis method was chosen to identify patterns and make inferences from the research results.

The standard used to determine the impact of one variable on another is based on the result of Coefficient (t-test) table. If the significance value is <0.05, it indicates an impact, whereas if the significance value is >0.05, it indicates no impact. The simultaneous impact of two independent variables on a dependent variable was determined using the result of ANOVA (f-test) table. If the significance value is <0.05, it indicates a simultaneous impact, whereas if the significance value is >0.05, it indicates no simultaneous impact. The results were obtained using the standard formula df(N-k), where N is the total sample and K is the total variables.

6. Research Ethics

Research ethics were crucial, primarily because they relate to human rights and well-being. Ethical principles must be adhered to in quantitative research, including protecting the identity and privacy of research subjects. Participants also provided informed consent, ensuring that their information is treated confidentially and anonymously. Ethical considerations are essential in research to minimize risks and prevent negative impacts on research subjects' participation [15].

3. Results

1. Validity and Reliability Test

Validity and reliability testing were conducted on the research instrument's items to assess their validity and consistency (Yusup, 2018). The corrected item-total correlation

was used to determine the validity and consistency of the items, with a standard r-count > r-table of 5% is indicating a validity and reliability (Janna & Herianto, 2021). The results of the validity test using SPSS are presented in the table 1 in appendix [16].

Based on the results in this table demonstrated that there are 14 invalid items due to lower than r-table values of 0,282. The invalid items are; X1.1=0,163, X1.3=0,223, X1.9=0,003, X1.11=0,164, X2.1=0,272, Y3=0,265, Y4=0,229, Y6=0,272, Y8=0,232, Y11=0,169 and Y13=0,054. The 26 valid items due to r-count values >0.282 r-table values that is based on the standard of df(N-2). The items with r-table values greater than 0.282 are considered accurate for data collection.

Table 1. Of Validity Test Result

Nú. item	**Corrected Item-Total Correlation**	**Information**
X1.1	0.163	Invalid
X1.2	0.452	Valid
X1.3	0.223	Invalid
X1.4	0.288	Valid
X1.5	0.464	Valid
X1.6	0.345	Valid
X1.7	0.419	Valid
X1.8	0.353	Valid
X1.9	0.003	Invalid
X1.10	0.476	Valid
X1.11	0.164	Invalid
X1.12	0.305	Valid
X2.1	0.272	Invalid
X2.2	0.390	Valid
X2.3	0.531	Valid
X2.4	0.555	Valid
X2.5	0.502	Valid
X2.6	0.576	Valid
X2.7	0.582	Valid
X2.8	0.670	Valid
X2.9	0.359	Valid
X2.10	0.554	Valid
X2.11	0.425	Valid
X2.12	0.352	Valid

Y1	0.411	Valid
Y2	0.371	Valid
Y3	0.265	Invalid
Y4	0.229	Invalid
Y5	0.366	Valid
Y6	0.272	Invalid
Y7	0.348	Valid
Y8	0.232	Invalid
Y9	0.353	Valid
Y10	0.295	Valid
Y11	0.169	Invalid
Y12	0.458	Valid
Y13	0.054	Invalid

2. Reliability Test

The result of reliability test used Cronbach's Alpha method within the SPSS program that have demonstrated in the table below.

Table 2. Reliability test result

Variable	**Cronbach's Alpha**	**Information**
X1	0.726	Reliable
X2	0.726	Reliable
Y	0.726	Reliable

Based on this table, it can be stated that each variable with a Cronbach's Alpha value exceeds the 0,282 r-table value by a significant margin of 5%. The result of reliability test for the items from the questionnaire demonstrate that the Cronbach's values for the items of the variables X1, X2 and Y significantly exceed the 0,282 r-table value. Therefore, it can be concluded that the items of the variables X1, X2 and Y are reliable [17].

3. Normality Test

The results of the normality test used the one-sample Kolmogorov-Smirnov test with a 2-tailed significance level in SPSS, are presented in the table below [18].

Table 3. Normality test results

One-Sample Kolmogorov-Smirnov Test			
	Democratic Leadership	**Autocratic Leadership**	**Teacher Performance**
Asymp. Sig. (2-tailed)	0,368	0,486	0,444
Significant level	0,05	0,05	0,05
Decision	Normal	Normal	Normal

Therefore, based on the results presented in this table, it can be observed that variable X1, representing democratic leadership style, has a significance value of 0,363, variable X2, representing autocratic leadership style, has a significance value of 0,486, and variable Y, representing teacher performance, has a significance value of 0.444. The significance values for all variables (X1, X2, and Y) are greater than 0,05, this was indicating that the data distribution was normal.

4. Multiple Linear Regression Analysis

The results of the multiple linear regression analysis by using the SPSS program are presented in the table below.

a. Coefficients (t-test) Result

Table 4. T-test Result

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.878	4.532		1,297	0,200
	Democratic leadership	0,565	0,135	0,515	4,185	0,000
	Autocratic leadership	0,094	0,071	0,163	1,328	0,189
a. Dependent Variable: Teacher performance						

The table of coefficients above indicates that the democratic leadership style (variable X1) has a significance value of 0,000, while the autocratic leadership style (variable X2) has a significance value of 0,187. Based on these results, it can be concluded that the democratic leadership style significantly impacts on teacher performance because the significance value of 0,000 is less than 0,05 probability value. Then, the value of t-count of 3,985 is greater than the critical t-table of 1,671, it means democratic leadership style has really had impact on teacher performance.

However, the autocratic leadership model does not have a significant impact on teacher performance because the significance value of 0,189 is greater than 0,05, and the t-count value of 1,328 is less than the critical t-table of 1,671. The determination of these

critical values uses the standard df(n-k) where df is calculated as df (63-3=60), resulting in a critical t-table of 1,671 according to the t-table list.

b. ANOVA (f-test) Result

Table 5. F-test Result

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	149.478	2	74.739	8,804	0,000[b]
	Residual	509.379	60	8.490		
	Total	658.857	62			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Autocratic Leadership, Democratic Leadership						

Furthermore, the results of the linear regression analysis, as shown in the ANOVA table (Analysis of Variance) with a significance value of 0,000. This indicated that both the democratic and autocratic leadership models, when considered simultaneously, have a significant impact on teacher performance. This is in accordance with the first criterion, where the significance value of 0,000 is less than 0,05 (indicating statistical significance). Additionally, according to the second criterion, the f-count of 8,804 is greater than the critical f-table of 3,150.

Hypothesis Testing Results

Hypothesis 1 (H1) is accepted, indicating that the democratic leadership style has an impact on teacher performance.

Hypothesis 2 (H2) is rejected, indicating that the autocratic leadership style does not have an impact on teacher performance.

Hypothesis 3 (H3) is accepted, indicating that both the democratic and autocratic leadership styles simultaneously have an impact on teacher performance.

4. Discussion

The results of the study are in line with the existing literature, suggesting that democratic and autocratic leadership styles have an impact on the performance of the teachers in the schools. However, this impact depends on the leaders' diverse, constructive, and effective leadership approaches in each school. While some aspects of the research findings align with the literature, such as the positive impact of democratic leadership on teacher performance, other aspects disagree, particularly regarding the lack of impact of autocratic leadership.

Harris and Chapman (2002) assert that school leadership involves collective efforts to enhance the capacity and performance of teachers to bring about changes in their educational outcomes. The democratic leadership model can involve all members in the decision-making process, promote consultation and participation, and emphasize collaboration. The research results also demonstrate that democratic leadership has a significant impact on teacher performance. These findings correspond with the results of research by Wahidin, Basri, Wibowo, et al. (2020), which indicate that democratic leadership has a positive effect on its members by attracting and involving them in various processes. Democratic leadership provides opportunities for members to participate in decisions and receive appreciation for their contributions, ultimately positively impacting the quality of teacher performance. Democratic leadership can promote collaboration and

creativity in schools, offering opportunities to nurture and develop skills, thereby contributing to sustainable education for the teachers in Baucau town [19].

Although Wahidin, Basri, Wibowo, et al. (2020) describe that not only democratic leadership but also autocratic leadership can have a positive impact on teacher performance in schools, the results of this research contradict the claim that autocratic leadership has no impact on teacher performance in basic education schools in Baucau town. The research findings indicate that autocratic leadership, in this context, does not promote teacher performance. Autocratic leadership typically involves leaders making decisions without involving members in the decision-making process, limiting opportunities for teachers to participate in the educational development process and their performance for the improvement of the schools.

The study by Parveen, et al. (2022) describes that both autocratic and democratic leadership can have varying impacts on teacher performance in schools, either positive or negative. However, the analysis results from this research indicate that democratic leadership has a significant impact on teacher performance, while autocratic leadership does not. Furthermore, when both democratic and autocratic leadership styles are considered simultaneously, there is an impact on teacher performance based on this research findings.

Therefore, school leaders' leadership styles are the most importance factors in determining success of the schools, as Raupu, et al. (2021) suggest that school leaders demonstrate their leadership to organize, direct, and guide their staff members to achieve academic objectives. Amanchukwu, Stanley, and Ololube (2015) emphasize that leadership influences groups and organizations to achieve common objectives, but its effectiveness depends on the characteristics and leadership styles of individual leaders.

The study's limitations encompass potential bias in self-reported measures, challenges in generalizing findings beyond the specific context, a narrow focus on specific leadership styles (democratic and autocratic), and the exclusion of key external factors influencing teacher performance. Additionally, the reliance on quantitative methodologies may overlook qualitative aspects of leadership impact. These limitations underline the necessity for cautious interpretation and suggest avenues for further exploration in future research. Future studies could address these limitations by employing diverse methodologies, expanding the scope of leadership styles considered, and incorporating qualitative insights to enhance the depth of understanding [20].

5. Conclusion

This study highlights the significant influence of democratic leadership on teacher performance in basic education schools in Baucau town, Timor-Leste, underscoring its potential to foster inclusive participation and enhance educational outcomes. Conversely, autocratic leadership was found to have no direct impact on teacher performance, suggesting its limited applicability in promoting effective teaching practices within this context. Notably, the combined application of democratic and certain elements of autocratic leadership demonstrated a simultaneous effect on teacher performance, suggesting that structured guidance, when balanced with collaborative approaches, may address specific challenges such as trust-building and skill development. These findings imply that education authorities should prioritize training programs that emphasize democratic leadership while selectively integrating beneficial elements of autocratic practices to address context-specific needs. Future research should explore the nuanced interplay of these leadership styles across diverse educational settings in Timor-Leste, focusing on their long-term impact on both teacher development and student learning outcomes.

Recommendation

Based on the research results, the researchers recommend:

1. Basic education school leadership in Timor-Leste should promote a democratic and inclusive approach, offering opportunities for teachers to participate in collective decision-making and continuing to develop their democratic leadership skills.
2. Competent authorities should provide training and support for school leaders to implement democratic leadership in Timor-Leste schools. This training may include communication, cooperation, and facilitation of collective decision-making approaches.
3. Establish monitoring and evaluation mechanisms for the impact of democratic leadership in basic education schools in Timor-Leste to ensure the continuous improvement of teacher performance and the quality of education.
4. National educational authorities should ensure policies and programs that support the development of democratic leadership in schools across Timor-Leste.

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