The Relationship of Teachers' Perception of the Principal's Leadership Behaviors, Their Effectiveness and Performance at an International School in Bangkok

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Abstract

This quantitative study had the purpose of determining whether there was a significant relationship between the teachers' perception of the principal's leadership behaviors, their effectiveness and performance at an international school in Bangkok. A population sample of 30 teachers from the target school, in the academic year 2022-2023, participated in the study. For the data collection, Avolio and Bass's (1991) Multifactor Leadership Questionnaire, Prakash et al.'s (2020) Teacher Effectiveness Scale, and Amin et al.'s (2013) Teachers' Job Performance Questionnaire, were used. Data analysis was conducted by performing descriptive statistics (i.e., means and standard deviations) and correlational analysis on the collected data. From the data analysis, it was found that:

1. the principal's leadership behaviors were perceived by the participants as highly transformational, highly transactional, and lowly laissez-faire;

2. the overall levels of teachers' effectiveness and teachers' performance were both perceived as high by the participants; and

3. only two out of the four independent variables addressed in this study were found to be significantly (α = .05) and positively correlated to the teachers' performance: the teachers' perception of the principal's transformational leadership behaviors (r = .61, p < .001) and transactional leadership behaviors (r = .58, p = .001).

Keywords: Teachers' Perception; Principal's Leadership Behaviors; Teachers' Effectiveness; Teachers' Performance

Introduction

Leadership behaviors are a series of actions and reactions performed by a person in a leadership position to work with others toward achieving organizational goals (Avolio & Bass, 1991). School principals, as educational leaders, are able to influence, with their behaviors, student achievement, teachers' effectiveness and performance, and staff/
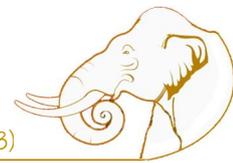
parental/community involvement in school (Munir & Khalil, 2016). Principals' leadership behaviors can be categorized as transformational (i.e., actions taken to build followership by motivating followers), transactional (i.e., actions taken to build followership by rewards or punishments based on performance), and laissez-faire (i.e., actions taken to avoid the leadership responsibilities; Avolio & Bass, 1991; Franco & Matos, 2015).

Leaders that are perceived by their followers or subordinates as more active, corrective, and consistent in honoring agreements in their leadership behavior, provide the conditions for building trust, satisfaction, respect, and active participation among people being led by them (Bass et al., 1996). Then, it comes as no surprise that the perceived leader's behavior is a potential predictor for followers' effectiveness and performance in organizations (Bass et al., 1996; Franco & Matos, 2015; Howell & Avolio, 1993), with followers' effectiveness and performance being main contributors to the attainment of organizational and personal goals (Avolio & Bass, 1991; Howell & Avolio, 1993).

Teachers' effectiveness (i.e., teachers' ability to connect with students through a variety of strategies and attitudes that can improve student learning and achievement) has been reported to affect teachers' enthusiasm and degree of concern and investment in the teaching work (e.g., preparing and planning for teaching or engaging in classroom management), as well as the school organizational performance (Prakash et al., 2020).

Teachers' performance (i.e., the degree to which teachers achieve the work and functions for which they are responsible) plays a very important role in the way they engage in teaching, management, improvement of students' learning ability, and achievement of the school's educational and organizational goals (Amin et al., 2013).

Previous studies (e.g., Cheng, 2013; Munir & Khalil, 2016) have raised concern on how teachers' professional characteristics might be affected by the way teachers perceive their principals' leadership behaviors. In the case of an international school in Bangkok, the researchers have observed that some teachers seem to struggle with implementing an effective classroom management, which could be an indicator of a low level of teachers' effectiveness (Prakash et al., 2020). The researchers have also observed that some teachers seem to worry about using different teaching strategies, which could be an indicator of a low level of teachers' performance (Amin et al., 2013). These issues could be related to the enactment of the principal's leadership behaviors (Avolio & Bass, 1991).

For these reasons, the researchers decided to conduct a study to examine the relationship between teachers' perception of principal's leadership behaviors, their effectiveness and performance, at an international school in Bangkok.
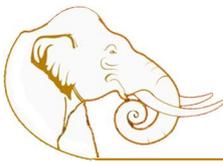
Research Objectives

The following were the specific research objectives addressed in this study.

1. To determine the level of teachers' perception of the principal's leadership behaviors (in terms of transformational, transactional, and laissez-faire leadership) at an international school in Bangkok.

2. To determine the level of teachers' effectiveness at an international school in Bangkok.

3. To determine the level of teachers' performance at an international school in Bangkok.

4. To determine whether there is a significant relationship of teachers' perception of the principal's leadership behaviors (in terms of transformational, transactional, and laissez-faire leadership), their effectiveness and performance at an international school in Bangkok.

Theories and Literature Review

Theoretical Framework

In this section, the three theories that guided this study are briefly described.

Full Range Leadership Model. This model (Avolio & Bass, 1991; Bass et al., 1996) identifies three types of behaviors that leaders might exhibit: transformational leadership behaviors (i.e., actions taken to foster follower autonomy by motivating them); transactional leadership behaviors (i.e., actions taken to provide contingent rewards when expectations and goals are met, and to take quick corrective actions when deviances from those expectations and goals are observed); and laissez-faire (or passive/avoidant) leadership behaviors (i.e., actions taken to let others do the work of the leadership position).

Teacher Collective Effectiveness Theory. This theory (Goddard, 2000) describes the perception, shared by a community of teachers, of their ability to conform to organizational standards and implement the courses of action required to positively affect students' behavior and achievement, teachers' behavior, and school decision-making.

Theory of Performance. This theory (Elger, 2007) explains performance (i.e., the degree to which performers produce a valued result and achieve the work functions for which they are responsible) in terms of the interaction of six elements: shared identity of the professional community, knowledge, skills, context, personal factors, and fixed factors.

Review of Relevant Studies

In this section, some relevant previous studies are reviewed and summarized.

Cheng (2013) examined the effects of the principal's leadership behaviors on teachers' performance, as perceived by 732 kindergarten teachers from four regions in Taiwan. A significant, positive and moderately strong correlation was found between participants' perception of the principal's transformational leadership behaviors and
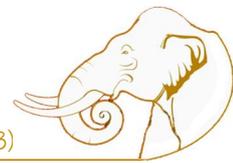
teachers' performance (r = .47; p < .05). Moreover, participants' perception of the principal's transactional leadership behaviors (e.g., the administration of rewards and punishments) was not significantly correlated to teachers' performance.

Gallante (2015) examined the relation between the perception of the principal's leadership behaviors and the teachers' effectiveness held by 19 Grades 1-8 teachers at four underperforming elementary/middle schools in New Jersey, United States. The participants were found to perceive the principal's leadership behaviors as highly transformational and transactional, and lowly laissez-faire. The teachers' effectiveness was found to be very high. The correlation between the teachers' perception of the principal's transformational leadership behavior and their effectiveness to engage students was found to be significant, positive and moderately strong (r = .53, p = .02).

Munir and Khalil (2016) studied the relationship between teachers' perceptions of the principal's leadership behaviors, teachers' effectiveness and teachers' performance held by a random sample of 2350 teachers from 235 public and private secondary schools in three districts of Pakistan. The level of teachers' performance held by the participants was found to be moderate for public school teachers, and high for private school ones. A significant and very weak relationship between the teachers' perception of the principal's transformational leadership behavior (in terms of individualized consideration) and teachers' performance was found for both public (r = -.109, p = .004) and private (r = .055, p = .034) teachers. Also, a significant and very weak correlation was found between the perception of the principal's laissez-faire leadership behavior and the teachers' performance for both public (r = .092, p = .015) and private (r = -.072, p = .006) teachers. No significant correlation was found between the participants' effectiveness and performance, regardless of the school type, public (p = .219) or private (p = .079).

Conceptual Framework

Figure 1 depicts the hypothesized relation between the independent variables and the dependent variable addressed in this study.
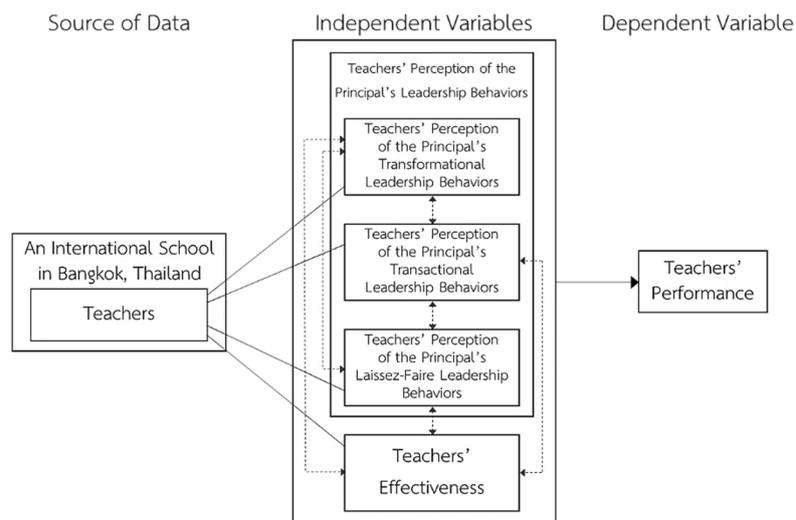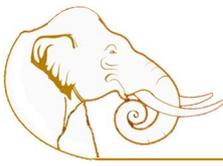
Figure 1 Conceptual Framework for the Current Study

Research Methodology

In this section, the research design, population and sample, research tools, data collection, data analysis, and the research validity and reliability are described in detail.

1. Research Design

The study purpose was to examine the relationship between the teachers' perception of the principal's leadership behaviors and teachers' effectiveness (serving as independent variables) with the teachers' performance (serving as dependent variable) held by the teachers at an international school in Bangkok. For that purpose, a quantitative correlational survey research design was used.

2. Population and Sample

From the 88 international schools in Bangkok (International Schools Association of Thailand, 2023), one was conveniently sampled for this study. All the 30 teachers working at this school during the academic year 2022-2023 were chosen for the study. There were seven teachers in Nursery 1 (N1), seven in N2, eight in Kindergarten 1 (K1), and eight in K2.

3. Research Instruments

For this study, the Multifactor Leadership Questionnaire, the Teacher Effectiveness Scale, and the Teachers' Job Performance Questionnaire were administered. The use of these instruments for non-commercial, research, training or educational purposes is permitted by their publishers, subject to acknowledgement of source.

1) Multifactor Leadership Questionnaire. This 36-item questionnaire (Avolio & Bass, 1991; see Table 1) used a 5-point Likert-type scale ranging from 1 (*not at all*) to 5 (*frequently, if not always*). The scale mean scores were interpreted using a continuum from 1.00 (perceived as very low) to 5.00 (perceived as very high).
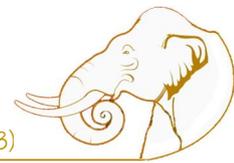
Table 1 Items in the Multifactor Leadership Questionnaire

Item No.	Item statement
	I. Transformational leadership
1	Others are proud to be beside my principal
2	My principal goes beyond his/her own interest in the group's well-being
3	My principal acts in a way that achieves others' respect
4	My principal demonstrates a sense of power and confidence
5	My principal talks about his/her most important beliefs and values
6	My principal shows the importance of having a strong sense of obligation
7	My principal considers the ethical and moral consequences of his/her decisions
8	My principal emphasizes the importance of having a single mission direction
9	My principal speaks optimistically about the future
10	My principal speaks enthusiastically about what must be carried out
11	My principal articulates a positive and motivating vision of the future
12	My principal expresses confidence in reaching targets
13	My principal examines situations critically asking if they are suitable
14	My principal looks for alternative ways to solve problems
15	My principal gets others to look at problems from different angles
16	My principal suggests new alternatives, ways of carrying out and complementing activities
17	My principal invests time in teaching and training
18	My principal treats others as people rather than treating them just as members of the group
19	My principal considers each person as having needs, skills and aspirations that are different from those of others
20	My principal helps others to develop their strengths
	II. Transactional leadership
21	My principal gives help to others in exchange for their efforts
22	My principal discusses who is responsible for attaining specific performance goals
23	My principal makes it clear what each one can expect to receive when performance targets are reached
24	My principal expresses satisfaction when others correspond to his/her expectations
25	My principal focuses attention on irregularities, mistakes, exceptions and deviations from expected standards
26	My principal devotes his/her whole attention to dealing with mistakes, complaints and failings
27	My principal is always aware of all mistakes
28	My principal directs his/her attention to failings so as to attain the expected standards
	III. Laissez-faire leadership
29	My principal does not interfere in problems until they become serious
30	My principal waits for things to go wrong before beginning to act
31	My principal shows he/she believes in "if it isn't broken, don't fix it"
32	My principal demonstrates that problems must become chronic before he/she acts
33	My principal avoids getting involved when important matters arise
34	My principal is absent when others need him/her
35	My principal avoids making decisions
36	My principal takes a long time to respond to urgent matters

2) Teacher Effectiveness Scale. This 25-item questionnaire (Prakash et al., 2020; see Table 2) used a 6-point Likert scale, ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The scale mean scores were interpreted using a continuum from 1.00 (very low effectiveness) to 6.00 (very high effectiveness).
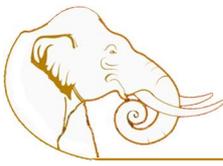
Table 2 Items in the Teacher Effectiveness Scale

Item No.	Item statement
	I. Preparation and planning for teaching
1	The tests I intend administering to my students will be reviewed and improved upon by me
2	I plan my lessons keeping in view the individual differences among students
3	I plan my lessons based on the techniques tested and found suitable
4	In the end, I am in the habit of summarizing the lesson I teach
5	I organize the subject matter I teach to be in agreement with the course's objectives
	II. Classroom management
6	While teaching, I ask more thought provoking questions than fact finding questions
7	I do discuss with students their performance in tests
8	My teaching is characterized by clarity
9	I guide my students in completing their assignments
10	I help students in their reference work
11	I encourage students to be punctual in their assignments
12	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere
	III. Knowledge about the subject matter and its delivery
13	I have a great deal of interest in the subject I am teaching
14	I discuss the content of the subject matter with ease and confidence
	IV. Teacher characteristics
15	I do possess pleasing manners
16	I value my academic achievements
17	I have love for my students
18	I show understanding and sympathy in working with my students
19	I provide a laudable example of my personal and social living to my student
20	I have pleasant and distinct voice
21	My gestures in the classroom are pleasant and approvable
22	I have a sense of duty and responsibility
	V. Interpersonal duties
23	I consider my first duty to be devoted to get a good name to my school
24	I am reasonably obedient to my principal
25	I support the genuine causes of teaching community

3) Teachers' Job Performance Questionnaire. This 25-item questionnaire (Amin et al., 2013; see Table 3) used a 6-point Likert scale, ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The scale mean scores were interpreted using a continuum from 1.00 (very low performance) to 6.00 (very high performance).

Table 3 Items in the Teachers' Job Performance Questionnaire

Item No.	Item statement
	I. Teaching skills
1	I use different methods of teaching
2	Most of students of my class get good marks
3	I teach every student according to his abilities
4	I come well prepared for teaching in class
5	I can also teach difficult lessons easily
6	If any student asks questions, I try to satisfy him or her at every level
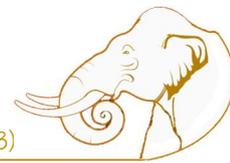
7	I make no injustice in marking the papers

II. Management skills	
8	Apart from teaching I fulfill other responsibilities very nicely
9	I don't let co- curricular activities to affect my class teaching
10	I don't let my domestic affairs to interfere in my duty
11	If someone changes my responsibilities then I adjust myself
12	I try my level best to improve my performance

III. Discipline and regularity	
13	I come to school regularly
14	When present at school I attain my class on time
15	I don't do irrelevant activity in my period
16	I fulfill my assigned activities on time
17	I complete my syllabus on time
18	I maintain discipline in my class

IV. Interpersonal relations	
19	Apart from teaching I try to solve any problem of the student
20	I enjoy good relations with my colleagues
21	I co-operate with my colleagues in any work
22	I consult my colleagues in solving of my class problems
23	I motivate my students to take part in co-curricular activities
24	For the betterment of my students, I contact their parents
25	I help the head in solving the problems of the school

4. Data Collection

The study data were collected in October 2022, when the researchers administered to the participants, in person, the three study questionnaires. All 30 teachers completed the three questionnaires, yielding a response rate of 100%.

5. Data Analysis

The quantitative data collected for this study were analyzed by using descriptive statistics (means and standard deviations) and correlational analysis (Pearson's product-moment correlation coefficient), with the support of a statistical software package.

6. Research Validity and Reliability

1) Multifactor Leadership Questionnaire (MLQ). Avolio and Bass (1991) validated the MLQ through a series of factor analyses, to select the items with the best convergent and discriminant validities. Estimates of reliability were above .70 for all scales (Avolio & Bass, 1991). Our reliability analysis for the MLQ resulted in Cronbach's alphas of .90, .80 and .72 for the transformational, transactional, and laissez-faire scales, respectively.

2) Teacher Effectiveness Scale (TES). Prakash et al. (2020) reported an adequate test-retest validity for the TES, and established construct and discriminant validity from a principal components analysis. In the current study, reliability analysis for the TES resulted in a Cronbach's alpha of .96, which is an excellent level of internal consistency reliability.

3) Teachers' Job Performance Questionnaire (TJPQ). The TJPQ was validated by Amin et al. (2013) by considering, for the item development, the cultural norms and views
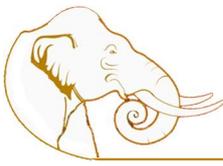
of their study participants. Amin et al. (2013) also reported a Cronbach's alpha of .81 for the TJPQ in Pakistan. Our reliability analysis for the TJPQ resulted in a Cronbach's alpha of .93, which is interpreted as an excellent level of internal consistency reliability.

Research Results

The main study results are presented in detail, organized by research objectives.

1. Results from Research Objective 1

Table 4 shows the overall mean scores, standard deviations and interpretations of the level of perception of the principal's leadership behaviors held by the participants.

Table 4 Mean Scores, Standard Deviations and Interpretations of the Teachers' Perception of the Principal's Leadership Behaviors Held by the Study Participants

Variable	M	SD	Interpretation
Teachers' perception of transformational leadership behavior	4.28	0.75	High
Teachers' perception of transactional leadership behavior	3.77	0.85	High
Teachers' perception of laissez-faire leadership behavior	2.13	1.17	Low

2. Results from Research Objective 2

Table 5 shows the overall mean scores, standard deviations and interpretations of the level of teachers' effectiveness, and its subscales, held by the study participants.

Table 5 Mean Scores, Standard Deviations and Interpretations of the Teachers' Effectiveness and Its Subscales Held by the Study Participants

Variable	M	SD	Interpretation
Teachers' effectiveness	5.38	0.79	High
Preparation and planning for teaching	5.39	0.72	High
Classroom management	5.27	0.83	High
Knowledge about the subject matter and its delivery	5.37	0.66	High
Teacher characteristics	5.53	0.77	Very high
Interpersonal duties	5.29	0.85	High

3. Results from Research Objective 3

Table 6 shows the overall mean scores, standard deviations and interpretations of the level of teachers' performance, and its subscales, held by the study participants.

Table 6 Mean Scores, Standard Deviations and Interpretations of the Teachers' Performance and Its Subscales Held by the Study Participants

Variable	M	SD	Interpretation
Teachers' performance	5.32	0.89	High
Teaching skills	5.27	0.93	High
Management skills	5.21	0.88	High
Discipline and regularity	5.58	0.69	Very high
Interpersonal relations	5.53	0.77	Very high
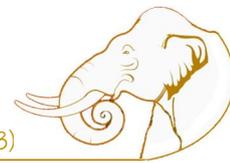
4. Results from Research Objective 4

Table 7 displays the results of the correlational analysis performed for this study.

Table 7 Correlational Analysis of the Teachers' Perception of the Principal's Leadership Behaviors and Their Effectiveness With the Teachers' Performance in This Study

	Variables	1	2	3	4	5
1.	Teachers' perception of transformational leadership behavior	—				
2.	Teachers' perception of transactional leadership behavior	.92* (<.001)	—			
3.	Teachers' perception of laissez-faire leadership behavior	.35 (.055)	.41* (.027)	—		
4.	Teachers' effectiveness	.53* (.003)	.52* (.003)	.12 (.539)	—	
5.	Teachers' performance	.61* (<.001)	.58* (.001)	.11 (.568)	.24 (.195)	—

Note. p-values appear within parentheses below the correlation coefficients.

* denotes a significant relationship (significance level set at $p = .05$, two-tailed).

Discussion

Here, a discussion of the study results is provided, organized by research objective.

1. In relation to Research Objective 1, the participants were found to perceive the principal's leadership behavior as highly transformational, highly transactional, and lowly laissez-faire. This result was similar to Gallante (2015), who found that 19 Grades 1-8 American teachers also perceived the principal's leadership behavior as highly transformational, highly transactional, and lowly laissez-faire. This similarity could be due to the high level of teachers' effectiveness held by the participants of both studies.

2. In relation to Research Objective 2, the results revealed a high level of teachers' effectiveness held by the participants. This result is similar to Gallante (2015), who found a very high level of teachers' effectiveness in 19 Grades 1-8 teachers at underperforming schools in New Jersey, United States. The reason behind this similarity might be the significant and positive correlation found between the teachers' effectiveness and the perception of principal's transformational leadership behavior in both studies.

3. In relation to Research Objective 3, the results revealed a high level of teachers' performance by the participants, which is similar to Munir and Khalil (2016), who found moderate and high levels of teachers' performance held by Pakistani teachers in public and private secondary schools, respectively. This similarity might be due to the teachers' perception of the principal's transformational leadership behavior is a significant predictor of teachers' performance (Franco & Matos, 2015), and a significant, positive and strong or
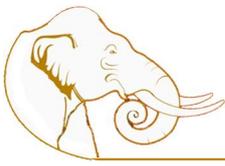
moderately strong correlation between these two variables was found in both studies.

4. In relation to Research Objective 4, the correlational analysis revealed a significant, positive and strong correlation between the teachers' perception of the principal's transformational leadership behaviors and the teachers' performance of the participants (r = .61, p < .001). This result was in line with Cheng (2013), who found a significant, positive and moderately strong correlation between the perception of the principal's transformational leadership behaviors and the job performance held by 732 Taiwanese kindergarten teachers. Despite of the high level of multicollinearity found between the participants' perceptions of the principal's transformational and transactional leadership behaviors (r = .92, p < .001), the best predictor for the teachers' performance is the perception of transformational leadership behavior, whose correlation with teachers' performance is stronger and explains 37% of its variance (r^2= .37).

A significant, positive and moderately strong correlation was found between the teachers' perception of the principal's transactional leadership behaviors and the teachers' performance held by the participants (r = .58, p = .001). This result was not in line with Cheng (2013), who found no significant correlation between the perception of the principal's administration of rewards and punishments (which is a transactional leadership behavior) and the performance of 732 Taiwanese kindergarten teachers. This difference might be due to the way in which the rewards and recognition associated with the subordinates' performance (which are the pillars of transactional leadership) are used in the schools considered in these studies (Avolio & Bass, 1991; Franco & Matos, 2015).

The correlation between the participants' perception of the principal's laissez-faire leadership behaviors and their performance was found to be not significant (p = .568). This result was not in line with Munir and Khalil (2016), who found a significant and very weak correlation between the perception of the principal's laissez-faire leadership behavior and the teachers' performance of 2350 public and private secondary school teachers in Pakistan. This difference in results might be due to the organizational culture set in the schools considered in these studies (Avolio & Bass, 1991; Franco & Matos, 2015).

Regarding the relationship between the teachers' effectiveness and performance of the participants, no significant correlation was found (p = .195). This result was in line with Munir and Khalil (2016), who found no significant correlation between these variables in 2350 Pakistani public and private secondary school teachers. This similarity might be due to the significant relationship between the teachers' perception of the principal's transformational leadership behaviors and teachers' performance found by both studies.
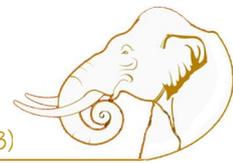
Body of Knowledge

Figure 2 shows the factors that were found to be either significantly related or potentially influencing the teachers' performance held by the participants. These factors can serve as a guide to potential studies on the development of teachers' performance.
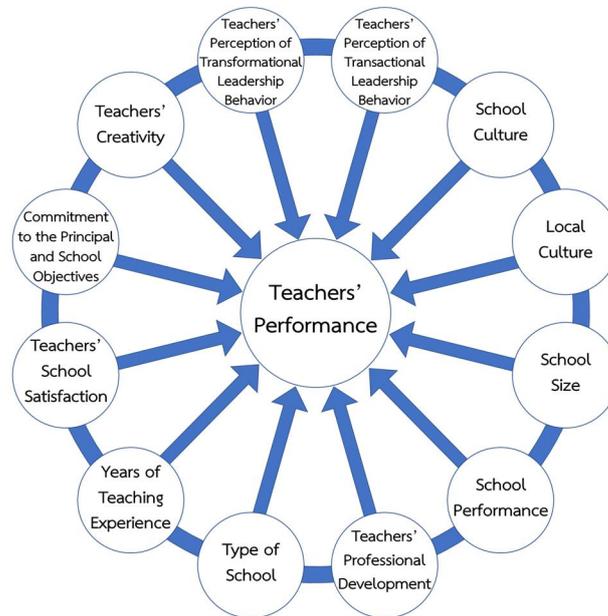

Figure 2 Body of Knowledge in Relation to Teachers' Performance

From the study results, it was found that teachers' perceptions of the principal's transformational and transactional leadership behaviors have a significant relation with teachers' performance. This relation has been also reported by previous studies (e.g., Bass et al., 1996; Cheng, 2013; Franco & Matos, 2015; Munir & Khalil, 2016).

From the literature review and the discussion conducted for this study, additional factors that could significantly influence on teachers' performance were identified: school culture, local culture (Amin et al., 2013), organization size, organizational performance (Franco & Matos, 2015; Gallante, 2015), teachers' professional development (Munir & Khalil, 2016), type of school, years of teaching experience (Gallante, 2015), satisfaction (Cheng, 2013), commitment to the leader and organization's objectives (Avolio & Bass, 1991; Franco & Matos, 2015), and employees' creativity (Franco & Matos, 2015).

Conclusions

Here, the researchers summarize the conclusions drawn from the data analysis.

1. Overall, the participants perceived the principal's leadership behaviors as highly transformational (i.e., performing actions driven to motivate followers and trigger a process of transformation in them), highly transactional (i.e., performing actions driven to enforce existing rules and expectations by providing contingent reward, recognition and corrective
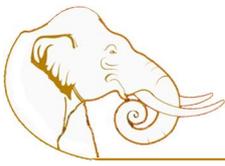
measures), and lowly laissez-faire (i.e., performing actions driven to let followers do the work of the leadership position, while the leader avoids the leadership responsibilities).

2. The overall level of teachers' efficacy (i.e., teachers' ability to connect with students through a variety of strategies, methods, and a particular set of attitudes that can improve student learning and achievement) held by the participants was high.

3. The overall level of teachers' performance (i.e., the degree to which teachers achieve the work functions they are responsible for) held by the participants was high.

4. The teachers' perception of the principal's transformational leadership behaviors held by the participants had a significant and moderately strong explanatory and predictive power for their teachers' performance, at a significance level of .05.

Suggestions

From the findings, some suggestions for practice and future research are provided.

1. Suggestions for Practice

1) The MLQ items with the lowest ratings given by the participants were Items 25 (M = 3.10, SD = 1.24), 26 (M = 3.27, SD = 1.08), 27 (M = 3.33, SD = 0.84), and 28 (M = 3.33, SD = 0.88), indicating that the principal's leadership behaviors in relation to these items were perceived as moderately transactional. Hence, the principal was perceived as merely doing just enough work to closely monitor teachers' actions and make timely corrective interventions. This was in line with the highest rated item on the laissez-faire leadership scale: Item 30 (M = 3.17, SD = 1.15). Thus, the processes of monitoring, recognition and penalization of employees by the leader, which sustain transactional leadership and are significantly associated with the employees' effectiveness and performance (Franco & Matos, 2015; Howell & Avolio, 1993), were being perceived as not being properly and satisfactorily implemented at the target school. Then, teachers are suggested to voice these perceptions with the school administration, in order to improve this situation, which could negatively impact their effectiveness and performance (Bass et al., 1996).

2) Based on the previous suggestion, the principal should engage more in timely teacher monitoring and attention of deviations from expected standards. In that way, the principal will be able to make timely interventions, and set a satisfactory process of contingency rewards associated with the teachers' performance at the target school.

2. Suggestions for Future Research

1) In terms of the research variables considered in this study, it was found that the best predictor for teachers' performance was the teachers' perception of transformational leadership behavior, that was found to explain 37% of its variance (i.e., r^2 = .37), and hence a 63% of that variance was explained by other variables not considered here (e.g., school culture [Amin et al., 2013]; organization size [Franco & Matos, 2015]; type of school [Gallante, 2015]). Future researchers may consider including in their studies some of these variables
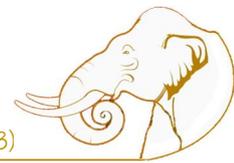
and examine the relationship with teachers' performance more in-depth.

2) Future researchers interested in examining variables with potential impact on teachers' performance, may consider conducting studies on larger sample sizes, wider range of grade levels and types of school, in order to obtain more generalizable results.

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