

Liaison Between Leadership Styles of Principal and Job Performance of Staff

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Abstract

Leadership seems to be the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. The present study was to explore relationship between head teacher leadership styles and teachers' job performance. A quantitative approach was used. Correlation research design was used to conduct this study by survey method. The population of the study was consisted of secondary schools teachers. A sample of two hundred students was selected by conveniently sampling technique. Researchers collected data by self-developed questionnaire on five point likert scale related to leadership practices and teachers' self-efficacy. The analysis of the data was carried out by using Pearson r, t-test, percentages, mean, and ANOVA. It is concluded that there was strong association between autocratic leadership style and job performance in spite of other variables. There was no significant difference in scores of male and female teachers regarding autocratic and democratic leadership style. Head teachers may adopt suitable and appropriate leadership style and treat equally to staff members. This thing may helpful to enhance the job performance of teaching faculty.

Keywords: Head Teachers, Leadership Styles, and Teachers Job Performance.

DOI: 10.7176/IEL/9-5-01

Publication date: June 30th 2019

1. Introduction

Leadership is the activity of driving a group of individuals or an association, and ability to influence others. Leadership style is a significant perspective in the achievement of any institution especially in academic organizations because it influences the performance of faculty members. Appropriate style of leading prompts extraordinary performance of employees in learning organizations. Academic institutions are facing challenges and seeking such kind of leadership styles which have capacity to enhance the faculty performance and compete in the academic market successfully. Persons who are leading the institutions may tackle the problems according to situation (Macaibi, 2005).

Every boss in each association plays out specific roles for the accomplishment of institutional goals and its improvement. Leadership is the ability of impacting individuals so they endeavor energetically and enthusiastically towards the achievement of objectives. Administration means affecting individuals to work enthusiastically with enthusiasm towards the achievement of the objectives. A person cannot perform the tasks alone, he should have individuals to impact, direct and assemble towards the accomplishment of objectives. The manner in which that leader plays out these jobs and coordinates the affairs of the association is called his/her leadership style. It is the manner in which a person leads. A few heads are intrigued more with regards to the work to be done than with the personnel they work with, others give more consideration to their association with their colleagues than work (Ezeuwa, 2005).

Head teacher holds an important position as the chief who controls institutional assets with the end goal of accomplishment of instructive objectives and responsible to accelerate the procedure of schools improvement. Leadership style possesses a significant position in school administration. It is communicated by leaders in numerous roles. These are formulating goals; compose structure, inspecting, inspiring subordinates and providing direction (Daresh, 2002).

Hargreaves (2000) contended that faculty members like heads that are straightforward, open, collegial, participatory, positive attitude and sensible in their prospects with a broader vision for institution. He keeps on arguing that instructors prefer toward a head educator who work with them instead of through them. Leadership is the relational impact towards accomplishment of objectives in explicit circumstances; he likewise sees that without leadership, associations were only masses of people. The issue of authority is a noteworthy and essential worry for all associations and foundation. In this way, in encouraging these points and goals, the school head has significant tasks to carry out. Among these jobs incorporate giving viable leadership in schools, in this manner upgrading better employment performance among educators.

Crum and Sherman (2008) expressed that the head of institutions expected to give profoundly esteemed, bits of knowledge into their day by day styles that cultivate a domain which is strong of high educators' presentation these jobs are arranged in creating faculty and encouraging administration mindful assignment and enabling group,

perceiving extreme responsibility, imparting and affinity, encouraging guidance, and cope change. Style of authority is the way where the leader approaches speaking with those whom the individual leads. The achievement of a school relies upon great leadership. The obligations of head educators' are to deal with the school and give administration. They should almost certainly face the difficulties of leadership. Leader leads the school as an association, providing direction and advancement of school, and decentralizes the authority among staff. There are different leadership approaches that were characterized differently in diverse cultures. Three administration styles: Democratic, Authoritarian and Laissez-fair. Democratic approach of leadership is likewise called participatory or interactive leadership. It is portrayed by collaboration and joint effort. This administration style alludes to circumstances where the leader looks for the supposition of educators' before taking decision.

Cole (2005) believes for the authority of head instructor to be democratic self-assurance, amicability, immovability and civility and ought to not simply comprise of issuing orders. The leader ought to know about systems that work where circumstance and those that reverse discharge. Democratic approach of leadership experienced by head instructors, legitimate designation of obligations calms the school organization from their numerous assignments and also it instills an awareness of other's expectations, dedicated and duty among educators which thusly upgrades faculty performance. This leadership approach implies that head instructor cooperates with others, incorporating talking about issues with the educators before making decision. Leadership is disseminated among the personnel. This makes a co-employable climate in schools. Schools become increasingly vote based through routine with regards to participative leadership. Administration demands participation from everybody with the goal that all individuals are occupied with making an importance and following up on that significance (Harris, 2002).

Wu and Shiu (2009) clarified that, authoritarian approach of leadership is performed through discipline, risk, orders, rules and regulations. The capability of this style incorporates one-sided rule-production, task, and critical thinking while the jobs of tyrant followers incorporate sticking to the head educator's guidance undoubtedly or passing any argument. Authoritative approach is proper in setting with a consistent stream of new representatives, restricted basic leadership time or assets, and the requirement for huge scale coordination with different gatherings and associations. In this administration, head educator holds all authority in own hands and take decisions personally, without the inclusion and participation of faculty members. Autocratic leaders educate their subordinates on what must be done, how it ought to be done and when it must be finished.

Third leadership approach is laissez-faire that is also called the free hands leadership. It is one in which the leader gives full freedom to followers however much opportunity as could be expected. In this style the heads do not deal with necessities and advancement of subordinates and wish to proceed all things considered. The leaders will not acknowledge duty, postpones decisions, do not give input, and have no push to address the issues of the subordinates. Free enterprise administration style alludes to a style as a free-hand style where the head educators' does not lead yet leaves the group of personnel completely to itself (Hoy & Miskel, 2001; Northouse, 2007). Teachers have great training aptitudes as they utilize various strategies for educating the students. They instruct as learners have capacity, prepare lecture before deliver it into classroom and make equity and fairness in learners' assessment. The management abilities of instructors' were all around created and they perform obligations separated from their training like managing co-curricular exercises and strategic distance of their household duties at workplace (Arvey & Murphy, 1998).

As indicated by Choudhary, Akhtar, and Zaheer (2013), the proficiency and adequacy of administration style towards improving the association's dedication will not be accomplished if management is compelled to work, there exists the issue of collaboration and correspondence, low inspiration and confidence, low enthusiastic insight, just as conduct is limping or associations that can place them as work that is not attractive and not in their aptitude. This circumstance might make representatives work with the insubordinate emotions, frequently dissenting, not being fulfilled and regularly enabling themselves to be on high weight arrange while low performance level. This circumstance has subsidiary relation with components of administration style, confidence and representative responsibility. The leadership practices can be adjusted and aligned to enhance the job performance of faculty members. Such arrangement necessitates that the capabilities be installed inside the leadership practices, for example, having proficient advancement exercises that emphasis on progress of the ideal skills and proficiencies.

2. Significance of Study

The findings of this study are worthwhile in different dimensions. It may help the school leaders to be aware of the style which is suitable to enhance the job performance of faculty members. The results of study are helpful to recognize the teacher performance and the principals to exercise and adopt efficient leadership styles so as to improve teachers' performance. Leadership is a vital aspect of the institution to achieve its excellence. The outcomes may provide direction and qualities that are expected of a school head include setting a school climate of high expectations for staff and students encouraging collaborative leadership and building commitment. The head teacher plays an important role in this aspect. Discussion, teamwork and participation are the common key characteristics of successful schools and these elements are involved in democratic style of leadership and this

thing proved by findings of current study. The democratic style of leadership emphasizes group and leader participation in the making of policies.

3. Research Objectives

The objectives of the study were to:

1. Examine relationship between leadership styles of head teacher and teachers' job performance in secondary schools.
2. Find out the difference in respondents' views regarding leadership styles of head teacher and teachers' job performance with respect to their demographics variables.

4. Research Methodology

The present study was designed to explore the relationship between leadership styles of head teacher and teachers' job performance at secondary school. In order to find out the association between head teacher leadership style and teachers' job performance, correlation design was employed. The study was descriptive and survey type in nature. The population was consisted of the public and private secondary school teachers in Lahore district. All male and female teachers' of secondary schools were taken as population. Random sampling technique was used to select sample. The total sample comprised (152) school teachers' from fifteen schools, producing response rate of 93%. Sample collected from the male and female teachers' of different public and private secondary schools of Lahore. For the purpose of research, a survey questionnaire was used to gather the data which addressed the research objectives. The self-developed questionnaire was used to collect data from teachers. Questionnaire method is widely used because it is cost effective, saves time and data can be collected at a short period of time. Five point Likert scale was used in this study. Validity of questionnaire was ensured through expert opinions. Researchers received expert opinion from two professors from the field of the education. Moreover, one English language teacher was consulted for checking language of the instrument. Reliability of instrument was measured to check the internal consistency among items.

Table 1

Reliability of Instrument

Cronbach's Alpha	No. of Items
.758	30

The table shows the reliability of the research instrument (leadership style of head teacher and teachers' job performance). The Cronbach's Alpha was applied to check the reliability of the instrument. There were thirty statements and reliability value was .758, which is statistical significant.

The researchers visited the school for data collection. Data were collected from different public and private secondary school teachers. The data were analyzed by using descriptive and inferential statistical techniques. For data analysis the statics Mean, Standard Deviation, Pearson r , independent sample t-test and one way ANOVA were used.

5. Data Analysis

The detail of data analysis is given below.

Table 2

Demographic Information of the Respondents

Variables		Frequency	Percent
Gender	Male	35	23.0
	Female	117	77.0
	Total	152	100.0
Experience	1-5 year	61	40.1
	6-10 year	52	34.2
	11-15 year	39	25.7
	Total	152	100.0
Qualification	B.A.,B.ED	20	13.2
	M.A	111	73.0
	M.PHIL	21	13.8
	Total	152	100.0

Table shows the frequency of total numbers of teachers including male and female teachers, there were of 77 percent were female 23 percent were male in this study. Table shows the category of respondent's experience. There were 40 percent teachers in the category of 1-5 year, teachers in the category of 6-10 were 34 percent, and teachers in the category of 11-15 were 26 percent, in this study. There were 13 percent teachers qualified B.A, B.Sc, B.Ed and 73 %teachers were qualified M.A, M.Sc, and 14% teachers were qualified M.phil in this study.

Table 3
Correlation between Head Teacher Leadership Styles and Teachers' Job Performance.

Variables		Teachers Performance
Autocratic	Pearson Correlation	.34
	Sig. (2-tailed)	.00
Democratic	Pearson Correlation	.58**
	Sig. (2-tailed)	.00
Laissez-faire	Pearson Correlation	.46**
	Sig. (2-tailed)	.00

Table shows the results of Pearson r test which was performed to check association between leadership styles of head teachers and teachers' job performance. The r -values show that there was moderate and strong relationship between leadership styles and job performance of teachers. It is concluded that there was strong association between democratic leadership style and job performance $r = .58^{**}$ in spite of other variables.

Table 4
Difference in Teachers Perceptions regarding Leadership Styles and Teachers' Performance on the basis of Gender

Variables	Respondents	N	Mean	SD	t -value	df	$Sig.$
Autocratic	Male	35	25.5429	3.98041	-.658	82.367	.513
	Female	117	26.1111	5.86747			
Democratic	Male	35	39.4286	11.33782	-.273	37.623	.786
	Female	117	39.9658	4.74329			
Laissez	Male	35	28.0286	3.97408	-2.605	150	.010
	Female	117	29.6410	2.95209			
Performance	Male	35	26.0386	2.87611	-1.711	150	.008
	Female	117	30.4531	1.99302			

Table shows that an independent sample t-test was applied to compare the scores of male and female teachers to check difference in their opinions regarding variables. It is concluded that there was no significant difference in scores of male and female teachers regarding autocratic and democratic leadership style. On the other hand there was significant difference in scores of male and female teachers about laissez-faire leadership and job performance of teachers.

Table 5
Difference in Teachers Perceptions regarding Leadership Styles and Teachers' Performance on the basis of Nature of School

Variables	School	N	Mean	SD	t -value	df	$Sig.$
Autocratic	Public	65	26.6308	5.58337	1.267	150	.207
	Private	87	25.4943	5.38921			
Democratic	Public	65	39.5077	9.09691	-.477	86.552	.634
	Private	87	40.0920	4.41886			
Laissez	Public	65	28.6769	3.48258	-1.948	150	.053
	Private	87	29.7126	3.05343			
Performance	Public	65	30.5780	4.5882	-1.750	150	.033
	Private	87	31.8312	4.04153			

Table shows that an independent sample t-test was applied to compare the scores of male and female teachers to check difference in their opinions regarding variables. It is concluded that there was no significant difference in scores of public and private school teachers regarding autocratic, democratic, and laissez-faire leadership style. But there was significant difference in job performance of public and private school teachers.

Table 6

One Way ANOVA for Qualification Difference in Leadership Styles and Teachers' Job Performance

Variables		Sum of Squares	df	Mean Square	F	Sig.
Autocratic	Between Groups	189.262	2	94.631	3.240	.042
	Within Groups	4351.678	149	29.206		
	Total	4540.941	151			
Democratic	Between Groups	96.724	2	48.362	1.046	.354
	Within Groups	6891.487	149	46.252		
	Total	6988.211	151			
Laissez	Between Groups	39.880	2	19.940	1.883	.156
	Within Groups	1578.061	149	10.591		
	Total	1617.941	151			
Performance	Between Groups	29.780	2	17.70	2.783	.023
	Within Groups	1378.031	149	11.431		
	Total	1418.622	151			

Table represent that One-Way ANOVA was employed to know the difference in mean scores of leadership styles of head teacher and teachers' performance on the basis of qualification difference. Results show that there was significant difference in mean scores of autocratic leadership style $F(2,149) = 3.420$ at $p = .042$; and teachers' job performance $F(2,149) = 2.783$ at $p = .023$. There was no significant difference in mean scores of democratic $F(2,149) = 1.046$ at $p = .354$; and laissez-faire leadership style $F(2,149) = 1.833$ at $p = .156$. It is concluded that there was significant difference in mean scores of autocratic leadership style and job performance of teachers on the basis of qualification difference. But there was no significant difference in mean scores of democratic and laissez-faire leadership style.

Table 7

One Way ANOVA for Experience Difference in Leadership Styles and Teachers' Job Performance

Variables		Sum of Squares	df	Mean Square	F	Sig.
Autocratic	Between Groups	313.028	2	156.514	5.516	.005
	Within Groups	4227.913	149	28.375		
	Total	4540.941	151			
Democratic	Between Groups	114.436	2	57.218	1.240	.292
	Within Groups	6873.774	149	46.133		
	Total	6988.211	151			
Laissez	Between Groups	41.524	2	20.762	1.962	.144
	Within Groups	1576.417	149	10.580		
	Total	1617.941	151			
Performance	Between Groups	211.018	2	145.415	3.417	.002
	Within Groups	3216.714	149	18.255		
	Total	4230.841	151			

Table represent that One-Way ANOVA was employed to know the difference in mean scores of leadership styles of head teacher and teachers' performance on the basis of experience difference. Results show that there was significant difference in mean scores of autocratic leadership style $F(2,149) = 5.516$ at $p = .005$; and teachers' job performance $F(2,149) = 3.417$ at $p = .002$. There was no significant difference in mean scores of democratic $F(2,149) = 1.240$ at $p = .292$; and laissez-faire leadership style $F(2,149) = 1.962$ at $p = .144$. It is concluded that there was significant difference in mean scores of autocratic leadership style and job performance of teachers on the basis of experience difference. But there was no significant difference in mean scores of democratic and laissez-faire leadership style.

6. Conclusion

Leadership style seems to be one of the most important tools of human resource management. The head teacher encourages teachers' to perform in the most effective way. The main objective of this research was to explore the relationship between leadership styles of head teacher and teachers' job performance in secondary schools. The data were collected through questionnaire and analyzed by applying different statistical techniques. The r -values show that there was moderate and strong relationship between leadership styles and job performance of teachers. It is concluded that there was weak correlation between autocratic leadership style and job performance in spite of other variables. It was observed that the better performance in secondary schools might be well motivated teachers' by head teachers. The study find out that; the way head teacher involves teachers' in decision making have a significant effect on teachers' performance. This indicates that the head teacher involves teachers' in decision making through staff and departmental meetings and teachers' view in meeting are valued and implemented in final decision of the schools. Regular communication between the head teacher and teaching staff makes teachers

effective in their performance because they were informed on what to be done and how to be done. There was strong association between democratic leadership style and job performance in spite of other variables. It is concluded that the leadership styles used by head teacher have a significant effect on teachers' performance.

7. Recommendations

Based on the findings and conclusion, the following recommendations were made to improve the head teacher' leadership styles and job performance of teachers.

1. Head teachers may adopt suitable and appropriate leadership style and treat equally to staff members. Because this thing may helpful to enhance the job performance of teaching faculty.
2. Leaders may adopt democratic leadership approach to run an institution and involve the personnel in decision making and other activities. This thing may build strong bounding between leader and faculty members and enhance the commitment level of employees with organization.
3. School authorities are advised to provide communication skills trainings to school head teachers and teaching staffs to enhance their performance.
4. Head teacher may manage administration in such a way that teachers' should provide feedback on head teacher performance.
5. Head teacher may organize regular meetings for the sake of daily interactions between head of institution and staff members. This thing may be helpful to recognize the problems and issue that teachers have in school while performing their duties.

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