

Effect of Leadership Style on Teachers' Classroom Performance: An Application of Hersey and Blanchard's Situational Model

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Abstract

Principals' leadership style is important for the performance of teachers in the institutions. The current study was demonstrate the effect of principals' leadership style flexibility and style effectiveness on the teachers' classroom performance at higher secondary level. This research is quantitative and descriptive in nature with the post-positivist philosophical paradigm. Survey research design was adopted to conduct the study. The population included all the higher secondary institutions which were located in Lahore Division. Multistage sampling technique was adopted to select the sample. The total size of the sample was consisted 74 principals and 370 teachers. Two instruments were used in this study in which LBA-II was adopted and Teachers' classroom Performance Performa was self-developed with the reliability coefficient 0.82. The finding of this study that t'here was no significant effect of leadership style flexibility on teachers' classroom performance (instructional planning, classroom management, students' achievement) and also no significant effect of leadership style effectiveness on teachers' classroom performance (learning environment, instructional planning, classroom management, subject matter competencies and students' achievement). However, there was significant effect of leadership style flexibility on teachers' classroom performance (learning environment and subject matter competencies).

Keywords: Leadership style, Flexibility, Effectiveness, Teachers, Classroom, Performance

Background of the Study

The success of any organization leadership style is important feature because it directly effectson employees' performance (Thrash, 2012). Aunga and Masare (2017) discussed about the educational institutions which continuously perform well inclined effective and sound leadership.

The classroom performance and various leadership styles are needed to be studied for the betterment of higher secondary level in Pakistan. "The current study will focus on to find out the effect of principals' leadership style (flexibility and effectiveness) on the teachers'

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classroom performance at higher secondary level. The Hersey and Blanchard’s situational leadership style (flexibility and effectiveness) are going to be explored in this study.

Situational Leadership Approaches

Contingency/situational leadership theory implies that effective leadership in every situation relies on different (contingent) variables. Situational regulator variables are also situational variables that improve or annul the influence of leading traits or behavior. In the subsequent paragraphs the review of the widely known situational theories is presented.

Tannenbaum-Schmidt Continuum of Leader Behavior

Tannenbaum and Schmidt take decisions on continuum leadership from the selling of their ideas and advising about the issue of freedom of choice (sub-centered) relationship (Clayton, 2017), beginning with a consultation with their team members about their decision (manger- centered) (Babou, 2011). These seven leadership behaviors are below (see figure 1).

The Continuum of leadership behavior (Tannenbaum & Schmidt, 1973)

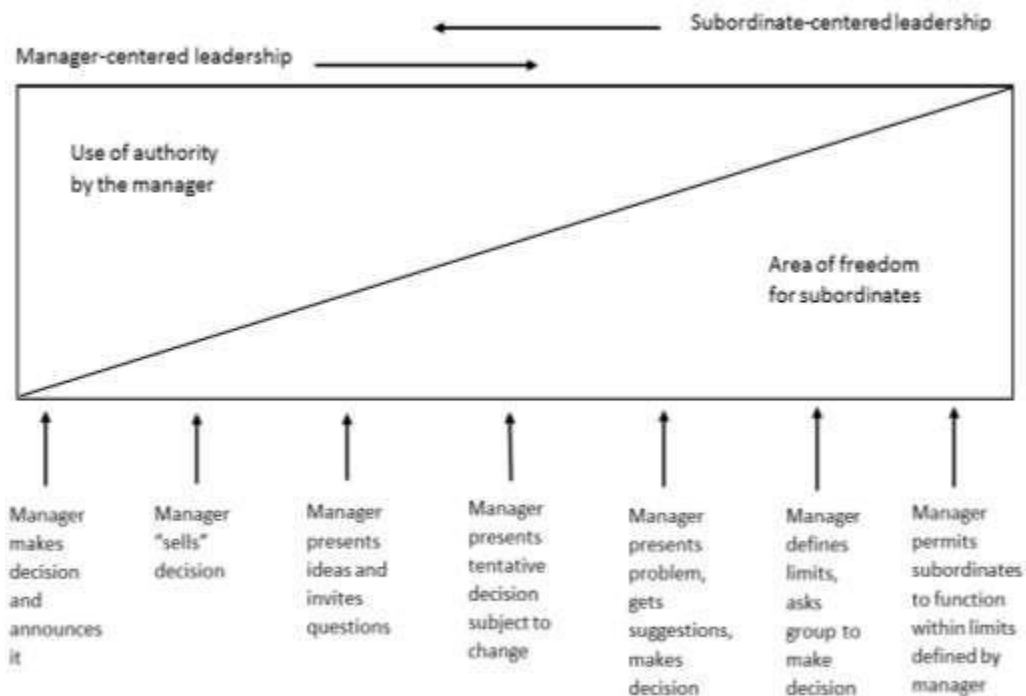


Figure 1. The Continuum of leadership behavior (Tannenbaum & Schmidt, 1973)

Fiedler’s LPC Contingency Theory

Grant (2016) emphasis the situational criteria which was found in 1967 that leaders-members relations (good interactions), the task system (specific tasks), and position control (hierarchic level) were calculated to have a strong influence on leadership. Theory of contingency leadership efficiency by Fiedler's (1967) also functions as a task and as people on two dimensions that were stated as behavioral theories in earlier work. He also describes task- oriented leaders in every situation more suitable than relationship-oriented leaders in the medium. Nevertheless, the theory of Fiedler also includes the ability to promote and execute to direct individual subordinate in the authority of leader (Grant, 2016).

Path-Goal Theory

The ability to motivate and reward subordinates to do well relying on leadership effectiveness is called path goal theory. A theory which includes situational variables was formulated in the early non-situational form (Evans, 1970; House 1971). Since then, various authors have expanded the theory (Evans, 1974; House & Mitchell, 1974; Stinson & Johnson, 2017).

Reddin's 3-D Theory of Leadership

Task orientation (TO), relationship orientation (RO) and the dimension of effectiveness are described as an ongoing scale in 1970. The situation has been defined in five ways: (1) psychological atmosphere, (2) the use of technology in the workplace, (3) relationships with superiors, (4) relations with co-worker and (5) relations with subordinate. According to Owens (1981) the 3-D model of Reddin was similar to the Ohio State leadership studies and the management grid of Blake & Mouton (Owens, 1981). Owens also noted the principle of Reddin that different situations require different types of styles and that the utility of a style depends on the situation.

Vroom Yetton's Normative and Descriptive Theory

In 1973, majority of the research and testing supports were available of the situational models (Bass, 1981), but it is also very complex and important components are disregarded by some researchers. The analytical model centered on which decision-making mechanisms in specific situations would be more efficient. Different types of leadership styles and definitions have been paired with desired style variables, as selected by a decision tree model (Vroom, 2000). The importance of quality, leadership information, problem structure, subordinate acceptance of application (Vroom & Yetton, 1973), and subordinate acceptance if the decision was taken independently included those situational variables, dependent participation of priorities and hierarchical disagreement (Vroom & Jago, 1988; Vroom, 2000).

Hersey and Blanchard's Situational Leadership Theory

Subordinate maturity was affected in (1969) leadership research as part of the information, expertise and confidence elements in combination with mission and relationships. The original styles of telling, selling, participating and delegating have (because of their refinement and criticisms) been renamed to be directing, coaching, supporting and delegation respectively (Hersey & Blanchard, 1982, 1988).

All theories clearly have situational-moderating variables, but in some theories, there is a wider variety of situational variables. Intervening variables help to understand the effect of leaders on subordinates' achievement, but only two hypotheses have unique intervention variables. To make easier the analysis of the major features have been summarized (see Table 1).

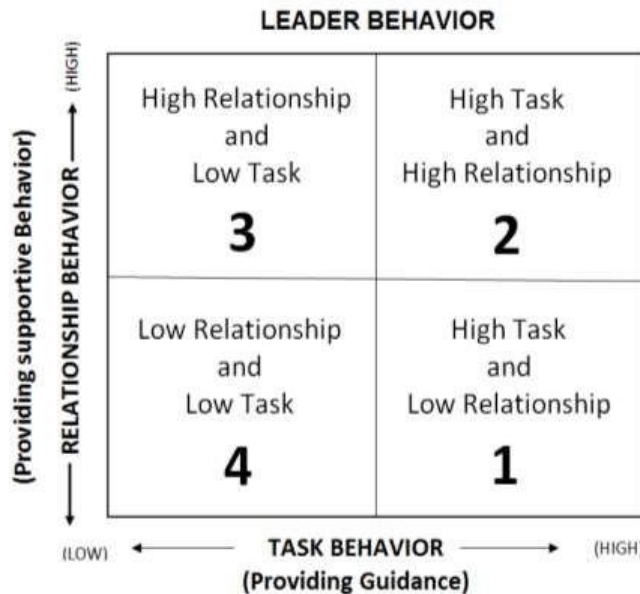
Table 1. Summary of Situational Leadership Theories

Situational Theory	Leader Traits	Leader Behavior	Situational Variables	Intervening Variables	Validation of Results
Tannenbaum & Schmidt Theory	Assessment ability	Autocratic, democratic	Many aspects	Authority, team participation	Few studies, most supportive
LPC Contingency Theory	LPC	None	Task structure, Leader-member relations, position power	None	Many studies, partial support
Path-Goal Theory	None	Instrumental, supportive, participative, achievement	Many aspects	Expectancies valences, role ambiguity	Many studies partial support
Reddin’s 3-D Theory	None	Task and relations	Many aspects	None	Few studies, inconclusive
Vroom-Yetten Theory	None	Decision Procedures	Many aspects	Decision quality and acceptance	Few studies, most supportive
Hersey & Blanchard situational leadership	None	Task and relations	Subordinate maturity	None	Few studies, inconclusive

Situational leadership was developed by Hersey and Blanchard and initially published and the named as the Life Cycle Theory of Leadership (1969) Munir, (2021).

This theory concentrates on the subordinates. The right leadership is accomplished through choosing good leadership style which Hersey and Blanchard (1993) claim, relies on the willingness and competence of their subordinates. This situational leadership theory practices the two facets task and relationship; however it calls them either strong or low, incorporating them in four different leadership styles: telling, selling, participating and delegating (see Figure 2).

Figure 2. Four basic leader’s behavior styles by Hersey and Blanchard (1988)



Finally, four stages in which the level of maturity and readiness are described by Hersey, Blanchard, and Johnsons (2015) in theory as following:

M1: Followers are not competent enough and unable to take responsibility.

M2: Due to lack of appropriate skills the followers are willing but unable to do the task whether they are confident and motivated.

M3: Followers are able to do task but they are unwilling to accomplish task due to insecurity.

M4: In this stage followers are confident and able to do task and they are able and willing to accomplish task (see Figure 3).

Maturity/Readiness of Followers

HIGH	MODERATE		LOW
← R4	R3	R2	R1
Able and willing or confident	Able but unwilling or insecure	Unable but willing or confident	Unable and unwilling or insecure

Figure 3. Follower's maturity levels (Hersey & Blanchard (1988))

Cherry (2023) defined the suggestion of Hersey and Blanchard about the following four leadership styles that are most suitable for these four maturity levels.

- Telling (S1) - Low Maturity (M1)
- Selling (S2) - Moderate Maturity (M2)
- Participating (S3) - Moderate Maturity (M3)

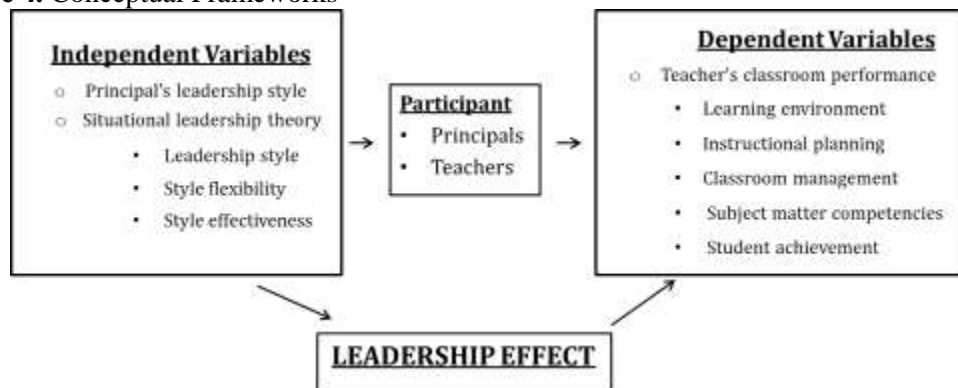
- Delegating (S4) - High Maturity (M4)

Effects of Leadership on Teachers' Classroom Performance

According to Hersey (2009), situational leadership is effective, if one wish to serve as a leader. Esther (2011) "the theory of situational leadership asserts that no one style of leadership pertains to all given workplace situations" (p.04). It means that, the leadership style changes in each task according to the skills and followers' knowledge. Situational leadership also observes that if the accurate style is used with the lower-readiness, followers they will increase their ability and maturity level for confidence and performance. Thus, in this way it proved that leadership effects on organizational success.

Conceptual Framework

Figure 4. Conceptual Frameworks



Objectives of the Study

The main purpose of the study to measure the perception of the principals and teachers about the leadership style flexibility and leadership style effectiveness at higher secondary level in perspective by Hersey and Blanchard situational leadership theory. The study also examine the effect of principals' leadership style flexibility and style effectiveness on the classroom performance of teachers (i.e. learning environment, instructional planning, classroom management, subject matter competencies and students' achievement) at higher secondary level in Pakistan.

Methodology:

The present study was quantitative and in descriptive nature with post-positivist philosophical paradigm. Survey method for data collection was used in this study. The population of the present study comprised of all principals and their respective teaching faculty employed at higher secondary level located in Lahore Division. The rationale for taking population from the Lahore Division it has greater percentage of population as compared to other divisions of the Punjab, and the number of institutions in Lahore Division is comparatively more than the other.

Multistage sampling technique was adopted for selecting sample. It was difficult for the researcher to collect data from all the target population; therefore, at the first stage 40 % of total population was taken by using proportionate stratified sampling technique. In this way, 74 principals were selected randomly at higher secondary level, and at the second stage five teachers per institution were randomly selected as the sample of the study from the selected institutions. Hence sampling size for the study comprised of 74 college principals and 370 teachers.

For the collection of relevant data of the current study, following instruments were used.

1. Leader Behavior Analysis-II Self/Other (LBA-II Self/Other)

2. Teachers' Classroom Performance Performa (TCPP)

LBA-II Self/Other was adopted whereas Teachers' Classroom performance Performa was self-developed. Pilot testing from 40 teachers in 20 colleges (per college 02 teachers) was carried out in order to check the reliability of the instrument through "Teachers' Classroom Performance Performa".

The reliability coefficient obtained for the overall questionnaire was .82 Alpha levels. According to Gay (2002) it was acceptable for launching study at a large scale.

EFA (Exploratory Factor Analysis): Teachers Classroom Performance Performa (TCPP).

Table 2. Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

Factor	(KMO) Bartlett's Test of Sphercity	P
Learning Environment	.78	.000
Instructional Planning	.68	.000
Classroom Management	.86	.000
Subject Matter Competencies	.68	.000
Student Achievement	.65	.000
Overall	.87	.000

The assumptions for factor analysis (KMO and Bartlett's Test) were tested and it was found that values of each test were within the acceptable range. The value of KMO and Bartlett's Test of Sphercity for overall construct is 0.873 and (p = .000) is significant. Hence the assumptions are met for testing the EFA.

Data Analysis

Perhaps the biggest challenge of the study was preparing the data in order to analyze. While atthe initial steps the data could be loaded in to Statistical Package for Social Sciences (SPSS), in order to compare responses, each instrument needed to be scored separately. Data was analyzed using descriptive and interferential statistics. The data were analyzed using IBM's "Statistical Package for the Social Sciences version 20.0", hereafter referred to as SPSS.

Table 2 Means and SD's Results Related of Teachers and Principals Flexibility and Effectiveness Scores

	Teachers				Principals			
	M	SD	95 % CL		M	SD	95 % CL	
			L	U			L	U
Leadership Flexibility	23.24	3.33	22.90	23.58	23.51	3.20	22.77	24.25
Effectiveness	51.50	4.55	51.04	51.97	50.51	4.37	49.50	51.52

Notes: (n P) = 74; (n T) = 370

Table 2 shows the mean values about leadership style flexibility perceived by principals (M=23.38, SD=3.47) was similar to mean values perceived by teachers (M =23.24,

SD=2.41). On the other side the mean values about leadership style effectiveness perceived by principals (M=50.51, SD= 4.37) was also similar to mean values perceived by teachers (M=51.51, SD=2.46).

Table 3 Summary Regression coefficient: Effect of Flexibility and Effectiveness of Leadership on Learning Environment

Leadership Style	B	SE	T	p	95%CI
Constant	4.91	.26	18.93	.000	[4.40,5.42]
Flexibility	-.01	.01	-2.32	.02	[-.02, -.00]
Effectiveness	.00	.00	.05	.96	[-.01, .01]

Note. CI= Confidence interval.

Table 3 shows the effect of principals' leadership style on the learning environment. The R^2 value .01 revealed that the predictors explained very low variance in the outcome variables with $F(2, 367) = 2.74$, $p > .05$. The result revealed that leadership style flexibility model was significant effect learning environment ($\beta = -.12$, $p < .05$) whereas leadership style effectiveness model was not significant effect on learning environment ($\beta = .00$, $p > .05$).

Table 4 Summary Regression coefficient: Effect of Flexibility and Effectiveness of Leadership on Instructional Planning

Leadership Style	B	SE	t	P	95%CI
Constant	4.75	.29	16.41	.000	[4.18, 5.32]
Flexibility	-.01	.01	-1.64	.10	[-.02, .01]
Effectiveness	.00	.01	.15	.88	[-.01, .01]

Note. CI= Confidence interval.

Table 4 shows the effect of principals' leadership style on the instructional planning. The R^2 value .01 revealed that the predictors explained very low variance in the outcome variables with $F(2, 367) = 1.42$, $p > .05$. The result revealed that leadership style flexibility model was not significant effect on instructional planning ($\beta = -.08$, $p > .05$) whereas leadership style effectiveness model was also not significant effect on instructional planning ($\beta = .01$, $p > .05$).

Table 5 Summary Regression coefficient: Effect of Flexibility and Effectiveness of Leadership on Classroom Management

Leadership Style	B	SE	t	P	95%CI
Constant	4.36	.33	13.10	.000	[3.69, 5.00]
Flexibility	-.01	.01	-.79	.43	[-.02, .01]
Effectiveness	.00	.01	.84	.39	[-.01, .02]

Note. CI= Confidence interval.

Table 5 shows the effect of principals' leadership style on the classroom management. The R^2 value .00 revealed that the predictors explained no variance in the outcome variables with $F(2, 367) = .76$, $p > .05$. The result revealed that leadership style flexibility model was not significant effect on classroom management ($\beta = -.04$, $p > .05$) whereas leadership style effectiveness model was also not significant effect on classroom management ($\beta = .04$, $p > .05$).

Table 6 Summary Regression coefficient: Effect of Flexibility and Effectiveness of Leadership on Subject Matter Competencies

Leadership Style	B	SE	t	p	95%CI
Constant	4.57	.28	15.87	.000	[3.88, 5.20]
Flexibility	-.02	.01	-2.46	.014	[-.02, .01]

Effectiveness	.01	.01	1.60	.110	[-.01, .01]
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Note. CI= Confidence interval.

Table 6 shows the effect of principals' leadership style on the subject matter competencies. The R² value .03 revealed that the predictors explained very low variance in the outcome variables with $F(2, 367) = 4.90, p < .05$. The result revealed that leadership style flexibility model was significant effect on subject matter competencies ($\beta = -.13, p < .05$) whereas leadership style effectiveness model was not significant effect on subject matter competencies ($\beta = .08, p > .05$).

Table 7 Summary Regression coefficient: Effect of Flexibility and Effectiveness of Leadership on Students' Achievement

Leadership Style	B	SE	t	p	95%CI
Constant	4.16	.31	13.59	.000	[3.55, 4.75]
Flexibility	.00	.01	.35	.723	[-.01, .02]
Effectiveness	.00	.01	.87	.383	[-.01, .01]

Note. CI= Confidence interval.

Table 7 shows the effect of principals' leadership style on the students' achievement. The R² value .00 revealed that the predictors explained no variance in the outcome variables with $F(2, 367) = .41, p > .05$. The result revealed that leadership style flexibility model was not significant effect on students' achievement ($\beta = .02, p > .05$) whereas leadership style effectiveness model was also not significant effect on students' achievement ($\beta = .05, p > .05$).

Conclusion and Discussion

Objectives of the present study were to find the leadership style flexibility and leadership style effectiveness as perceived by principals and their teachers, and also examine the effect of principals' leadership style flexibility and style effectiveness on the teachers' classroom performance at higher secondary level. It is concluded from the findings that the perception of the principals and teachers about the leadership style flexibility and leadership style effectiveness was similar. The result of the different researches (Munir & Akhter, (2021); Munir et.al. (2022) support this finding. The result also revealed that there was no significant effect of leadership style flexibility on the classroom performance of college teachers' i.e. instructional planning, classroom management, students' achievements and there was also no significant effect of leadership style effectiveness on the classroom performance of college teachers i.e. learning environment, instructional planning, classroom management, subject matter competencies and students' achievement. Whereas, there was significant effect of leadership style flexibility on the classroom performance of college teachers i.e. learning environment and subject matter competencies. This finding is in agreement with Clothier (1984), Vetter (1985), Blank et al. (1990), Norris et al. (1992), and Cairns (1996). This finding does not support the basic assumption of the theory which says that matching leadership style with the maturity level of the followers enhances the performance of the subordinates. The possible explanation that the sample was taken from the Lahore Division (urban areas) where generally the parents show more concern towards the education of their children. They arranged tuition and provided extra coaching towards their children. So apart from the leadership style of principals and instructional quality of teaching faculty many other variables influence the performance of the students (taken as the performance of the teachers). Another reason may be that quite a number of teachers remain committed to their instructional responsibilities irrespective of the behavior and leadership style of their principals at higher secondary level.

Recommendations

Recommendations on the basis of findings were as following:

1. There are numbers of studies conducted on leadership styles but lacks of researches are found in situational leadership theory. Therefore, it is suggested to implement situational leadership theory in our different educational scenarios such as schools, colleges, universities, professional education especially teacher education may be made of this type of research.
2. Other demographic variables may be include in the orbit of the study.
3. The effect of principals' leadership style may also identify on overall teachers' performance, organizational success and work climate.

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