

Impact Of Principal Leadership Styles On Teachers' Performance

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Abstract

This particular study investigated the principals' leadership style impact on performance of teachers. Transformational leadership style was considered in this study. Data was collected from 340 secondary school students from all the four southern districts of Khyber-Pakhtunkhwa. Two questionnaires were used as a tool for the collection of data. Both the questionnaires were made valid and ¹reliable. Data thus collected was feed in SPSS for analysis. Correlation and regression were utilized for the analysis of data. Result shows that there is a significant impact of principals' leadership style on teachers' performance. Therefore, it is recommended that principals may use the transformational styles of leadership for better results.

Keywords Transformational leadership style, Principals. teachers' performance, Khyber-Pakhtunkhwa, Survey

Background of the study

Effective leadership is compulsory for better school results. Quality of education can be improved through effective leaders (Abbas et al., 2012). The principal's primary role is to lead, guide, and coordinate various activities within the school. Their main responsibility is to create and maintain a positive teaching and learning environment that supports the school's educational programs. In addition, principals are there to assist teachers in improving their teaching practices. They play a key role in helping the school achieve its goals and objectives. One of the most important tasks of a principal is to provide strong and effective leadership that inspires teachers to present themselves professionally and improve their performance. Principals are also responsible for setting clear and meaningful visions that influence everyday practices and foster a culture of excellence in teaching (Saleem et al., 2020). Phuc et al. (2021) explained that a leadership style refers to how a leader gives guidance, executes plans, and motivates their team. Leadership in an organization is adopted according to the situation of the organization (Crum & Sherman, 2008), this is sometime referred to as the situational leadership. Leadership styles refer to the various ways that managers guide, influence, and motivate their teams. In the context of education, the effectiveness of a leader's style depends on their ability to balance the needs of the institution with the needs of its staff (Patterson et al., 2004).

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The leader in an educational institution plays a crucial role (Reed, 2005). The school head serves as the leader, responsible for overseeing all administrative and management tasks. They are the key decision-maker for the institution and manage activities both inside and outside the school. This includes interactions with higher educational authorities and overseeing both curricular and co-curricular activities. Akerele (2007) further emphasized that the Head of Department (HOD) within the school also holds leadership responsibilities, performing key functions of leadership within the institution. Effective leaders create a positive school environment by applying appropriate leadership styles (Mehrotra, 2005).

School leaders provide a clear vision for teachers and students, guiding and motivating them to achieve the school's goals. In the 21st century, the competitive nature of education has led to increased focus on school improvement, and with it, greater attention to the leadership styles of school heads (Acha, 2010).

Leadership is vital. School leaders have the important responsibility of guiding and supporting their staff. Their leadership shapes the direction for their followers. The role of school leadership is central to improving the school, as effective leadership directly impacts teacher motivation and performance. Leadership style is a key factor in school improvement, and school leaders play a significant role in enhancing both the school's effectiveness and teachers' motivation (Reed, 2005).

Research gap

Previous studies have found that principals in developing countries generally adopt one of three main leadership styles: autocratic, democratic, or participative (Saleem et al., 2020), while this particular study focused the transformational styles of leadership. These leaderships are new majority of the principals in developing countries like Pakistan are not well aware of these styles of leadership. Therefore, this research is a novice in Khyber-Pakhtunkhwa secondary schools.

Statement of the problem

One of the dilemma in educational institution is that the performance of teachers is not satisfactory (Suleman, Phil, Aslam, & Habib, 2011). Although many factors may affect the performance of teachers but the main actors effecting teachers' performance are the principals (Ali, 2013). Therefore, this study looked for the effect of principals' leadership effects on performance of teachers.

Research Objectives

1. To determine the relationship between principals' leadership style and teachers' performance
2. To explore the impact of principals' leadership style on teachers' performance

Research Questions

1. Is there any relationship between principals' leadership style and teachers' performance?
2. Is there any impact of principals' leadership style on teachers' performance?

Research Hypotheses

1. There is no significant relationship between principals' leadership style and teachers' performance

2. There is no significant impact of principals' leadership style on teachers' performance

Delimitations of the study

The boundaries of this research are fixed as:

1. Only DIKhan and Bannu District
2. Teachers' perception about leadership style
3. Teachers' perception about their performance

Research Design

Quantitative designs are commonly used in social sciences (Cresswell, 2009). Mugenda and Mugenda (2008) highly recommend using descriptive research designs when collecting data about existing phenomena through the perspectives of respondents. Descriptive research methods help answer questions like what, when, how, and where, making them especially valuable in the social sciences due to their comprehensive nature. Therefore, Descriptive research design was used in this investigation.

Population

Population is that group which possess some common characteristics (Suryani et al. 2020). In this investigation population is described below:

District	Male	Female	Total
DIK	640	400	1040
Bannu	503	387	890
Total	1143	787	1930

This table indicated that total population was 1930 secondary school teachers, among which 1143 were male and 787 were female. However, there were 1040 teachers in district DIK and 890 in district Bannu.

Sample

Researchers mostly are unable to collect the data from entire population. Therefore, they select a chunk of population which is called a sample. In the present study Krejcie and Morgan (1970) table was followed for finding the sample size which is illustrated below:

District	Male	Female	Total
DIK	100	80	180
Bannu	90	50	140
Total	190	130	320

Research Instrument

Data collection was made possible through a two survey questionnaires. One questionnaire was for finding the leadership style of principals while the other for performance of teachers. Both questionnaires were passed through the process of validity and reliability.

Data Analysis

After data collection through research questionnaires, it was fed into data matrix on SPSS. Reliability for the leadership style questionnaire was 0.85 while that of teachers’ performance questionnaire was 0.84.

Results and Discussion

Table 1

		Leadership style	Performance
Transformational	Pearson Correlation	1	.759**
	Sig. (2-tailed)		.000
	N	340	340
Performance	Pearson Correlation	.759**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation table was generated to find the possible association between leadership style and teachers’ performance. Results indicated that $r=0.759$ ($p=000 < 0.05$), which illustrated that leadership style is strongly associated with performance of teachers.

Table 2

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759 ^a	.576	.575	.11985

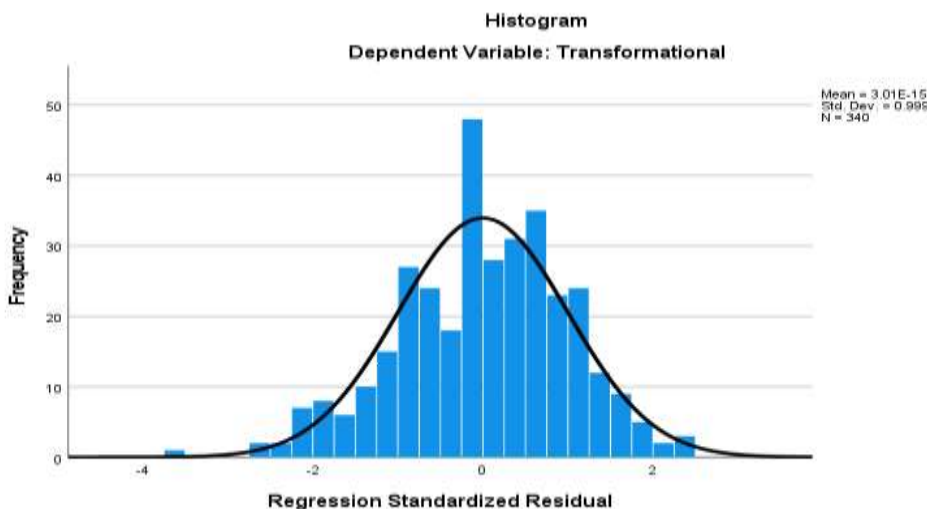
a. Predictors: (Constant), Performance

b. Dependent Variable: Transformational

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.589	.115		13.857	.000
	Performance	.609	.028	.759	21.450	.000

a. Dependent Variable: Transformational



Regression was run to check the possible effect of leadership on teachers' performance. Results indicated that $R^2 = 0.576$ which indicated that effect is 57%, moreover $B=0.609$ indicated that for every unit increase in principals' leadership style there is 0.609 unit increase in the teachers' performance.

Conclusions

The present study was conducted to find the impact of leadership style on teachers' performance. For data collection 320 secondary school teachers were surveyed, among them 190 were male and 130 were female. Questionnaires were used as an instrument for gathering data. Inferential analysis was done through correlation and regression. Results indicated the strong correlation between leadership style and teachers' performance. Moreover, it was found that there is a significant impact of leadership style on teachers' performance,

Recommendations

This study found that there is a significant impact of principal leadership styles on teachers' performance, therefore it is recommended that principals may adopt the transformational style of leadership to boost the performance of teachers

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