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### EFFECT OF LEADERSHIP STYLES ON JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS

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#### ABSTRACT

The growth of the educational institutions mainly depends on the performance of academic staff. The major objective of this research was to determine the effect of leadership styles on job performance of the secondary school teachers. The population was public secondary school teachers in Faisalabad whereas, 237 participants were selected for sample of the study through simple random sampling techniques. For data collection, it was administered standardized questionnaire based on variables of the study such as; transformational and transactional leadership styles and job performance. The collected data analyzed by using SPSS-25 according to the research questions proposed in this research. The findings of the study indicated that there was positive and significant association between leadership styles and job performance. Furthermore, it was found that there was a positive and significant effect of leadership styles on job performance of secondary school teachers. This study may be helpful to adopt the best fit leadership styles according to the situation for educational leaders.

#### INTRODUCTION

Performance of the teachers is an important construct for the development of whole organization (Shah, 2017). For the achievement of organizational objectives, higher authorities in educational institutions mainly focused on the performance of the academic staff. The heads of the institution adopt the supportive leadership and provide the effective working environment for the development of the performance of the teachers. For the successful leadership, the leader concentrate on the social needs of the employees (Ali,

Farid & Ibrarullah, 2016; Dinantara, 2019). On the other hand, it is necessary for getting the desired outcome it must be adopted the best leadership style. The performance of the teachers directly relates to the effective leadership style. The leaders adopt the several leadership strategies according to the situation. Moreover, leaders provide the confidence, help and guidance for performing the specific task and enhance the performance of the employees so that the organizational objectives can be achieved (Ribeiro, Yücel & Gomes, 2018).

Apparently, the leaders have major contribution for achieving the goals of the institutions but it can only be possible with the productive performance of the teaching faculty. Leadership as an affective relationship between leaders and followers that propose to bring real shifts and results that reveal their common goal for organizational success (Torlak, 2019). Leadership is the way to provide clear vision, boost self-confidence of subordinates, coordinate and communicate effectively to achieve organizational goals (Baek, Byers & Vito, 2018). The teachers perform various kinds of activities to fulfil their professional responsibilities, to perform with better way enhance the job performance which is an important source for the successful of leadership and also growth of the whole organization (Anra & Yamin, 2017; Kaiman, 2013). Leaders under high level of behavioral individualized influence show trust and personal belief that entirely concern with their subordinates, particularly these forms of leadership are recognized by their exemplary morals, strong commitments, ethical values, and self-worth and they exhibit supreme level of aims which instigate them to put their subordinates on priority (Wen et al., 2019).

## LITERATURE REVIEW

Performance of the employees is considered the achievements or maximum output after completion the several professional activities, it is measured according to the actual requirements of the organization. These activities can be performed on the base of setting standards which design the vision and mission of the organization. The effective achievements of the setting goal directly or indirectly fulfil the objectives of the organization which are made according to the mission and vision (Ardakani, 2012; Wen et al., 2019). The performance of the employees varies according to the various working environment and nature of the job. Additionally, it is necessary to know about the capabilities and skills to perform the tasks according to the various situation, the professional capabilities of the employees relate to the performance (Iqbal et al., 2015; Zafar et al., 2017). Moreover, every organization has its own vision and mission, the job discrepancies are assigned on the base of these beliefs. Therefore, different job nature based on the different job demands by organizations (Torlak, 2019).

The previous researches posited that job performance is derived from the psychological constructs of the individuals towards the successful completion of the specific tasks which play a vital role to the definite development of the organizations. Therefore, job performance of the teachers plays a significant contribution for the development of the educational institutions (Bhat & Bashir, 2016; Fernandez, 2015). Additionally, Performance of the employees is a combination of the subset during job hours, it is multidimensional construct. Motowidlo et al (1994; 1997) posited that job performance is bi-dimensional variables including task and contextual performance (Maathis & Jackson, 2000;

Bohlaander et al., 2001). Apparently, these dimensions have two separate entities and have influence for the development of performance. Task performance revealed around the professional activities performed by the employees during job time. Within the department the leaders render the various tasks to the subordinates for the completion of specific tasks which have major contributions for the growth of the organizations (Ayeni, 2011; Van Scotter et al., 2000; 2014).

To achieve these objectives the leaders, provide the confidence, skills and abilities to perform the tasks and help to appropriate handling the specific activities. Moreover, the performance of the employees reveals around their inner feeling and positive/negative behavior (Yousaf et al., 2015). Within the support of the organization, it can be more possible to achieve the desired outcome under the setting standards according to the vision and mission of the institutions (Bilal et al., 2015). On the other hand, contextual performance relates to the behavior of the employees. The behavior and attitude of the workers has significant impact on their performance (De Boer et al., 2015). It can change by the effective working environment, supportive leadership and effective communication and positive interaction between leadership and the subordinates. The employees compare the facilities which institution renders them, with other organizations and make the mindset toward performing the professional activities (Lang et al., 2012). The leaders enhance the abilities and skills of the workers for getting the maximum output and provide the social working environment. To provide the effective working environment to the workers the leaders fulfill the organizational objectives successfully (Uraon & Gupta, 2020).

Organizational success and ability to optimizing resources depends on leaders. Quality of successful leader is to understand and identify value of employees in achievement of goals and motivating them to achieve organizational goals (Uddin et al., 2014. Giltinane (2013) mentioned that employees should stimulate their performance through their leaders. Along with this, Jiang et al (2017) mentioned that effective leadership positively affect the job performance (Howell & Avolio, 1993). LS crucially contributes, to attain combined goals i.e., employees and their respective institutions, and influences behavior of individual worker to show maximum potential (Leroy et al., 2012). To exhibit environmental consistency and growth of organizations, there should be focused on the enhancement of workers JP, by doing this, the designated goals can be acquired (Horwitz et al., 2008; Vigoda-Gadot, 2007) mentioned that different styles of leadership are produced different results on influencing workers JP. Several investigations on styles of LS and employees' JP have been performed and exhibited great direct and indirect connection. (Degroot et al., 2000; MacKenzie et al., 2001; Dvir et al., 2002). The primordial aim of current study was to establish an empirical investigation on styles of LS with respect to Lecturers' JP within environment of public universities. In response, current results are also supported by the previous research prophesies (McCull-Kennedy, & Anderson, 2002; Bass et al 2003; Limsila, & Ogunlana, 2008).

Leadership is the way a person takes initiatives, support employees and help them to accomplish those tasks which superior and employees expected to be

complete (Spillane et al., 2003). Daft (2005) explained leadership as an affective relationship between leaders and followers that propose to bring real shifts and results that reveal their common goal for organizational success. Leadership is the way to provide clear vision, boost self-confidence of subordinates, coordinate and communicate effectively to achieve organizational objectives (Bohn & Grafton, 2002). In line with above Lussier and Archua (2007) and McLaurin (2008) stated that leadership is a way through which leaders tend to influence employees and direct them towards achieving organizational goals. Leaders motivate and enable the subordinates to adopt with environmental changes and help them towards achievement of organizational goals (Amis et al., 2004).

Leadership also has been taken as an instrument that led towards achieving organizational goal and desired behavior with the help of personality, responsibility, influence and process. These all characteristics of leadership bring positive change for employees and improve their overall performance. The most common definition by various author is as leadership is the act of persuading the actions of organized group towards goal setting and goal achievement (Northouse, 2012).

Furthermore, Northouse (2010) argued that transformational leadership is a mechanism where by leaders build strong connection with the others and boost their level of motivation. In this regards, close communication brings need of subordinates out and transformational leaders fulfil their needs. This need assessment and fulfilment provide support to the followers and leaders extract their maximum potential out for goal achievement. Transformation leadership transform the members' attitude into positive forces and raise the level of commitment that required for achievement of mission and organizational goals. Along with this, to those transformational leaders follow ethical philosophy while guiding and directing their followers, by which they able to provide worth and satisfies the needs of organizational members (Bass & Steidlmeier, 1999).

These leaders encourage and motivate employees beyond the monetary or tangible rewards and increase their level of commitment to work for organizational benefit (Aarons, 2006; Bass, 1999a). The motivation provided by transformational leaders serves as an effort to create a selfless environment where the employees work for overall organization rather focusing on their individual goals (Boerner et al., 2007). Like the name, transformational leadership contains ability of transforming employees will to work beyond material level rewards towards higher level of performance to achieve organizational performance. Bass and Riggio (2006) narrated that transformational leader align the employees' individual goals towards organizational goals.

Burns (1978) explicated transactional leadership as an agreement between the parties to do something in interest of particular organization with the consideration to exchange valuable things. Where a person designs tasks for individual or specific group under terms and conditions to deliver services and gain profit. Thereafter, Bass (1985) amplified burn's work and described in vivid details in the reconstructed model of TS leadership. Further, Bass (2008)

depicted TS leadership is a mutual or reciprocal action between followers and leaders, where all members are agreed to perform prescribed tasks and bound to accomplish within cut of time, which assigned to them by leaders at committed rewards, in shape of bonus, promotion, praise, and other fringe benefits. In addition, all rewards and benefits are delivered only when leaders will satisfy about the performance of workers, and workers meet all the standard within stipulated time (Bass & Riggio, 2006).

### RESEARCH QUESTIONS

1. Is there any significance relationship between transformational leadership on job performance of secondary school teachers?
2. Is there any significance relationship between transactional leadership on job performance of secondary school teachers?
3. Is there any significance effect of transformational leadership on job performance of secondary school teachers?
4. Is there any significance effect of transactional leadership on job performance of secondary school teachers?

### METHODOLOGY

The objective of this study was to investigate the effect of leadership styles on job performance of secondary. For this study a quantitative and cross-sectional research design was administered on the basis of survey method. It is the best approach to evaluate the research questions of the study regarding actual problem (Lindell & Whitney, 2001; Creswell, 2014). The study population was consisted of secondary school teachers in Faisalabad. For the delimitation of population 237 respondents were selected as sample of this study. Moreover, simple random sampling technique was used to select the respondents for this study. The sampling method is advantageous on the basis that it checkmates research bias in the process of sampling (Creswell & Plano Clark, 2011). In this study structured questionnaire was adopted i.e.; Multifactor Leadership Questionnaire (MFLQ) was adopted from (Bass & Avolio, 1995) with dimensions; Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration, contingent rewards and management by exception while, Teacher Job Performance questionnaire (TJPQ) was adopted from (Goodman & Svyantak, 1999) with dimension; task performance and contextual performance. Five points 1. Strongly Disagree to 5. Strongly Agree Likert scale was used for questionnaire. A tool was constructed by using five points Likert scale 1. Strongly Disagree to 5. Strongly Agree to collect data. For this study the primary data was collected from the respondents through survey method. The reliability is a process to in order to assess the consistency of the questionnaire when applied more time (Raof et al., 2021; Abdulmuhsin et al., 2021; Basheer et al., 2021). For this study the Cronbach'S Alpha Coefficient was applied to analyze the reliability of the questionnaire that was greater than 0.7 as recommended by (Nunnally, 1978 ; Yan et al., 2020; Nuseir et al., 2020; Asada et al., 2020). Moreover, in this study the content and face validity of the questionnaire was administered. The validity is a procedure to assess what is supposed to be measure accurately. To evaluate the content validity, it was assessed whether the items of the questionnaire are best fit according to the review of literature include in this research. Moreover, the face validity was also administered with the help of some experts related to the

education field. The collected data was analysed to assess the objectives of the study. It was applied descriptive and inferential statistics such as; M, SD, Factor Loading, Pearson Correlation and Multiple Regression Analysis.

## FINDINGS

**Table 1.** Descriptive Analysis of the statements Idealized Influence about Transformational Leadership

Statements	M	SD
Idealized Influence	3.38	1.00
Inspirational Motivation	3.13	.97
Intellectual Stimulation	3.46	.95
Individualized Consideration	3.54	.98
Transformational Leadership	3.37	.97
Contingent Reward	3.68	.99
Management by-Exception	3.67	.96
Transactional Leadership	3.67	.97
Contextual Performance	3.37	.97
Task Performance	3.42	.99
Job Performance	3.39	.98

Overall M= 3.38, SD= 1.00

The descriptive statistics was analyzed to investigate the opinion of the respondents about leadership styles and job performance. The mean value of the statements was shown about transformational leadership from 3.13 to 3.46 and overall M= 3.37, SD= .97 while for transaction leadership the mean value was from 3.67 to 3.68 and overall M= 3.67, SD= .97 and for job performance from 3.37 to 3.42 and overall M= 3.39, SD= .98. The findings revealed that the respondents were satisfied about the variables of the study.

**Table 2.** Correlation between the dimensions of transformational leadership and job performance

Variables	1	2	3	4	5
Idealized Influence	1				
Inspirational Motivation	.339(**)	1			
Intellectual Stimulation	.463(**)	.432(**)	1		
Individualized Consideration	.422(**)	.365(**)	.257(**)	1	
Job Performance	.408(**)	.332(**)	.276(**)	.329(**)	1

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

To determine the correlation between the dimensions of transformational leadership and job performance. It found that it was a moderate relationship between idealized influence and job performance with r value= .408. There was also moderate correlation between inspirational motivation and job performance with r value= .332. Moreover, it was found weak relationship between intellectual stimulation and job performance with r value= .276. Furthermore, it

was found moderate correlation between individualized consideration and job performance with  $r$  value= .329. So, there was a moderate correlation between all the dimensions of transformational leadership with job performance.

**Table 3.** Correlation between the dimensions of transactional leadership and job performance

Variable	1	2	3
Contingent Reward	1		
Management by-Exception	.367(**)	1	
Job Performance	.468(**)	.344(**)	1

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

In order to analyze the relationship between the dimensions of transactional leadership and job performance. It found that there was a moderate correlation between contingent reward and job performance with  $r$ = .468. Additionally, there was also moderate relationship between management by-exception and job performance. It found that there was a moderate correlation between the dimensions of transactional leadership and job performance.

**Table 4.** Correlation between leadership styles and job performance

Variable	1	2	3
Transformational Leadership	1		
Transactional Leadership	.356(**)	1	
Job Performance	.469(**)	.342(**)	1

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

To determine the relationship of transformational and transactional leadership styles with job performance. The findings of the Pearson Correlation found that there was positive and moderate association of transformational and transactional leadership with job performance,  $r$ = .469 and .342 respectively. Therefore, it was a moderate correlation between the dimensions of transactional leadership and job performance.

**Table 5.** To find out the effect about the dimensions of transformational leadership on job performance

DV	Constructs	Std. Error	Beta	T	Sig
Job Performance	(Constant)				
	Idealized Influence	.076	.471	6.31	.00*
	Inspirational Motivation	.053	.434	8.50	.00*
	Intellectual Stimulation	.051	.239	4.86	.00*
	Individualized Consideration	.064	.348	5.60	.00*

Dependent Variable: JP

In order to analyze the effect about the dimensions of transformational leadership on job performance. It found that there was a moderate effect of idealized influence on job performance with  $\beta = .471$ . It was also found moderate effect of inspirational motivation on job performance with  $\beta = .434$ . There was a weak effect of intellectual stimulation on job performance with  $\beta = .239$ . Additionally, there was a moderate effect of individualized consideration on job performance with  $\beta = .348$ . Thus, there was a positive and significant effect about the dimensions of transformational leadership on job performance.

**Table 6.** To find out the effect about the dimensions of transactional leadership on job performance

DV	Constructs	Std. Error	Beta	T	Sig
Job Performance	(Constant)				
	Contingent Reward	.068	.523	7.37	.00*
	Management by-Exception	.039	.352	5.75	.00*

Dependent Variable: JP

In order to analyze the effect about the dimensions of transactional leadership on job performance. It found that there was a moderate effect of contingent reward on job performance with  $\beta = .523$ . It was also moderate effect of management by-exception on job performance with  $\beta = .352$ . Therefore, it was a positive and significant effect about the dimensions of transactional leadership on job performance.

**Table 7.** Effect of leadership styles on job performance

DV	Constructs	Std. Error	Beta	T	Sig
Job Performance	(Constant)				
	Transformational Leadership	.064	.374	5.84	.00*
	Transactional Leadership	.056	.340	5.97	.00*

Dependent Variable: JP

The findings of Multiple Regression Analysis found that there was moderate effect of transformational leadership on job performance with  $\beta$  value of .374. It was also found a moderate effect of transactional leadership on job performance. Thus, it was a positive and significant effect of leadership styles on job performance.

## CONCLUSIONS AND DISCUSSION

It was concluded that the secondary school teachers were moderately satisfied about the variables of the study such as; leadership styles and job performance. Moreover, there a positive significant correlation between leadership styles and



job performance. Additionally, there was moderately positive and significant effect of leadership styles on job performance.

The findings of the study may helpful to all school leaders within the school for supervision professionalism in conditions of management release within every school her management. The outcome of this research can be helpful to school leader by providing them with teachers on the relationship between leadership factors and performance of the teachers on summit of occupation in school. The conclusion of the learn determination put in to the investigate information of teachers, academic that will be helpful designed for prospect revise in education. This learn have packed a hole of information in recitation which of these management approaches: transformational and transactional, are secondary school division skull whether, they are conscious of this style as well as the significant employ of persons. It is fundamental to acquire respond of this query, because the conclusion of this learn be intelligent towards be exploit towards improve the efficiency of minor discipline subdivision to support prospect directorial accomplishment. generally, the result of this learns give a cadaver of information tried to fill up the opening inside the fiction in revise of management approach inspiration issue presentation evaluation with job performance minor educate teachers within Pakistan.

The consequence of the learn significant worth to leadership, instructor, enlightening planners with departmental non-academic employees, researcher with person possessions component in the subsequent behavior. On the behalf of the findings of this study it was recommended that the further studies must be conducted in other areas and levels. Moreover, the job performance of the teaching faculty should be determined with other indicators which enhance the job performance. The staff development and higher authorities should take notice on the professional development of the teaching faculty.

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