

RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS' WORK PERFORMANCE

Farzana Shenaz¹ (Corresponding author), Dr. Muhammad Shah², Muhammad Sibtain Khan³

Original Article

1. PhD scholar, Qurtuab University of science and information technology, DI. Khan
Email: Lhgudik@gmail.com
2. Professor, Qurtuba University of science and Information technology, DI. Khan
3. Subject Specialist, Elementary and Secondary education department, DI. Khan

Abstract

The present study aimed to explore the relationship between transformational leadership of principals and work performance of secondary school teachers. The study was descriptive in nature and was conducted on a sample of 313 secondary school teachers (193 male and 120 female) of district Dera Ismail Khan, Khyber-Pakhtunkhwa, Pakistan. The survey questionnaire was used for the collection of data from the respondents. The correlation and t-test were used as the statistical techniques for the analysis of data. The results indicated that there is significant strong correlation between the transformational leadership of principals and teachers' work performance at secondary level, in Dera Ismail Khan. Moreover, there was significant difference in the transformational leadership style of male and female heads at secondary level. The male heads transformational leadership was stronger as compared to female heads. The study also concluded that there is a significant difference in the work performance of male and female teachers at secondary level in district Dera Ismail Khan. The work performance of male teachers was better than the female teachers at secondary level.

Keywords: Transformational leadership style, teachers work performance, Dera Ismail Khan, descriptive study, Correlation, gender

Introduction

Leader is the person which led the group member in any organization. In a school the principal play the role of the school leader (Hoadley, 2007). The school principal does all the school management and tries to achieve the school goals working with the team. The role of the school principal is pivotal (Hussain, Ahmad, Malik, & Ayesha, 2017). The school environment including the teachers' performance depends mostly on the leadership qualities of the head of the school. The school makes progress by the effective leadership qualities of the school head (Mehrotra, 2005). The school management is done by the school leaders. He has the responsibility of the man and material management in the school. The principal as a leader in the secondary school has the responsibility of motivation of teachers towards the better performance and thus the promotion of learning in the school (Sultan & Bashir, 2005).

There are many leadership styles adopted by the principals in the schools. The different principals across the globe are using the different leadership style. The leadership awareness spread across the world (MoE, 2011) and the masses are searching the best styles of leadership in schools. School leaders motivate the teachers towards the best performance. For the best performance the teachers are involved in the decision making activities of the school (Jay, 2014). The style of principal leadership affects the teachers' performance. Leadership is the behavior of the leader which influences the teachers towards the better performance in the schools (Jay, 2014), leadership is the

dominant pattern of behavior of a leader (Okurumeh, 2001). The leadership is that behavior of the principal through which he motivates the teachers towards the better work performance (Adeyemi, 2006). In the path goal theory the teachers accept the leaders and make good performance only if they consider the leader as the person providing the better opportunities to them (Ajayi & Ayodele, 2001).

Therefore, leadership occupies a top position in the school management, because he is the person which has to manage the school resources for the better achievement of the school goals (Adeyemi, 2004). There are different styles of leadership. But in the present study the focus was on the transformational style of leadership. The transformational leadership concept was first presented by Burns (1978), according to him transformational leadership is that concept in which leader and subordinates help each other for the advance level morale and motivation. This leadership style makes changes in the individuals and the society. The work of Burn was extended by Bass (1985), which explained that how the transformational leaders impact the followers' motivation and performance.

Although the leadership remain the focus of the researchers from the last decade, but majority of the work done on the leadership focused the old styles of leadership which are autocratic, democratic and laissez fair, etc. But, no or little work has been done on the emergent styles which are the transformational and transactional styles of leadership. Therefore, the present study will focus the transformational leadership style with the teachers work performance in Dera Ismail Khan which is the most neglected and backward district of Khyber-Pakhtunkhwa from the research point of view.

Problem Statement

This is the age of competition and the schools are struggling to make the teaching and learning more effective. But, the present position of teachers performance in the secondary schools of Dera Ismail Khan is not satisfactory (Suleman, Phil, Aslam, & Habib, 2011). There are many factors affecting the bad performance of teachers, like the new induction policy in Khyber-Pakhtunkhwa, role of leaders, unavailability of latest infrastructure and technologies, etc. But, the present study focused the leadership style and looks into it whether the transformational leadership style has any association with the teachers' performance at the secondary level in Dera Ismail Khan, district of Khyber-Pakhtunkhwa.

Research Objectives

Following are the research objectives in the current investigation:

1. To identify the relationship between School principals' transformational leadership style and teachers' work performance at secondary level
2. To explore the difference in the male and female School principals' transformational leadership style at secondary level
3. To explore the difference in the male and female teacher work' performance at secondary level

Null Hypotheses

- H01: There is no significant association in the school principals' transformational leadership style and teacher' work performance at secondary level
- H02: There is no substantial difference in the male and female School principals' transformational leadership at secondary level
- H02: There is no considerable difference in the male and female teacher work performance at secondary level

Significance of Research

The present study will float the findings towards the transformational leadership and its impact on teachers' work performance. The study will guide the teachers towards the better work performance. Keeping in view the results of the present study the school leaders could improve their leadership style and thus making the school effective regarding the teachers' best performance and achieving the school goals.

Delimitation of study

The study will be delimited to:

1. Dera Ismail Khan Only
2. The study was delimited at secondary level in Dera Ismail Khan
3. The Teachers performance here mean the classroom performance of teacher

LITERATURE REVIEW**Concept and Definition of Leadership**

In the present day school leadership is much important than ever before (David et al., 2017). A leader increases the efficiency of employees by assigning the task and involving them in decision making process (.Reed, 2005). And work for the proper utilization of resources (Maicibi, 2005). The leadership matters a lot and the proper leadership gives the better results. Many organizations are suffering from different problems due to lack of leadership qualities. There are different styles of leadership, like autocratic, democratic and laissez fair. The new leadership styles introduced by Burns (1978) are the transformational leadership and the transactional leadership.

A transformational leader is that which can inspire and stimulate (transform) the group members for the achievement of the organization goals (Robbins and Coulter, 2007). The transformational leaders try to achieve the individual as well as the social goals. The Nampa (2007) is of the view that those leaders are more effective which use the different styles of leadership at a time. The Clark and Clark (2002) are of the view that single style of leadership is not effective in all the situations, rather different styles of leadership are effective at different positions and in different circumstances.

Teachers' Work Performance

Everything that a teacher does in the school is called the teachers' work performance (Suryani, et al., 2020). Teachers' performance has the many determinants like the lesson planning and its delivery and its assessment. There are teachers at secondary level whose performance is not satisfactory due to lack of discipline in the class and the low students achievement (Sudarmanto, 2009). Students' academic achievements' is one of the factor of the teachers' performance (Shah, 2007). Teachers' performance in the present days is not satisfactory because research shows that there are problems of teachers' knowledge, teachers' confidence, teachers teaching abilities, lack of discipline, lack of classroom management (Suryani, et al., 2020). The common classroom observation shows that mostly teachers don't perform their duties in the class with zeal and devotion. They just kill the time by saying to do work and complete your notebooks. They have lack of competency in the skill development of the students and making them creative. In the views of (Aghenta, 2000; Charlton, 2000) the work performance of teachers is effected by the leadership role of the school principal. However, the sole responsibility of molding the work performance of teachers is not that of principals rather other factors also work to increase the performance of teachers.

METHODOLOGY AND PROCEDURE

Research Nature

The Mugenda and Mugenda (2003) justified that the descriptive surveys design are suitable when the information about the existing phenomena are collected. Moreover, these designs are extensively used in education research studies. Therefore this design was adopted by the researchers.

Research Population

All the secondary school teachers of the district Dera Ismail Khan comprise the population of the present study. There are total 1723 teachers (1066 male and 657 female) at the secondary level in district DIKhan.

Gender	Teachers	Total
Male	833 233	1066
Female	486 171	657
Grand Total		1723

Source: *Elementary & Secondary Education Website*

Sample and Sampling technique

As there are two strata of population including (male teachers & female teachers) Therefore, the stratified random sampling technique will be applied for the selection of sample of teachers. Also, the sample size will be determined on the basis of Krejcie and Morgan (1970) table. According to this table total 313 teachers (out of 1723) will be selected for the study. The detail description of the sample in different strata is discussed below:

Gender	Teachers	Teachers
Male	150 43	193
Female	88 32	120
Total		313

Data collection Instrument

The survey researcher use the questionnaire for the collection of data, therefore the questionnaire was used in the present investigation. This questionnaire was developed on the pattern of Likert scale. There were two main parts of the questionnaire. The first part contain the 30 question related to the leadership and the second part about the teacher work performance.

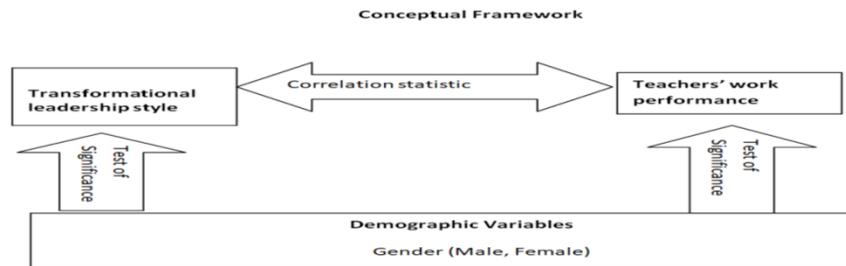
Validity and reliability of instrument

The questionnaire was made valid and reliable by distributing it among the expert in the field of social science. The entire irrelevant and less reliable items were removed from the questionnaire.

Data analysis techniques

The correlation and t-test were considered not suitable according to the requirement of the data analysis and reaching to the finding and conclusions, however, few descriptive analyses were also done through the Mean, and percentage.

Conceptual Framework



Here in the current study the researcher explored the relationship between the two variable of the study which are the transformational leadership and the teacher work performance. The gender was taken a the demographic variable of the study

Data analysis and findings

Table 1

Correlation between the principals' transformational leadership style and teacher' work performance at secondary level

		Correlations	
		TLS	WP
TLS	Pearson Correlation	1	.732**
WP	Pearson Correlation	.732**	1

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

The above analysis indicated that there is a significant correlation between the transformational leadership style and the teachers' work performance. Moreover, the strength of the correlation is strong and it is positive correlation. Hence, the null hypothesis stating that there is no significant association in the school principals' transformational leadership style and teacher' work performance at secondary level, not supported by the data.

Table 2

T-test showing the male and female School principals' transformational leadership at secondary level

Group Statistics						
	Degree	N	Mean	Std. Deviation	T	p
TLS	Male	193	4.03	.156	3.02	0.023
	Female	120	3.87	.203		

The above analysis of data indicated that Mean of the Male and female on school principals' transformational leadership style were 4.03 and 3.87 respectively. Moreover, the standard deviations were 0.156 and 0.203 for male and female respectively. The value of $t=3.02$, at $p=0.023 < 0.05$, which indicated that there is significant difference of male and female heads on transformational leadership. The mean indicated that male heads were stronger in using the transformational leadership style as compared to the female heads at secondary level.

Table 3

T-test showing the male and female teacher work performance at secondary level

Group Statistics						
	Degree	N	Mean	Std. Deviation	T	p
WP	Male	193	4.680	.132	3.91	0.001
	Female	120	3.201	.272		

The above analysis of data indicated that Mean of the Male and female on work performance of teachers were 4.680 and 3.201 respectively. Moreover, the standard deviations were 0.132 and 0.272 for male and female respectively. The value of $t=3.91$, at $p=0.001 < 0.05$, which indicated that there is significant difference of male and female teachers work performance. The mean indicated that the work performance of male teachers was better than the female teachers. Hence the null hypothesis stating that, there is no considerable difference in the male and female teacher work performance at secondary level, not supported by the data.

Conclusions

The results indicated that there is strong correlation between the transformational leadership style of principals and teachers' work performance. Moreover, there is significant difference between the male and female principals' transformational leadership style. The study concluded that the male heads are more transformational leaders as compared to female heads. The study also concluded that the work performance of male and female teachers was different. The male teachers' performance was better than the female teachers.

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