



**RESEARCH PAPER**

**Impact of Leadership Style of Principals on Teachers' Work Performance and Motivation at Secondary Level**

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**ABSTRACT**

Present study was undertaken to look for the impact of leadership style of principals on teachers' work performance and motivation at secondary level. The main objectives of study were to detect the association between transactional and transformational leadership with teachers' work performance and motivation and to find the impact of transactional and transformational leadership on work performance and motivation of teachers. This study was conducted on secondary school teachers of DI Khan. The overall universe was 1768 teachers (1812 male and 676 female). A sample of 313 teachers (193 male and 120 female) out of 1768 was selected for collection of data. Questionnaires were used as tool for data collection. These questionnaires were Likert type framed on five-point scale. Moreover, these questionnaires were made reliable and valid through education experts. Proper statistical analysis was done through correlation and regression. Result demonstrated significant impact of transactional and transformational leadership styles on teachers' performance and motivation. Study recommends that proper training may be arranged for heads of secondary schools for using transactional and transformational at secondary level.

**KEYWORDS** Leadership, Motivation, Secondary Schools, Work Performance

**Introduction**

Role of educational leaders in schools is vital (Reed, 2005). School head at the same time is the administrator and leader of the school. He manages all the tasks related to management and administration of school. He has the sole responsibility of managing and decision making for the different activities of the school Akerele (2007). A school leader on one side polishes the skills of the teachers and on the other hand energizes the students for best achievement. School leaders provide the vision to the teachers and the students and polish their skills and energies for the achievement of the school goals. Educational leadership in the present day is a competitive job and schools are competing each other for showing best results and heads of the schools are engaged in different market-oriented activities for showing better results in the market (Acha, 2010).

School leaders have the sole responsibility for improving the schools (Reed, 2005). Maicibi (2005) argued that leadership in educational institution is of prime importance for better teachers' performance. Clark and Clark (2002) highlighted that same leadership is not effective in all circumstances. Different styles of leadership have been discussed by different researchers and theorists, but the most burning in the spheres of education are the transactional and transformational leadership.

Transactional and transformational leadership has a strong association with the Teachers' performance in educational institutions. Akerele (2007) stated that Teachers' performance means the responsibilities and duties of the teacher. Teachers' performance is affected by leadership in school (Aghenta, 2001). Moreover, teachers' motivation is also the function of leadership (Clark, 2000). Motivation of teachers is actually attention of teachers towards classroom activities (Oladele, 2005). There is plethora of studies which

shows the association of leadership with teachers' motivation and performance (Bush & Oduro, 2006). Few studies which were conducted in past on leadership relationship with motivation and performance of teachers were on old styles of leadership, whereas the new styles i.e, transactional and transformational have been neglected. So, this study is novice in the area and fills the research gap in this regard.

## **Literature Review**

### **Leadership**

The art of management has many aspects; hence the leadership is considered a very significant aspect (Wehrich, et al, 2008). The wellbeing of any organization depends upon the quality of the leaderships and the quality of the decision making which are taken for its welfare. There are many organizations that turned one of the most developed groups due to its top management and promising leadership. One example of the organization is General Electric and Chrysler which was once bankrupt and turned into a very profitable due to the visionary leadership of Lee Iacocca and Jack Welch (Robbins & Coulter, 2007). The world history tells us that developed and great nations like the Great Britain, United States, India and France has become very prominent throughout the world due to its visionary leaderships (Wehrich et al, 2008).

A quality leadership makes it sure to influence the people, the groups in order to achieve the desired goals (Cole, 2006; Robbin and Coulter, 2007; Wehrich et al, 2008). There are many theories who define leadership, its role and its effectiveness in any organization. However, one of the most prominent two theories are Transactional leadership theory and Transformational leadership theory. Bass (1996) presented many versions of transformational theories. In the late 1980s, the theories of charismatic leadership and transformational leaderships were ascendants.

### **School leadership**

Principal's role in an educational institution can neither be neglected nor be ignored. He plays a pivotal role in the school organization. He is solely responsible for the decision making, policy making and all other affairs which make the congenial environment for the teaching learning process. He is considered to be the leader of the institution. The principal of the schools is the manager who manages all the activities of the schools. He directs the teaching staff towards the goals and mission of the school. It is his responsibility to create and provide positive averment in the school and cordial relationship with the teaching staff (Mehrotra, 2005). According to Simmonds (1994) a school's standard leadership style can be identified by the principal's leadership style. The quality of education is very much concerned with the principal, his leadership style and the teaching staff of a school. A principal is a leader and a leader influences the others. It the leader who communicate a vision to his team and transform them into a committed team.

### **Null Hypotheses**

- H01: No significant association of Transactional leadership with work performance
- H02: No ample association of Transformational leadership with work performance
- H03: No larger association of Transactional leadership with teachers' motivation
- H04: No larger association of Transformational leadership with teachers' motivation
- H05: No ample Transactional leadership impact on teachers work performance
- H06: No ample Transformational leadership impact on teachers work performance
- H07: No ample Transactional leadership impact on teachers' motivation
- H08: No ample Transactional leadership impact on teachers' motivation
- H09: No bigger Male and female differences on transactional leadership
- H010: No bigger Male and female differences on transformational leadership

## Material and Methods

### Research Design

This study followed quantitative research designs. These designs are more appropriate in educational research studies (Cresswell, 2009). The Mugenda and Mugenda (2008) strongly recommend these designs in survey research studies. Punch (2005) also recommends these designs in studies when data is gathered from sample. Jay (2014) recommends these designs when impact of leadership is to find on other variables.

### Research Population

A group which has few common attributes is called population (Suryani et al. 2020). This is universe in any research study which is under investigation (Majid, 2018). In present investigation universe was consisted of 1768 teachers (1812 male and 676 female)

**Table 1**  
**Population of Study**

Gender	Teachers
Male	1812
Female	676
Grand Total	1768

Source: Annual School census report 2020-21

Sample of the study was bifurcated into males and females. Male teachers in the study were 1812, whereas females were 676, in this way overall universe was consisted of 1768 teachers selected from secondary schools of DIKhan district.

### Sample and Sampling technique

Due to time and financial constraints, it becomes difficult for the researcher to gather data from the vast spread population; therefore, a representative sample is selected to collect data. This sample is used as respondents (Sugiyono, 2013). The sample must carry all qualities of population; otherwise, it will not be representative (Rehman, 2020). Representative sample tells truth about the overall population. Many sampling techniques exists, but sampling is selected keeping in view nature of study (Zaman, 2021). In present study stratified sampling is most suitable. Therefore, 313 teachers (out of 1768) were selected keeping in view Krejcie the and Morgan (1970)

**Table 2**  
**Gender-Based Frequencies**

Gender	Teachers
Male	193
Female	120
Grand Total	313

### Instrument

Number of instruments exists in literature for collection of data (Mouton, 2001). Fry (2006) suggest simple, reliable and understandable instrument for data collection. Most reliable and suitable tool in descriptive studies is questionnaire (Taherdoost, 2016). Sampson et al. (2013) also suggested survey questionnaire in quantitative studies. Denscombe (2010) consider questionnaire as decent tool for collection of data in survey studies. Therefore, different questionnaires were used for collection of data, viz

Transactional Leadership Questionnaire (33 items), Transformational Leadership Questionnaire (63 items), Teachers' work performance questionnaire (62 items) and finally Teachers Motivation Questionnaire (36 items). All these tools were Likert type on five-point scale.

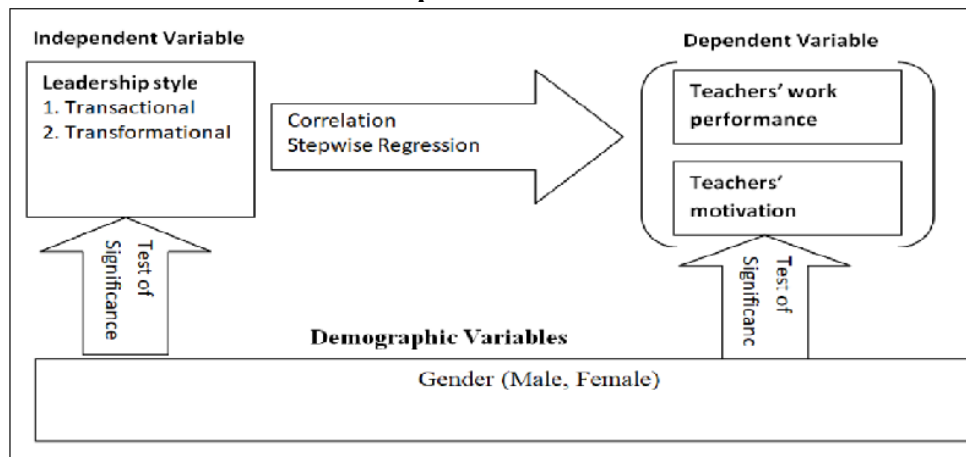
**Validity and Reliability of Research Instruments**

These are the two widely used measures for the purpose of instrument refinement (Middleton, 2019). These measures diminish faults in research (Singh, 2014). Haradhan (2017) makes the instrument transparent for collecting data. Content and face validity was checked through experts on three-point scale. Reliability was ensured through Cronbach's Alpha method. As, a result few items were dropped from each questionnaire.

**Data analysis techniques**

After data collection through questionnaires, this was fed into data matrix on SPSS (Statistical package for Social Sciences). The suitable statistical analysis was done through percentage, Mean, Graphs and standard deviation, for testing hypotheses researcher applied t-test, correlation and regression analysis.

**Figure 1  
Conceptual Framework**



This Figure illustrated the effect of Transactional and Transformational leadership on teachers' work performance and motivation. However, differences between male and females were also considered

**Table 3  
Transactional leadership association with work performance**

		Transactional	WP
Transactional	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.000
WP	Pearson Correlation	.555**	1
	N	313	313

\*\* .01 level (2-tailed).

Table demonstrated that correlation coefficient is  $r=0.555$ , at  $p=0.000 < 0.05$ , which depicts that moderate correlation exists between the variables. Therefore, concluded that to get the efficient work performance of teachers, the leaders may use transactional style

**Table 4**  
**Transformational leadership association with work performance**

		Transformational	WP
Transformational	Pearson Correlation	1	.457**
	Sig. (2-tailed)		.000
WP	Pearson Correlation	.457**	1
	N	313	313

\*\* .01 level (2-tailed).

Table demonstrated that correlation coefficient is  $r=0.457$ , at  $p=0.00$ , which depicts that moderate correlation exists between the variables. Therefore, concluded that to get the efficient work performance of teachers, the leaders may use transformational style

**Table 5**  
**Transactional leadership association with teachers' motivation**

		Transactional	TM
Transactional		1	.615**
TM		.615**	1
	Sig. (2-tailed)	.000	
	N	313	313

\*\* .01 level (2-tailed).

Table demonstrated that correlation coefficient is  $r=0.615$ , at  $p=0.000 < 0.05$ , which depicts that strong correlation exists between the variables. Therefore, concluded that to motivate teachers in their duties the leaders may use transformational style

**Table 6**  
**Transformational leadership association with teachers' motivation**

		Transformational	TM
Transformational		1	.561**
TM		.561**	1
	Sig. (2-tailed)	.000	
	N	313	313

\*\* .01 level (2-tailed).

Table demonstrated that correlation coefficient is  $r=0.561$ , at  $p=0.000 < 0.05$ , which depicts that moderate correlation exists between the variables. Therefore, concluded that to motivate teachers in their duties the leaders may use transformational style

**Table 7**  
**Transactional leadership impact on teachers work performance**

Model	R	R Square	Adjusted R square	B	Beta	P
1	.555 <sup>a</sup>	.309	.306	.287	.555	.000

a. Predictors: (Constant), WP

Model	R	R Square	Adjusted R square	B	Beta	P
1	.555 <sup>a</sup>	.309	.306	.287	.555	.000

b. Dependent Variable: Transactional

Results of regression analysis demonstrated that  $R^2=0.309$  which depicts that transactional leadership predicts 30% variance in teachers' work performance. Moreover,  $B=0.285$ , represents 0.285 unit increase in teachers' work performance is predicted by 1 unit increase in transactional leadership.

**Table 8**  
**Transformational leadership impact on teachers work performance**

Model	R	R Square	Adjusted R Square	B	Beta	P
1	.457 <sup>a</sup>	.209	.206	.225	.457	.000

a. Predictors: (Constant), WP

b. Dependent Variable: Transformational

Results of regression analysis demonstrated that  $R^2=0.209$  which depicts that transactional leadership predicts 30% variance in teachers' work performance. Moreover,  $B=0.225$ , represents 0.225 unit increase in teachers' work performance is predicted by 1 unit increase in transformational leadership.

**Table 9**  
**Transactional leadership impact on teachers' motivation**

Model	R	R Square	Adjusted R Square	B	Beta	P
1	.615 <sup>a</sup>	.378	.376	.389	.615	.000

a. Predictors: (Constant), TM

b. Dependent Variable: Transactional

Results of regression analysis demonstrated that  $R^2=0.378$  which depicts that transactional leadership predicts 30% variance in teachers' work performance. Moreover,  $B=0.389$ , represents 0.389 unit increase in teachers' motivation is predicted by 1 unit increase in transactional leadership.

**Table 10**  
**Transformational leadership impact on teachers' motivation**

Model	R	R Square	Adjusted R Square	B	Beta	P
1	.561 <sup>a</sup>	.315	.313	.338	.561	.000

a. Predictors: (Constant), TM

b. Dependent Variable: Transformational

Results of regression analysis demonstrated that  $R^2=0.315$  which depicts that transactional leadership predicts 30% variance in teachers' work performance. Moreover,  $B=0.338$ , represents 0.338 unit increase in teachers' motivation is predicted by 1 unit increase in transformational leadership.

**Table 11**

**Male and female differences on transactional leadership**

	Gender	N	Mean	Std. Deviation	t	p
Transactional	Male	192	3.9643	.17136	-3.536	0.000
	Female	121	4.0306	.14403		

Male and female differences were checked by running t-test, result shows that  $t=-3.536$ ,  $p=0.000 < 0.05$ , which depicted ample difference. Moreover, female principals are more vigilant using transactional leadership as compared to male principals.

**Table 12****Male and female differences on transformational leadership**

	Gender	N	Mean	Std. Deviation	t	p
Transformational	Male	192	3.9530	.16373	-2.017	0.045
	Female	121	3.9895	.14222		

Male and female differences were checked by running t-test, result shows that  $t=-2.017$ ,  $p=0.000 < 0.05$ , which depicted ample difference. Moreover, female principals are more vigilant using transformational leadership as compared to male principals.

**Conclusions**

Present study was undertaken to look for impact of leadership style of principals on teachers' work performance and motivation at secondary level in DIKhan. Study was conducted on 313 secondary school teachers. Questionnaires were applied for collection of data and this data was analyzed through SPSS using regression and correlation. Results of the study showed a significant impact of transactional and transformational styles on teachers' work performance and motivation. Females' principles are stronger in using transactional and transformational styles of leaderships.

**Recommendations**

1. Results demonstrated transactional & transformational leadership impact on work performance and motivation of teachers. Therefore, study recommends for using both styles at secondary level in DIKhan.
2. DEO's of male and female (E & SE) departments are advised to arrange trainings for guiding the heads for using these styles at school level
3. This study was conducted in DIKhan using transactional and transformational styles; other studies may be conducted in other districts and with using other styles like servant, etc.

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