The Impact of Leadership Styles of Principals on Teacher’s Performance at Secondary Level, Karachi, Pakistan

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ABSTRACT

The report presents the outcomes of a research study carried out with the intention of measuring the impact that the leadership style of the principle could have upon the level of the performance of the secondary school teachers. A mixed methodological approach is employed to attain the decided objectives of the research. The quality method is the review of related literature to understand the concepts related with the issue of leadership in education and role of principles. In addition, survey has been selected as the quantitative method for conducting this study. In this regard, 10 secondary level schools located in the area of Saddar Karachi have been selected. 10 principles and 100 teachers from these schools have been included in the research after gathering their consent to participate in the study. There are some variables set out for the research. Various types of the leadership style were the dependent variable whereas decision making, problem solving, team building skills, team management capabilities and time and stress management were the independent variables selected for the study. A structured questionnaire was presented to the participants selected through random sampling technique. All of the questionnaires were completely filled returned by the principle and teachers resulting in 100% response rate. The data gathered has been calculated using simple percentage method and presented with the help of charts. The study outcomes clarified that the role of a principle possesses critical importance in motivating the teachers and he can develop a vision for the staff by taking up effective leadership role. In the light of the research findings, some recommendations are also presented in the report to help teachers and principals improving their performance at school that eventually can help in improving the overall performance of the education sector.

INTRODUCTION

Education is known for bringing about social change as well as national development. In order for a country to be socially and economically developed they need to have a technical and literate manpower. Every Muslim is obliged to obtain education and due to this importance, there are many schools established for not only the purpose of studying but for also promoting collective development. The Holy Prophet (PBUH) described the importance of education by stating that “seeking of knowledge was the duty of every Muslim, man and women”. The basic essence of education is further defined by Chandler, J.N. (1991) as an instrument for the development of human resource which would naturally lead towards not only economic development but also scientific and industrial development of a particular nation. That is why government schools were immediately established when the first policy regarding education was developed.

The definition of leadership that is most agreed upon has been given by (Javidan, Hanges, and Dorfman, 2002). They stated that leadership is the ability to motivate as well as influence other members in order to increase the efficiency and effectiveness of the organization. Furthermore there are three styles of leadership which were identified by (Kemp and Nathan, 1989) and they are laissez-faire, authoritarian and democratic.
The leader is sometimes God gifted and may be able to see the future and plan his/her actions accordingly. However some of the oppressive leader’s qualities are listed below.

An autocratic leader is known to be status conscious and also egoistic.

He does not believe in the power of the members of an organization

He is primarily motivated by money and has no regard for relations with the members.

He believes his order to be the best and does not take any suggestions or feedback from all the other members.

The performance of a teacher is divided into different levels. As described by Sultana N., the performance, tendency and skill of a teacher are the vocal and non-verbal attitude/behavior of his/her. Basically, performance is described as the outcome of his/her capabilities under a given scenario. Next is the capacity of a teacher to do the best when trying its best. The distinctive work what a teacher does in normal situation is described as his/her activity.

A teacher has to choose a path to make the learner more desirable and fascinating towards its studies and to make transformation in his/her attitude. The way of teaching students physically or non-verbal is counted as his/her performance. What a teacher does, the way of her/his teaching skill are all dependent of his/her teaching career.

The key factor of teaching is his/her performance, its way of handling thing, his/her influence on students and being satisfied with its occupation. Satisfaction with a profession produces the best out of a person, because then he/she are given the favorable condition to show his/her creativity. This creativity enhances one’s mind, both the teacher and the students. This creativity produces quality outcome. A teacher becomes experienced when he/she has been has teaching for a long period in his/her era and thus, makes necessary for both the experienced and the new comers to cope up with their easily, because a new comer/faculty is updated about the current knowledge, whereas an experienced teacher has the hold over his/her subject. Therefore, the principle has to know about its faculty and their performance to extend their contract. Now the fashion of a person affects his/her performance.

This study is a very valuable addition in the Pakistani context because very little research has been done on finding and explaining the relationship between leadership styles and the way teacher’s perform. The results of this result will help educational institutes in training their teachers. The study will determine the right style to teach in Pakistan and how to be perfect in the role of leadership and teaching and also to determine a relationship between them. This research will not only help at the teaching level but will also help principals understand better ways of administrating their educational institutes and also bringing a change in their style. It may also help in lifting the image and the standard of the administrative leadership in all the educational institution and also in determining the various points it lacks at. This research will help in designing different policies, in making plans and decisions regarding education at different levels. This study can be used by the teacher training institutions and even other secondary schools. This will also enhance the leadership styles of the administration and the different heads who work in secondary education.

**OBJECTIVE OF THE STUDY:**

To understand and determine the different leadership styles under practice by various principals and how way through which these styles could influence the performance of teachers teaching at the government secondary school.
To determine the perception the principal generally have about their leadership style and the performance of their teachers.

To determine the perception of the teachers regarding the leadership styles of the administrative staff and the principal.

To study the effect of time management upon the performance level of the teachers at the schools and leadership styles.

To study the effect communication has on the performance of a teacher and three styles of leaderships, democratic, laissez-fair and autocratic.

To study the effect of solving problems and making decisions on the performance of a teacher and the leadership styles.

Validity of research: This study is very beneficial as it will give a chance to the educational leaders to improve their efficiency and effectiveness. As educational institutes are a service being offered, this research will give them a chance to improve their service. This research will be most beneficial for the head teachers as it will provide them with an opportunity to increase their abilities by eliminating their weak points and also to reflect upon their own leadership styles and appraise them. Eventually this will have an impact on the school. This will also help teachers understand the role of leadership and why is it good for their institute. Also new ways can be found through which the teaching can be enhanced. Finally the research conducted could be used as a base for getting directions for the future research studies.

Literature Review: It is the right of every human being to have access to the sources of education. It is one of the strongest factors of a developed country or a country going towards development. It is a procedure through which skills can be enhanced by adhering to teaching as well as training and learning. Farooq (1994), has stated in his unique way that traditionally the purpose of education was to preserve the past as well as the present and to also develop one’s intellect. Education brings about a permanent change in one’s behavior through development. A child’s education starts at home because knowledge can also be gained from parents. A person is in a continuous process of learning. Also knowledge can be gained from a person’s colleagues and there is another important source of education, a teacher. However not all sources of gaining knowledge are considered as notion of education and education is solely linked to formal and structured institutions providing education (Naseer Ahmad Salafi, 2014).

Many studies have focused on the different variables that determine the improved levels of student achievement and the performance of the school. It is generally assumed that the level of positive school climate as well as the increase and decrease in the level leadership style of a principal and their positive attitudes have a two dimensional impact, that is direct and indirect on the impact on the performance of a teacher (Ibrahim, 2013). Nadarasa (2014) further states that positive role in the leadership behavior and good decision making skills can lead towards the development of the teachers and will also provide them with job satisfaction. Akintayo and Adeola (1993) and Ogunsanwo (2000) have suggested theories regarding the leadership role which are the trait theory, contingency theory, situational theory, path goal theory as well as the behavioral theory. The trait theory talks about the different personalities that the leader possesses such as their height, their enthusiasm, confidence, motivation, social skills, interpersonal skills, aggressiveness and administrative ability. Then there is the situational theory that a leader emerges because of the different situations they face. Contingency theory combines the two theories, trait and situational theory. This theory suggests that a leadership is basically a process in which
when the leader exercise the leadership it mainly depends on the task at hand in a group and whether the leader has a personality that will be fit according to this group.

There are three styles of leadership identified by Wiles (1990) and Liberman et al (1994); these are laissez-faire, autocratic and democratic. The autocratic leader considers his or her judgement to be the best and tells how the things should be done as well as maintains a low level of communication with their subordinates (Adeyemi, 2013). The second style of leadership the democratic style emphasizes on the participation of a leader and group in order to design policies. Laissez-faire is more inclined towards a group making a decision without the involvement of the leader so the subordinates have the freedom of doing anything and deciding anything they want.

Educational administration and management: it is mentioned in the encyclopedia of education (1971) that an administrators is mainly concerned about the direction and support given to the student body of an organization. This incorporates the leadership required to run a school as well. It is expected from a principal that he or she possesses the qualities such as management, coordination, scheduling, curriculum, staff utilization and can supervise all the other activities that commonly occur in a school. Administration is a vital determinant of an education sector. It is impossible to achieve a set or a group of goals and objectives if the administration is not well coordinated. It has been stated in Verma (2005) that education is a combination of two words and they are vice educational as well as the administration. The meaning of the first of these two words ‘education’ is to make an individual learn or to educate an individual whereas the second word ‘administration’ means the act of providing a service to educate any individual. In this regard Mohanty (1990) has given a very meaningful definition according to which it is explained that the “educational institutions are not only concerned with management of things but also with the human relationship with their aim towards educating the individuals.” In another study conducted by Gupta (1987) presented a contradictory statement regarding the role of principles and divulged his views that the principles basically has the role of designing the policies and implementing it within the school after which they are not supposed to do anything more.

**LEADERSHIP**

In order for an institute to survive, as recognized by the educational practitioners and scholars, it is essential for them to have leadership. The literature promotes the idea that management is the task conducted by a group of people who add value by committing to their work and by putting their efforts to reach the same goal or objective. The definition of leadership that is most agreed upon has been given by Javidan, Hanges, and Dorfman (2002) they stated that leadership is the ability to motivate as well as influence other members in order to increase the efficiency and effectiveness of the organization. Another writer Bennis (1989) stated that leadership is a quality that is possessed by many individuals but very few of them use it. It is also something that so common that anyone can learn and possess it, it can also be taught and no one has a right to deny it to anyone (Isaac, Zerbe, & Pitt, 2001; Pearee & Conger, 2003). Furthermore it is stated that it not an individual’s property. There are various contexts in which leadership is defined, the most common out of these is the organizational context which talks about creating circumstances in which an individual becomes a leader and adopts certain leadership qualities and practices (Oyetunyi, 2006).

Teacher and Principals as Leaders: Our leaders are our teachers and principle. Their leadership qualities are all dependent of their capabilities. It is said that the teacher and his/her performance
are main pillars of the sound and progressive culture, because according to the National Education policy, a teacher's performance holds the gates of the implementation of educational reforms. A teacher's professional, intellectual and personal outline affects his/her teaching and learning process beyond the shadow of a doubt. A teacher's attitude towards its learners is what matters, because student adopts what it sees in their teachers. If a teacher shows the best traits he/she has they are given the title of role model. When a teacher is awarded with the title of a role model, he/she shows more dedication, devotion and loyalty towards his/her teaching career. To be more updated about the up-to-date knowledge, they are given trainings. A teacher's training is essential both in service and pre-service, because this enhances and elevates the standards and performance of the teacher itself. This training builds a character that makes him/her to maintain a standard and enrich the quality of education. Books are not the only instrument used by a teacher but yet he/she uses influential methods of teaching with which a student can easily understood what is being taught by the teacher. As Kaini (2006) says, a teacher is not a teacher until he/she might help his/her students to have a development in their character and behavior and to provide them full guidance of everything in everyday life. A teacher not only makes lesson plan but teaches his/her learner too improve its skill, confidence, helps build character and provokes them to learn their topic with interest. Moreover, in the final analysis of Stronge & Tucker (2003), they described the teacher's evaluation as the procedure of defining how an individual is performing under a given criteria.

The head master of the school is linked with routine processes of its institution, according to Sally, McPherson & Bachr (1985). Head mister, head mistresses or principle are name given to the head of owner of a secondary school, according to his/her wage. A principle is the manager of the school, looking at the student schedule, maintaining teachers also improving them, listening to voices of individual and resolving their problem, described by Husen (1985). As Shukla says, the principle is not only limited to teachers and students, but parents. Principle ensures that the school's standard is
maintained, the school is organized and the education quality is up-to-date. The head of intuition is an unchallengeable leader who cannot be questioned, elaborated by Sidhu. According to Stronge, Richard and Catano (2008), the principle is the dynamic personality that takes up the responsibility of nurturing the talent of the students by providing them effective support throughout the curriculum as well as non-curriculum activities.

**METHODOLOGY**

The research work deals with mixed approaches which define the theoretical framework. This study makes use of a descriptive method and for this purpose a total of 47 government secondary schools were incorporated in this study however total 10 schools were selected for further analysis which included 10 principals and 100 teachers in the selected sample. For the purpose of collecting data, questionnaires as well as interviews were used as the main source. To analyze the data, percentage method is used and the data is presented through multiple bar graphs.

Results: The researcher has also presented the recommendations after conducting the study. There was a structured questionnaire developed to obtain the opinion of the teachers regarding the subject matter under study. It was developed in the light of the issues and conceptions explored in the review of the literature. The results obtained from making use of the questionnaires are presented in the form of charts below:

The chart above shows the statements as per items (which were collected by interviewing the principals)

Another questionnaire was prepared for interviewing the principals (Refer to Appendix 2)

The results of the interviews that took place with the principals are given below.

**DISCUSSION**

It was hypothesized by the researcher that time management does not have any positive impact on the three types of leadership styles, laissez-faire, autocratic and democratic on
the performance of the teacher but the results show that the respondents gave different responses. The findings however suggest that time management does indeed have a positive and a significant impact on the three styles of leadership, laissez-faire, autocratic and democratic on the performance of the teacher therefore the null hypotheses was rejected. Another hypothesis made by the researcher was that there is not positive or significant impact of communication on the three styles of leadership, laissez-faire, autocratic and democratic on the performance of the teacher however the findings show a positive as well as a significant impact of communication on the three styles of leadership, laissez-faire, autocratic and democratic on the performance of the teacher therefore rejecting the null hypothesis. The researcher further hypothesized that decision making does not have a positive as well as a significant impact on the three types of leadership styles, laissez-faire, autocratic and democratic on the performance of the teacher but the findings proved otherwise, hence rejected the null hypothesis. Another hypothesis made suggested that there is no significant link between principals and a teacher's favorite leadership style but the findings showed otherwise and so the hypothesis was rejected. This research paper concludes that secondary school's principals failed to incorporate the factors mentioned above in order to obtain good leadership skills.

Conclusion: The main purpose of conducting this research was to find out the “impact of different leadership styles of principals on the performance of the teacher at the secondary schools based in Sadder Town, Karachi.” It is concluded from the results obtained from the questionnaires that leadership styles such as the democratic, laissez-faire and autocratic have a very strong impact on a teacher's performance. These leadership styles were then further measured on decision making, communication, problem solving, time management and team building. In order to obtain the objectives of the study, interview were conducted using questionnaire that was designed using the 5 pointer Likert scale. The different parameters defined in this research work were very helpful in understanding, determining and as well as evaluating the leadership style possessed by the principal. Most of the principals are following a democratic leadership style.

RECOMMENDATIONS

These schools should conduct training programs in order to polish leadership qualities and to increase their capacity.

The schools must follow a decentralized system in order to give some power to the staff members as well in the process of decision making.

In order to improve the quality of education provided in a school, the administrations should take steps to improve the performance of the teachers by motivating them.

A mentoring program should be set for enhancing the performance of the new head teacher appointed.

Other mode of teaching should be considered other than the traditional method of face to face teaching, without compromising the quality of education.

Principals should be able to handle criticism
and should focus on improving their public relations.

A system should be established for providing teachers with continuous feedback on their performance.

REFERENCES


