



THE LEADERSHIP STYLES AND ITS INFLUENCE UPON TEACHERS' PERFORMANCE IN HIGHER EDUCATIONAL CONTEXT

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ABSTRACT- The performance on the part of teachers is imperative for development of teaching and learning activities that leads the concerned institution towards prolonged success. However, the efforts and performance need the proper management from the leadership concerned in the institutions. In this connection, the leadership through different traits and styles is effective towards inspiration and motivation of teachers toward assigned responsibilities. For this purpose, most recommended are the transformational and transactional leadership styles that are more effective towards the teachers' inspiration and performance. Thus, to examine that which leadership style is more active in higher educational context, data was collected from teachers hailing from two universities of KP, Pakistan which was further analyzed over correlation and regression to observe association and cause-&-effect relationships among the research variables. The results are significant and thus provides significant information for the eye-openers in managing the issues under considerations in this research study.

Keywords: Leadership Styles (Transactional & Transformational), Employees' Performance & HEIs

I. INTRODUCTION

In higher education, academic standards are rapidly getting enhanced due to virtue of committed leadership who are working at the helm in institutions. In socio-economic sphere of lifecycle, the impact can be clearly gauged through this phenomenon. In higher institutions, the academia can only be grown to reach the position wherein they are able to work as one unit to attain the tasks with already set standards (Marshall, Adams & Cameron, 2003). The related functionaries under the command of concerned leadership are needed to put them in one bracket to attain the tasks assigned at different levels in institutional hierarchy (Yielder & Codling, 2004). In the contemporary politico-strategic changes as evidenced in global socio-economic development, education being imparted need to be provided as per requirements and standards that may strive and furnish what pairs with predominant situations (Bolden, Petrov & Gosling, 2008). The important most positions occupied by individuals in higher institution are leadership, teachers and administrative workforce managed by different head of departments (Bakar & Mahmood, 2013). Together with, heads of various administrative units of the higher education institution who also have strong influence on institutional setting.

The effective leadership in higher institutions is requisite and significant for the process of decision -making and considered as conclusive and decisive constituent for institutional success. In higher educational context, academic leadership is considered as term that describes the tasks and roles linked with the responsibilities through formal positions (Simon & Black, 2015). The leadership is used as phenomenon that defines the qualities and characteristics of particular individual whose efforts are recognized by other people in the role of leadership (Allan & Mark, 2016). The academic leadership concept being exposed and accessible to others is an amalgamation of care, empathy, and compassion that need appropriate values and support from other individuals especially the teachers (Graham & Antony, 2017). In this connection, these values are encouraging in nurturing the trust and loyalty supported by conducive environment that has strong influence on teachers' behavior and actions (Imhangbe, Okecha, Obozuwa, 2018). The leadership uses the potential and authority over different modes (transformational & transactional) by managing diverse academic units in institutions through diverse strategies, purposes and potentials for ensuring development and success of institutions.

The researchers underlined the précised assessment between transactional and transformational leaders by illuminating that transactional leadership tries to win the efforts and faith of employees through exchange of rewards (Avolio & Bass, 1991). These leadership interacts with employees by focusing upon their needs to develop the awareness concerning already defined tasks and goals by finding incentives to attain desired consequences (Bass, 2000). Leader with transformational style is effective in inspiring and encouraging the individuals (Bass & Riggio, 2006) while leader with transactional style is submissive in the

behavior and attitude toward employees (Bass, Avolio, Jung & Berson, 2012). The transformational leader establishes dynamic behavior by encouraging the intelligence towards vision to contribute actively in institutional activities (Fatma & Aini, 2015). The transactional leader is concerned in nourishing shared procedures while the transformational leader is focused on working -together with employees to comprehend better transformation by concentrating on teamwork, team-building and motivation (Imhangbe et al., 2018). Thus, both these leaders are effective over inspirational attributes toward desired performance. This study identified leading factors like leadership styles and performance of teachers which are considered as dynamic gears for institutional success.

Problem Statement

The leadership is vital for inspiration of the teachers towards the execution of effective strategies to improve the teaching and learning standards. For this purpose, leadership uses different styles to inspire the teachers to attain their responsibilities more effectively. This study aimed to examine that toward the teachers' performance, which leadership is more effective in the higher education institutions. For this purpose, two main hypotheses have been extracted from the main theme of this study thereby utilizing the different techniques to "find the answers of the research questions and to reach the conclusion".

Objectives & Hypotheses

1. To examine association between predicting variables (transformational & transactional) leadership and teachers' performance (hypothesis # 1).
2. To examine influence of leadership styles (transformational & transactional) on teachers' performance in higher education context (hypothesis # 2).

II. LITERATURE REVIEW

In contemporary environment, around the world, the universities are playing significant role in the socio-economic development. Regarding higher education, the leadership is challenging, complex and critical due in improving the educational standards thereby focusing on teaching and learning activities (Martin, Prosser & Ramsden, 2005). Thus, leadership is the dominant process of inspiring, motivating and influencing individuals (teachers) without using power and force to shadow the leading guidelines for tasks achievement. In traditional manners, many academics might not find "themselves as academic leaders" (Burgoyne, Mackness & Williams, 2007). In leadership literature, many studies focused on leaders' behavior, effectiveness and growth towards teachers. Numerous research studies, in higher education, emphasized the main challenges faced by leadership wherein university governance restructuring is foremost (Bryman & Lilley, 2009). Nurturing environment of autonomy, support, and trust, springs impression to certain upright for academics toward their leadership (Bakar & Mahmood, 2013). Nonetheless, in higher education, there exists no separate characteristics of leadership success still academia expectations over shared decisions are valued towards the motivation of workforces (teachers) to perform decently to achieve desired objectives effectively and efficiently.

The effective leadership, in higher institutions, is critical requirement for the process of decision-making as well as decisive component for institutional success. The term academic leadership, in higher institutions, designates the collection of tasks and roles performed by individuals who are wisely chosen for formal charge and position (Bakar & Mahmood, 2013). The term leadership is used to describe qualities and characteristics of the particular individuals who are recognized by others as being academic leadership (Simon & Black, 2015). The academic leadership concept is being exposed and accessible to others, showing understanding, sympathy, and attention and in line need suitable values and support from individuals especially teachers (Brian & Biyun, 2017). Thus, the above-mentioned standards can foster environment of the trust and constancy which ultimately have an inspiring impact on the employees (teachers) working around (Ishak, Suhaida & Yuzainee, 2019). In this linking, academic leadership, within institutions, uses their potentials and authority, controlled varied academic units that have obviously diverse purposes, potentials, directions and strategies for institutional success and credibility in different situations. However, the main tasks of these leaders' pivots around motivation of employees (teachers) towards desired values and standards.

Transformational Leadership

The transformational leader motivates employees by captivating challenges and restructuring their hard-work and potential towards leading tasks. The leaders empowered the workforces thereby considering

their interests and confidence towards prominent objectives. The leadership inspires teachers to communicate beliefs and visualize future by showing the commitment towards shared vision (Bass & Riggio, 2006). The leadership inspires and motivates teachers through inspirational motivation, to influence the determined aims that seems impossible without the efforts (Rukmani, Ramesh & Krishnan, 2010). The inspirational motivation phenomenon is dissimilar from idealized influence as it pays nonintellectual and emotional qualities to influence the entire process (Fatma & Aini, 2015). The leadership fostering the workforces' potentials and inspires their movements by encouraging confidence. In turn, the workforces (teachers) are expected to show their trust and commitment to fulfill the leaders' expectations toward assigned tasks to utilize the resources effectively and to comprehend the leaders' vision (Silva & Mendis, 2017). The transformational leadership instigate employees to become creative and innovative through problems reframing, deciding longstanding issues, and telling tentative solutions by implementing and introducing new kind of techniques in the institutions (Imhangbe, Okecha & Obozuwa, 2018). The leader inspires the employees (teachers) to familiarize innovative tactics with rationality and wisdom to cater to the situation.

Transactional Leadership

The positive and negative reinforcements have been categorized under transactional leadership that is effective through contingent rewards and punishments (Bass, Avolio, Jung & Berson, 2003). When desired goals, within stipulated time-frame are achieved then the workforces are privileged with varied rewards (Antonakis, Avolio & Sivasub, 2006). The leaders provide rewards to those who are able to attain desired standards and punish those who are unable to meet desired expectation. The punishments (negative reinforcement) are handed-down on management-by-exception basis where exceptions toward hopes are going erroneous (Hinkin & Schriesheim, 2008). The leadership observes closely performance through active management-by-exception and directs constructive changes for rectifications during the process (Dai, Chen & Wu, 2013). The leader tries to fix issues over management-by-exception passive earlier when become problem. These leaders are mostly passive as these leaders are mostly situational. To gain passivity from teachers, transactional leader uses reward and punishments phenomenon (Zakeer, Nawaz & Irfan, 2016). In reinforcement and refinement, transactional leaders play active part towards long-lasting knowledge development and thus leaders' behavior and knowledge are helpful to institutional pursuits (Arar & Abu Nasra, 2019). The leadership contribute in setting the identical processes and practices towards desired standards and objectives.

Teachers' Performance

The performance is leading challenge for the academic leadership and institution which is basically outcome of efficiency and effectiveness. The performance is based upon efficiency that stipulates the usage of fewer efforts thereby producing more outputs. The performance through efficiency plays vital role to highpoint errors since these possible errors not only indulge institutional standing but hamper also its success (Cloete & Moja, 2005). The efficient teachers can perform their tasks in effective manner that leads concerned institutions to mature desired position (Peng, Pike & Roos, 2007). The performance may be prospered by exploiting outcomes from actions regarding the available resources used and thus measured by corresponding the belongings attained in their efforts towards performance (Henry, Eyring & Brigham, 2011). The efficient teachers are the fundamental need of both private and public sector universities as efficient teachers are always vibrant about their ideas and update their knowledge and skills within changing demands (Andrea, Vecera & Surinova, 2014). It is prime concern of leadership to monitor regularly and recognized the performance through efficiency of the teachers (Elina & Elita, 2017). Similarly, there are factors which needs to be recognized to offer innovative and conducive working environment wherein effectiveness towards high performances is foremost (Ishak et al., 2019) which is the main concern of the leadership.

III. RESEARCH METHODOLOGY

The philosophy of this study is ontology (empiricism), epistemology (positivism) and methodology (scientific method) (Saunders, Lewis & Thornhill, 2009). Certainly, there exists two different views about epistemological thoughts with diverse names like the subjectivist/objectivist, humanistic/ positivistic and phenomenology/positivism (Cooper & Schindler, 2008). The research design is either descriptive or exploratory based upon nature and objectives of the study. Thus, based upon behaviorism philosophy (positivism), survey approach was used by collecting data over structured questionnaire extracted from existing literature (Creswell & Clark, 2011). Population comprises 994 faculty members from two leading universities of KP, from which a sample of 285 was selected (Yamani, 1967). Therefore, the questionnaires

(adopted from literature) were distributed among which 260 were recollected. In research process, data collection is important phase, therefore, by recognizing data sources, systematic data collection should be in adequate quantity and quality in order to perform the data analysis. Ethical guidelines for conducting this study to achieve desired objectives have been ensured.

IV. RESULTS OF STUDY

The results obtained through statistical procedures in order to find answers of research questions have been presented to reach the conclusion. In this regard, correlation and regression were used to reach the objectives.

Table 1 Descriptive Statistics

| | N | Maximum | Minimum | Mean | Std. Deviation |
|------------------------|-----|---------|---------|--------|----------------|
| Transactional Style | 260 | 6.13 | 1.68 | 3.7806 | .89980 |
| Transformational Style | 260 | 7.03 | 2.65 | 4.9408 | 1.06019 |
| Teachers' Performance | 260 | 7.00 | 1.80 | 4.3707 | 1.22782 |

Table 2 Reliability Statistics

| Variables | Items | Cronbach's Alpha |
|-----------------------------|-------|------------------|
| Transformational Leadership | 16 | 0.924 |
| Transactional Leadership | 16 | 0.845 |
| Teachers' Performance | 16 | 0.852 |

H₁: Association between leadership (transformational & transactional) & teachers' performance

Table 3 Correlation Analysis (Association)

| | | Transformational Leadership | Transactional Leadership |
|--------------------------|---------------------|-----------------------------|--------------------------|
| Transactional Leadership | Pearson Correlation | .328** | |
| | Sig. (2-tailed) | .000 | |
| | N | 260 | |
| Teachers' Performance | Pearson Correlation | .532** | .402** |
| | Sig. (2-tailed) | .000 | .000 |
| | N | 260 | 260 |

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

The hypothesis # 1 was about association among the research variable that was hypothesized from the main theme of this study. The results from correlation confirmed the association among the variables of research study (transactional, transformational & teachers' performance). The results show that both the leadership styles are significantly and positively associated with the teachers' performance likewise, transformational leadership and teachers' performance ($R = .532$ & $P = .000$) while transactional leadership and teachers' performance ($R = .402$ & $P = .000$). Similarly, results also confirmed the association between the independent variable ($R = .328$ & $P = .000$). Thus, from results, hypothesis about the association is accepted. The results have been validated over results of existing studies results to make clear the study position (Ismail, Mohamad, Mohamed & Zhen, 2010; Bakar & Mahmood, 2013; Mahdinezhad, Suandi, Silong & Omar, 2013; Hassan & Hassan, 2015; Wachira, Gitumu & Mbugua, 2017). Therefore, study provides significant support to make clear the position of current study.

H₂: Influence of leadership styles (transactional & transformational) on Teachers' Performance.

Table 4 Model Summary

| Model | R | R Square | Adjusted R ² | SEE | F | Sig. |
|-------|-------|----------|-------------------------|--------|---------|-------|
| 1 | .539a | .482 | .480 | .44218 | 488.192 | .000b |

Table 5 Coefficients of Regression

| Model | | U-Coefficients | | S-Coefficients | t | Sig. |
|-------|------------|----------------|------|----------------|--------|------|
| | | B | SE | Beta | | |
| 1 | (Constant) | -1.135 | .116 | | -9.807 | .000 |

| | | | | | | |
|--|-----------------------------|------|------|------|--------|------|
| | Transformational Leadership | .450 | .047 | .361 | 13.648 | .000 |
| | Transactional leadership | .144 | .053 | .089 | 2.930 | .028 |

a. Predictors: Transactional & Transformational Leadership Styles

b. Dependent Variable: Teachers' Performance

The teachers' performance has been predicted through regression procedure in order to examine the influence on predicting variables (transformational & transactional) on teachers' performance. The results show that both the predictors have significant influence on the criterion variable which can be confirmed through R^2 (48.2) variance in teachers' performance through leadership styles. The coefficient of regression further confirmed significant influence of both the leadership style likewise transformational leadership impact on teachers' performance ($B = .450$ & $P = .000$) and transactional leadership influence on teachers' performance ($B = .144$ & $P = .028$). Therefore, from results, it can be decided that transformational leadership is effective more towards the teachers' performance than transactional leadership. The results are supported through results of existing research studies (Vecchio, Justin & Pearce, 2008; Iqbal, Anwar & Haider, 2015; Bizhan, Saeid & Barghi, 2013; Nasser & Aini, 2016; Wachira, Gitumu & Mbugua, 2017), and therefore significantly validated through existing literature in order to validate the results of this study and to "make clear the position of current" study.

V. CONCLUSION

The study was based on certain assumptions (association & cause-&-effect) relationships between predictors (transactional & transformational) and teachers' performance (criterion variable) of the study. The hypothesis first was about the association between leadership styles (transformational & transactional) and teachers' performance. From the hints of existing literature, it "was expected that transformational leadership" is more connected and popular with the teachers' performance thus same was attained from correlation results. It is concluded that hopes were substantiated since this study confirms solidier connection between teachers' performance and transformational leadership. About prediction (H_2), both predictors have significantly explained variation in criterion variable. The regression analysis revealed that transformational leadership prediction power is far greater and powerful as compared to transactional leadership. Therefore, results from regression confirmed outcomes from correlation. The conclusion is that "transformational leadership is more connected" with the teachers' performance due to the significant attributes like motivation and inspiration towards teachers in "higher educational institutions in the developing countries" like Pakistan.

VI. RECOMMENDATIONS

- ✓ The transformational leadership has been confirmed over and again as the best leadership style towards the motivation of the teachers towards the assigned responsibilities. Thus, the management of higher institutions are required to ensure the transformative role of the leaders to attain the desired outcomes.
- ✓ The transactional leadership is less popular due to its transactional behavior by providing the rewards and punishment. The institutions are thus required to ensure the transparency while providing the rewards and punishment to eliminate the workforces' apprehension towards the provision of possible exchanges.
- ✓ The teachers are the leading forces who are directly responsible for shaping the attitude and behavior of the students. Therefore, the institutions are required to provide suitable training programs to teachers to update their knowledge and skills to ensure best practices of teaching and learning in institutions.
- ✓ The future "researchers are required to conduct their studies" on similar issues in different contexts to compare the commonalities and differences in results and conclusion and thus highlight the leading points. This will help to cater to the situation in a tailor-made format to attain desired outcomes in institutions.

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