

# Principal Leadership Style and Teacher Job Performance: Evidence from Pakistan

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## Abstract

The study intentions were to examine the correlation and impact of the style of leadership of the principals on job performance of the teachers of secondary school in private sector in Lahore district, Pakistan. It is correlational study in terms of research design. The data was collected from 106 principals and 543 teachers of secondary schools in private sector in Lahore district through adapted instrument. The first tool of the instrument “Principal Leadership Style Questioner (PLSQ) had cronbach alphas of 0.834 for autocratic leadership sub-scale, 0.764 for democratic leadership sub-scale and 0.861 for laissez-faire leadership sub-scale. The Second tool of the instrument “Teacher Job Performance Questioner” (TJPQ) had Cronbach alpha of 0.816. The research question and hypotheses were tested by using percentage, multiple regression, Pearson correlation at the level of  $p < 0.05$  significance. The statistics attesting 57.3% variation in teachers’ job performance was due to mutual contribution of principals’ autocratic leadership, democratic leadership and laissez-faire leadership styles. The most commonly employed principals’ leadership style was autocratic leadership in secondary school in private sector in the district. It had statistically significant and strong positive impact on teachers’ performance in the studied area. Whereas reciprocal impact in case of laissez-faire. The principal suggestion was that the school principals should be trained to learn the mixture usage of autocratic and democratic leadership styles wisely in diverse situations and work settings in secondary schools in private sector in the district Lahore, Pakistan.

## Introduction

Over the decades, the impact on teachers’ job performance has become the main subject of leadership which has been conceptualized as leadership styles of school principals and job performance of the teachers (Ekhaismi, 2011; Imhangbe, Okecha, & Obozuwa, 2018), an organizational process (Cheong Cheng, 1991), a critical factor for school performance (Cheng, 1994), as a manager and an administrator to control school resources for organizational goal achievement (Adeyemi, 2010). However, Imhangbe et al. (2018) not only conceptualized the principal leadership style and teacher job performance relationship but also discovered the major positive influence of democratic on teachers’ job performance in this regard, while about substantial joint variation in teacher job performance was due to autocratic, democratic and laissez-fair leadership styles as well as it has strongly been suggested that principals should be encouraged to use democratic leadership style. In addition, Ekhaismi (2011) correlated principals’ leadership styles to teachers’ job performance and argued employed leadership style tool kit based on situation, which is in the hand of principals to maximize teachers’ productivity if it is used well, otherwise, it will reverse the instance.

The education sector of Pakistan was divided into two categories at the time of independence. They were public sector educational schools, colleges, and institutions as well as private sector (Burki, 1986). These public and private schools, colleges and institutions have been working since or after the creation of Pakistan to date (Iqbal, 2012). The country’s education sector produces responsible citizens and develops human capital to attain National Education Goals (Ministry of Federal Education and Professional Training Government

of Pakistan, 2017). Here the question is that whether the country or state would achieve the educational targets alone (International Finance Corporation, 2002; World Bank, 2002). Concerning to the national targets, both the public and private sector educational schools, colleges and institutes are playing their vital roles. The private schools are the key contributors in bringing their part in Millennium Development Goals the same as in public sector schools.

A significant phenomenon in Pakistan is the provision of private education which is the core ground and rational motive in the growth and expansion of schools, institutes, enrollment and teachers' national workforce in private sector from the past decades, especially since 2000, in urban as well as rural regions (Institute of Social Policy Sciences, 2010). This massive growth is a challenge for administrators, policy makers and school leaders. The school principals provide a quality education by offering fine teaching services. Imhangbe et al. (2018) stated that school principals' leadership style had either positive or negatively / direct or indirect impact on teachers' job performance.

Leadership phenomena is a captivated sequence of an action which intends to achieve befitting results through sanitization and improvement of personal, social and professional work practices. It works by filling organizational leadership shelves with those personnels and leaders who have the ability to bring and convert vital assets to the institute and organization, eventually ameliorating bottom line (Northouse, 2018), such as to enrich their work practices and to effect the performance of the teachers. School leadership (Spillane, Halverson, & Diamond, 2004), educational and administrative as technical and nontechnical, including managers, problem solvers and facilitators (Williams-Boyd, 2002), as well as school uniqueness, purposeful school changes, successful strategies (Busher, 2006), are all perceived as an imperative directing process apex. Furthermore, leadership peculiarly principal leadership styles are burning phenomenon for the researchers over a period of time around the world, numerous scholarly studies have thrown light on versatile theoretical leadership approaches and tactics as well as processing complexities (Bass & Stogdill, 1990; Bryman, 1992, 2011; Gardner, 1993; Hickman, 1998; Mumford, 2006; Rost, 1993).

Transformational leadership and transactional leadership (Bass, 1990; Bass, Avolio, Jung, & Berson, 2003; Burns, 1978; Downton, 1973) foster teachers' job performance. Transformational leadership and transactional leadership which have been zeal in leadership research have mutual and particular effects on organization (Awamleh & Gardner, 1999; Bass, 1985; Conger & Kanungo, 1998; House, 1976). Over the time, group performance, satisfaction, commitment and organizational performance, which are linked to the leadership style, are vital outcomes for numerous organizations (Kirkpatrick & Locke, 1996). Leadership has multiple and discrete dimensions which are definite realities (Reeves, 2006), such as path goal theory, situational approach, skill approach, trait approach, behavioral approach, servant leadership, adaptive leadership, transformational and transactional leadership (Northouse, 2018), instructional leadership (Harris, Jones, Cheah, Devadason, & Adams, 2017; Smith & Andrews, 1989; Terosky, 2016), strategic leadership (Petersen, 2015; Van Niekerk & Van Niekerk, 2006) as well as principal's strategic leadership (Mokone, 1999), managerial leadership (Ciriello, 1998; Jaques, 2017; Lee, 2017), and, distributed leadership (Al-Khasawneh & Futa, 2012; Chen, 2007; Saadi et al., 2009).

The role of leadership and school conditions contribute to innovation (Hallinger & Heck, 1996; Newmann & Wehlage, 1995), modernization, adaptation of advanced teaching practices, global changes and current challenges. It is an essential responsibility of school leadership and management to equip their teachers with the latest knowledge and practices, which can contribute to academic success that produces incentives and opportunities to improve the job practices of teachers (Bryk & Driscoll, 1985; Newmann & Wehlage, 1995).

Tomlinson (2004) proposed distinctive procedures from smells and incantations of the prophecy to drive and proposed insight into the intricacies of human interaction in educational institutes and organizations. School leadership and management develop their teachers and staff in terms of goals, vision and current challenges to enhance the job performance. In spite of the facts, management makes and implements strategies and policies to help principals, directors, and administrators of schools to achieve their objectives.

Tomlinson (2004) recognizes that the mentoring, coaching and counseling services offered by leaders are affirm

elements. These three elements compose the tool kit which helps the management to boost up teachers' jobs performance as well. Tomlinson further argues that it is an essential back up support service tool box to cope with changes and current challenges which can be adapted according to schools and colleges context after alternation.

Principals and school leaders are striving for the quality of having great facility and competence for proficiency to balance and stabilize their key roles which is why undoubtedly, today, school leaders and principals need to wear many hats constantly and juggle them fluidly day by day (Tobin, 2014), as an agent of success, change or sources of failure (Kafka, 2009), under the umbrella of multiple leadership theories and styles which impact the job performance of teachers.

Approaches, like trait approach, skill approach, situational approach, behavioral approach, path goal theory and multiple leadership styles (Northouse, 2018) are used by principals being managers, administrators, diplomats, curriculum instructor, teacher leaders and sometimes all in one school day context in various situation at various state of affairs.

Leadership style is a portfolio to enhance teachers' job performance productivity, however no leadership style is superior to others, although that the situation and context at hand determines what style or styles to be employed to maximize job performance. In fact, the right style influences job performance of teachers positively otherwise reverses in the case (Ekhaisomi, 2011).

Current researches have been commenced in this respect about the leaders and principals of schools to inspect commonly adopted or practiced the style of leadership and its impact on teachers' job performance (Adebayo, 2003; Adeyemi, 2010; Imhangbe et al., 2018; Machumu & Kaitila, 2014).

Imhangbe et al. (2018) studied the relationship between "principals' leadership styles and the job performance of teachers in secondary schools in public sector in Edo Central Senatorial district, Nigeria". It was correlational study by design and two research instruments were adapted, named "Principals' Leadership Style Questionnaire" (PLESQUE) and "Teachers' Job Performance Questionnaire" (TEJOPAQ) to collect the data from the population of 69 principals and 397 teachers of the secondary schools; 21 copies of the teachers' questionnaire were removed from the analysis due to incorrect filling. Thus, 376 copies of the instruments were analyzed in the study. The hypotheses were tested at 0.05 significant level by using multiple regression, Pearson product-moment correlation analysis and percentage. On the bases of analysis, the results explore that 68.3% variation in teachers' job performance was due to democratic leadership style and laissez-fair jointly. Democratic and laissez-fair leadership have positive influence on the job performance of the teachers in that area. Therefore, it was recommended among the other things, principals of Edo Central Senatorial District, Nigeria should encourage to cope with democratic leadership style. This study is also main encouragement and guideline for this present research.

Adeyemi (2010) threw light on "principals' leadership styles and teachers' job performance in secondary schools in Ondo State, Nigeria". The descriptive research design was adopted for this investigation. 240 secondary schools were selected as study samples out of all comprised 281 population of state secondary schools. Stratified random sampling technique was used to select 1800 teachers and 240 principals as unit of analysis. Two questionnaires 1("The Principals' Leadership Style Questionnaire (PLSQ)" and 2) "Teachers' Job Performance Questionnaire (TJPQ)" were used to collect the data. The data collected was analyzed using the Pearson Product Moment Correlation. A correlation coefficient of 0.81 value is showing the reliability of instruments. Pearson, t-test, percentages and frequency tests were used for analysis while alpha of 0.05 value was used to test the hypotheses. It has been noted that democratic leadership style was often used by principals. The job performance of the teachers was better while under autocratic leadership style as compare to democratic and laissez-fair leadership styles. Among the other recommendations, the mixture of autocratic and democratic leadership styles is suggested to be used to enhance teachers' job performance and reserves the situation while using laissez-fair leadership style.

Machumu and Kaitila (2014) examined the suitability of school leadership style and teachers' job satisfaction in primary schools of Tanzania. The cross-sectional study design was utilized to provide holistic picture and

in-depth problem understanding. 200 teachers were selected among 20 schools as samples including head teachers, deputy head teachers and classroom teachers through purposive and stratified random sampling. It was observed along with other findings that the dominant style of leadership in best performing schools was democratic style. Thus, it was recommended that there was much more for least performing schools to learn from the democratic style of leadership.

Werang and Lena (2014) investigated the relationship between principal's leadership, school organizational climate, and teachers' job performance by selecting 164 teachers as population while the sample was comprised of 118 teachers that were approximately 71% of population, at State High Schools in Merauke regency, Indonesia. The questionnaire was the key research tool for this descriptive quantitative study. The investigation revealed "a significant relationship between principals' leadership and teachers' job performance at the state high schools in Merauke regency, Papua". Prestigious

Effective leadership is instrumental in ensuring organizational performance which has a positive impact on organizational performance, eventually many individual performances culminate in organizational goals achievement and performance. Effective leaders and principals have clear visions and strong expectations to school future and teachers (Werang & Lena, 2014).

Kozaala (2012) conceptualized "Leadership styles and job performance of teachers in selected private secondary schools of Kamuli District, Uganda". The sample was comprised on 15 private schools and data was collected from 125 participants which were comprised on fifteen head of the teachers, thirty Governors Board personals and five Education Ministries and Sport Kamuli District, official personals. The research was conducted through self-constructed questioners for the teachers and interview guide for the head teachers, Governors Board members and official personals. This cross-sectional investigation was analyzed by using Pearson's co-efficient correlation. It was noticed that at administration positions, principals and head teachers were employed by autocratic leadership style; the directive language was being used while talking to teachers and decisions were made solely and without their teachers' suggestions or opinions, the duties or job responsibilities were not delegated in regard to democratic leadership style, due to all that teachers felt rejected and were demotivated, therefore junior teachers' job performance was negatively impacted.

Indeed, a glut of researches had been conducted available on this enigma but it is a paradox which has been unsolved so far and varies context to context; for our acquaintance, it needs elucidation by clearing up what and how the style of leadership either negatively or positively further teachers' job performance in secondary schools in private sector.

The available researches' research object was public schools generally while this paper was carried to throw light on principals' leadership style and teachers' job performance relationship or correlation in secondary schools in private sector which may differ than public schools. Besides the issues, there was no prior published research work available particularly on this area and population regarding principals' leadership style (autocratic, democratic and laissez-faire) and teachers' job performance in private sector at the time of this study. As a result, there was indigence or chasm in knowledge on this leadership and job performance subject matter in the view of secondary schools in public sector in Lahore district.

Thus, there was an acute need to fill this gap in knowledge. To our knowledge, Therefore, it was first study which gives insightful view that which leadership style among autocratic, democratic and laissez-faire, were the most conducive to the job performance in secondary schools in private sector particularly in Lahore district-Pakistan.

## Research Questions

This study construct raises following research question in response to the paucity of knowledge.

1. Which style of leadership is frequently employed by the principals in secondary schools in private sector in Lahore District?
2. What is the impact of style of leadership of the principals on job performance of the teachers in secondary schools in private sector in Lahore district?

3. What is correlation among principals' autocratic leadership style and job performance of the teachers in secondary schools in private sector in Lahore district?
4. What is correlation among principals' democratic leadership style and job performance of the teachers in secondary schools in private sector in Lahore district?
5. What is correlation among principals' laissez-faire leadership style and job performance of the teachers in secondary schools in private sector in Lahore district?

## Research Hypotheses

This study proposes the following hypotheses;

1. There is no significant impact of the style of leadership of the principals on teachers' job performance in secondary schools in private sector in Lahore district.
2. Principals' autocratic leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district.
3. Principals' democratic leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district.
4. Principals' laissez-fair leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district.

## Study Materials and Methods

The schools and study participants were taken consciously and purposefully to achieve the study objectives. The researchers selected those schools for this study which had maximum identical characteristics similar to public sector secondary schools to justified the research gap. Due to it, they may not be true representative of the whole secondary schools in private sector. By having this limitation, the study nevertheless throws the light on the important issue and evidence regarding principal leadership style and teacher job performance of private education sector in the district Lahore, Pakistan.

In this regard, it is essential to explain the characteristics of the schools and the respondents for clear understanding of research findings.

### Schools' Characteristics

### Respondents' Characteristics

### School Characteristics

Only secondary schools in private sector participated in this study. Every participated school had more than one branch or campus of the school. They had centralized administration system. All powers belonged to a governing body of a head office of the schools. The governing body had a power to appoint principals and teachers the same as in secondary schools in public sector. Also, the policies, rules and regulations were made by the governing body the same as in public sector schools.

### Respondents' Characteristics

All the respondents and participants, teachers and principals of this study were doing job in the same schools. The minimum duration of their job was more than 2 years. They were class teachers and subject specialist as well; the class teachers were responsible to take 2 lectures in their classes in a regular school day. They had experienced the organizational changes and implementation of school day to day practices and operations, curriculum materials, methods of instructions as well as other procedures that transform the schools. It means, the study participants could see and evaluate the leadership style and the job performance practices in the schools.

### Research Design Choice

This study was adopted correlation research design. The aim to use this study design, is to divulge and prognosticate the relationship between independent variable, principal leadership style, and dependent variable

teachers' job performance.

In addition, it's been suggested by scholars to employ correlation ex-post facto research design or research design to reveal and inquire the relationship between variables or for a causal comparative relationship (Gall, Borg, & Gall, 2007); For the causal comparative relationship study, it is crucial to have the cause and effect indices regarding independent and dependent variables in totally natural settings (p.306); the correlational statistics were applied to comprehend of this fine rationale. Scholars have been experienced it with this fine differentiation to appreciate the corelated relationship between independent and dependent variables (Imhangbe et al., 2018).

## Material and Method

This study was adopted correlation research design. The research object was containing on 106 106 secondary schools in private sector in the district Lahore. All the principals of 106 schools and teachers of 543 of secondary schools, making 649 respondents as a total, participated in the study. The instrument of research of Imhangbe et al. (2018) was adapted for the collection of the data. The instrument was in two tools titled Principal Leadership Style Questionnaire (PLSQ) and Teacher Job Performance Questionnaire (TJPQ). They were used to measure the principal leadership styles named democratic, autocratic and laissez-faire leadership style and the job performance of the teachers respectively. The PLSQ was contained on further three sub parts; the part A was containing on school name, total duration in that specific school, total experience and other demographics; the part B was containing 15 items, the items from one to five for democratic leadership style, the items from six to ten for autocratic leadership style and the items from eleven to fifteen for laissez-faire leadership style, to determine the most commonly employed leadership style by the school principal. These fifteen items were rated on the scale of "always = 3", "sometimes = 2" and "never = 1".

In the regard of adapting Part B of original instrument of Imhangbe et al. (2018), the item number 8 and 9 which dealt with the autocratic style of a leader and the item number 13 which dealt with the laissez-faire style of a leader, were slightly modified. These changes were made to cover other aspects of leadership style according to the role of leadership in the studied job framework and context. For instance, item number 9 which read *"my principal does not accept ideas from teachers"* was slightly changed to *"My principal sets his/her expectations and performance standards which teachers have to finish"*.

The next C part was containing 30 items of questions to check the relationship of "democratic from 1 to 10 items", "autocratic from 11 to 20 items" and "laissez-faire leadership style from 21 to 30 items" with the job performance of the teachers. The item number 9, 11 and 13 were slightly modified to address the other distinct features of the job description of the principal except liaison, supervision and disseminator. For example, item number 9, which read *"The use of teachers' meeting and students' representative council for information is functional"* was slightly changed to *"my principal provides support to teachers to overcome the problems that create hurdles in their tasks and responsibilities"*. All the items of part C of the instrument were appraised on the scale of Likert point four (4) having the value of "strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1".

The instrument's second tool named TJPQ also had 2 sub categories. The 1<sup>st</sup> portion of the categories was related to demographics same as the first tool. The second part of the tool was incorporated on 5 sub categories to rate the job performance of the teachers related to lesson planning, teaching lesson, lesson evaluation and about to student discipline for the management of classroom. Each category had three questions making a total of 15 questions. For the tool integrity, it was cross checked with the Annual Confidential Report (ACR) of two schools. ACR was a highly confidential report, thus in the response of our request, the governing bodies of school A and B (pseud, school names cannot be disclosed due to confidential and secrecy matters and research ethics are also under the consideration by the researchers) agreed to cross check and align the tool TJPQ of the instrument by their managers who were responsible for teacher evaluation. The managers made necessary changes in item number 5, 6, 9 and 13. For instance the item number 5 which read *"Makes the lessons engaging, relevant, and challenging"* was in some extent

altered to “*Uses relevant visual/a/v aids and activities of explained material to make the lesson interesting*”. Each item of the tool was rated on 4-point Likert scale of “strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1”.

The instrument’s content and face validity were ensured by the educational experts and governing bodies of the two schools (due to confidential and secrecy matters name cannot be disclosed and research ethics are also under consideration). The Cronbach alpha was used to ascertain the reliability of the tools of the instrument. PLSQ tool of the instrument had cronbach alphas of autocratic leadership of .834, democratic leadership of .764 and laissez-faire leadership of .861. While, TJPQ had Cronbach alpha of .816.

In intent to administer the instrument, the approval for data collection was taken from the head office and the principal of each school respectively. A total 649 copies of the instrument were administered to the respondents. Among the respondents, 543 copies were handed over to teachers to take their consent for the study about the leadership styles of their principals and its impact on or connection to their job performance. The copies of 106 of the tools of the instrument for all the principals were further supplied in intent to rate the job performance of their teachers. In this way, a of period 6 weeks was spent to administered the instrument.

Howbeit, the 16 improper, incomplete especially incorrect filled copies of the instruments for the teachers were taken away from the statistical analysis to have a consistent and fair results for the study findings. The percentage was used to determine the most frequently used leadership style of the principal. The 1<sup>st</sup> hypothesis was finished by multiple regression analysis. Pearson correlation was used for the hypotheses 2, 3 and 4. The level of significance of alpha  $p < .05$  was used to test all the hypotheses.

## Ethical Consideration

This research study received Ethical approval from the Ethical Committee of Northeast Normal University, Changchun city, Jilin province, P.R. China at 1st November 2018 before conduction of the study in the field. Moreover, researcher also asked volunteer participation from the participants; for this a written consent form was distributed to the respondents before data collection.

## Results

**Research Question 1.** Which style of leadership is frequently employed by the principals in secondary schools in private sector in Lahore District?

The results about the principals’ autocratic leadership style in **Table 1** show that 334 (63.38%) the number study participants confirmed that their schools’ principals always assign the duties against the will of the teachers, while 306 the respondents, representing 58.07%, observed that their principals always make decisions without consulting with the teachers. Likewise, 348 the number study participants, representing 66.03%, attested that their principal sets his/her expectations and performance standards which teachers have to finish.

The results related to democratic leadership style from the table show that the majority (188) of the number of study participants, representing 35.67%, verified that their principals always welcome teachers’ suggestions regarding school planning and policies, while 156 the study respondents, representing 29.60%, attested that before introducing the co-curricular activities the discussion are made on the planning of the activities by their principals with them. Similarly, 183 (34.72%) the respondents manifested that their principals always have friendly working-relationships with the teachers.

The table too shows the results regarding laissez-faire leadership style that majority of the study participants (187 respondents, 35.48%) noted that their principals have a little interest in the school’s day to day activities and assemblies as well as events, likewise, it’s been noticed by 183 respondents, representing 34.72%, that the teachers are not supervised by their principals what they do in staff and class rooms. While 178 (33.78%) the number of participants confirmed that their principals occasionally help the teachers to overcome difficulties and job complications.

**Table 1.** Analysis to determine which leadership style is commonly employed by the principals of secondary schools in private sector in Lahore district.

S/N	Variables	Always	Sometimes	Never
	<i>Autocratic Leadership Style</i>			
1	My principal assigns the duties against the will of the teachers	334 (63.38%)	136 (25.81%)	57 (10.81%)
2	My principal makes decisions solely without consulting with the teachers	306 (58.07%)	153 (29.03)	68 (12.90%)
3	My principal sets his/her expectations and performance standards which teachers have to finish	348 (66.03%)	132 (25.05%)	47 (8.92)
	<i>Democratic Leadership Style</i>			
4	My principal welcomes teachers' suggestions regarding school planning and policies	188 (35.67%)	217 (41.18%)	122 (23.15%)
5	My principal discusses his/her plans on co-curricular activities with the teachers before introducing them	156 (29.60%)	226 (42.88%)	145 (27.51%)
6	My principal has friendly working-relationships with the teachers	183 (34.72%)	196 (37.19%)	148 (28.08%)
	<i>Laissez-faire Leadership Style</i>			
7	My principal has a little interest in the school's day to day activities and assemblies as well as events	171 (32.45%)	169 (32.07%)	187 (35.48%)
8	My principal does not supervise what teachers do in the classes and the staffroom	167 (31.69%)	183 (34.72%)	177 (33.59%)



9	My principal occasionally helps the teachers to overcome difficulties and job complications	173 (32.83%)	176 (33.40%)	178 (33.78%)
S/N = Serial Number	S/N = Serial Number	S/N = Serial Number	S/N = Serial Number	S/N = Serial Number

The facts and figures in table are clearly and undoubtedly showing that autocratic leadership style is the style of leadership which is commonly employed by the principals of secondary schools in private sector in Lahore District.

**Hypothesis 1:** There is no significant impact of the style of leadership of the principals on teachers' job performance in secondary schools in private sector in Lahore district.

The statistics in **Table 2** depict that the autocratic leadership style's regression coefficient ( $\beta$ ) of .753 has a positive and statistically significant ( $p < 0.05$ ) relationship with the job performance of teachers. The democratic leadership style's regression coefficient ( $\beta$ ) of .076 has a positive and statistically significant ( $p < 0.05$ ) relationship as well with the job performance of the teachers. However, the laissez-faire leadership style's regression coefficient ( $\beta$ ) of -.289 is directing to negative and statistically significant ( $p < 0.05$ ) relationship with the performance of the teachers respectively.

The positive sign of regression coefficient of  $\beta = .753$  and  $\beta = .076$  for autocratic and democratic leadership styles respectively were attesting positive impact of the leadership styles on the job performance of the teachers in secondary schools in private sector in Lahore district.

**Table 2.** Impact of leadership styles of the principals on teachers' job performance in secondary schools in private sector in Lahore district.

R	R Square	Adjusted R Square	F (3,523)	Sig.	Remark (Overall Model)
.757	.573	.570	233.579	.000	Significant

Model<sup>a,b</sup>

(Constant)

Autocratic Leadership Style

Democratic Leadership Style

Laissez-faire Leadership Style

Τεασηερ Θοβ Περφορμανζε =  $\delta\nu\sigma\tau\alpha\nu\tau + \beta_1\text{Αυτοκρατις Λεαδερσηπ Στψλε} + \beta_2\text{Δεμοκρατις Λεαδερσηπ Στψλε} + \beta_3\text{Λαισσεζ-φαιρε Λεαδερσηπ Στψλε}$

Τεασηερ Θοβ Περφορμανζε =  $1.234 + .753\text{Αυτοκρατις Λεαδερσηπ Στψλε} + .076\text{Δεμοκρατις Λεαδερσηπ Στψλε} - .289\text{Λαισσεζ-φαιρε Λεαδερσηπ Στψλε}$

$\tau = \text{ιτς της ρελατιονσηπ στρενγτη τηατ ις δισοερεδ ιν της πριατε σεστορ σεηροολς ιν της διστρις αμονγ της λεαδερσηπ στψλε}$

<sup>α</sup>Δεπενδεντ  $\delta\text{ριαβλε: Τεασηερ Θοβ Περφορμανζε}$

<sup>β</sup>Πρεδιστορς: (δνσταντ), Αυτοκρατις Λεαδερσηπ Στψλε, Δεμοκρατις Λεαδερσηπ Στψλε, Λαισσεζ-φαιρε Λεαδερσηπ Στψλε

\*\* $\delta\rho\rho\epsilon\lambda\alpha\tau\iota\omicron\nu$  ις σιγνιφισαντ ατ της 0.05 λεελ (2-ταιλεδ)

The negative sign of regression coefficient of  $\beta = -.289$  for laissez-faire leadership style was indicating to negative impact of the leadership style on the job performance of the teachers in secondary schools in private sector in Lahore district. Hence, it was evidencing that the principals' leadership styles were significantly

forecasting or promising job performance of the teachers in secondary schools in the district Lahore.

R of .757 of the coefficients of correlation in table 2 too foreshadows that autocratic, democratic style of leadership and laissez-faire leadership style are positively and moderately correlated with teachers' job performance in Lahore district. R square ( $R^2$ ) of .573 and .570 for adjust R square statistics are further omeneing that the leadership styles are jointly and mutually contribute or inform 57.3 % of variation in the job performance of teachers. Correspondingly, the value  $F_{(3,523)}$  of 233.579 infers that autocratic, democratic and laissez-faire styles of leadership significantly, together and collectively are promising and predicting job performance of the teachers in the schools in private sector in the district Lahore.

**Hypothesis 2:** Principals' autocratic leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district.

The results of **Table 3** reveal that autocratic leadership style has 3.17 mean ( X ) score and standard deviation ( SD ) value is .31 of the participants ( N ) of 527. Similarly, the job performance of the teachers has 3.14 mean ( X ) score and standard deviation ( SD ) value is .36 for the same ( N ) 527 respondents. It further elaborates that the Pearson correlation coefficient score which is .707 and p-value is .000. The positive sign of Pearson correlation coefficient of .707 and lesser p-value of .000 than alpha of .05 (  $p < .05$  ) are testifying that autocratic style of leadership of the principals and teachers' job performance have statistically significant and positive relationship or correlation in the secondary schools in the district. Correspondingly, it implies that null hypothesis (2.Principals' autocratic leadership style has no significant correlation with the job performance of the teachers in secondary schools in private sector in Lahore district) is rejected, while, the positive Pearson correlation coefficient and the significant p-value are manifesting that there is a statistically significant, strong and positive relationship or correlation between the autocratic style of principals and job performance of the teachers in secondary schools in private sector in Lahore district.

**Table 3.** Principals' autocratic leadership style correlation with the job performance of teachers in secondary schools in private sector in Lahore district.

Variables	N	X	SD	Pearson R-Coefficient	P-Value	Comment
Autocratic Leadership Style	Autocratic Leadership Style 527	3.17	.31			Null hypothesis
Teacher Job Performance	Teacher Job Performance	3.14	.36			Rejected ( $p < .05$ )
*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.

**Hypothesis 3:**Principals' democratic leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district.

The results of **Table 4** expose that democratic leadership style has 2.15 mean ( X ) score and standard deviation ( SD ) value is .29 of the participants ( N ) of 527. Similarly, the job performance of the teachers has 3.14 mean ( X ) score and standard deviation ( SD ) value is .36 for the same ( N ) respondents. Additionally, it elaborates that the Pearson correlation coefficient score which is .119 and p-value is .003.

The positive sign of Pearson correlation coefficient of .119 and lesser p-value of .003 than alpha of .05 (  $p < .05$  ) are affirming that democratic style of leadership of the principals and teachers' job performance have statistically significant and positive but quite weak relationship or correlation in the district.

**Table 4.** Principals' democratic leadership style correlation with teacher's job performance in secondary schools in private sector in Lahore district.

Variables	N	X	SD	Pearson R-Coefficient	P-Value	Comment
Democratic Leadership Style	Democratic Leadership Style 527	2.15	.29			Null hypothesis
Teacher Job Performance	Teacher Job Performance	3.14	.36	.119*	.003	Rejected ( $p < .05$ )
*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.

Meanwhile, it too implies that null hypothesis (Principals' democratic leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district) is rejected. While, positive Pearson correlation coefficient and the significant p-value were manifesting the positive and statistically significant but feeble or weak correlation, due to the small score of r-coefficient of .195 which was very close to zero, between the leadership style of principals and job performance of the teachers in secondary schools in private sector in Lahore district.

**Table 5.** Principals' laissez-faire leadership style correlation with teachers' job performance in the private schools in Lahore district.

Variables	N	X	SD	Pearson R-Coefficient	P-Value	Comment	Comment
Laissez-faire Leadership Style	Laissez-faire Leadership Style 527	2.25	.34			Null hypothesis	Null hypothesis
Teacher Job Performance	Teacher Job Performance	3.14	.36	-.410*	.000	Rejected ( $p < .05$ )	Rejected ( $p < .05$ )

Variables	N	X	SD	Pearson R-Coefficient	P-Value	Comment	Comment
*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	*Correlation is significant at the 0.05 level (2-tailed). SD = Standard Deviation.	

**Hypothesis 4:** Principals' laissez-fair leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district.

The information of **Table 5** shows that laissez-faire leadership style has 2.25 mean ( X ) score and standard deviation ( SD ) value is .34 of the participants ( N ) of 527, similarly, the job performance of teachers has 3.14 mean ( X ) score and standard deviation ( SD ) value is .36 for the same ( N ) participants. Moreover, it expounds that the Pearson correlation coefficient score which is -.410 and p-value is .000.

The negative sign of Pearson correlation coefficient of -.410 and lesser p-value of .000 than alpha of .05 (  $p < .05$  ) are confirming that laissez-faire style of leadership of the principals and job performance of the teachers has statistically significant but has negative or inverse correlation in the schools. It guides that null hypothesis (Principals' laissez-fair leadership style has no significant correlation with teachers' job performance in secondary schools in private sector in Lahore district) is rejected, while, the significant p-value but negative Pearson correlation coefficient are showing that there is a statistically significant but reverse and moderate ( due to -.410 score of r-coefficient) relationship or correlation between principals' laissez-fair leadership style and the teachers' job performance in private secondary schools in Lahore district.

## Discussion

The analysis results showed that autocratic leadership style was commonly employed by the majority of the principals of secondary schools in private sector in the district of Lahore. While the principals of secondary schools in private sector sometimes practiced democratic and laissez-faire leadership style as well in the district. Consequently, it was clear that the mainstream of the principals preferred autocratic leadership in secondary schools in private sector in Lahore district. But, this finding is contradictory than the research finding of Imhangbe et al. (2018), who founded that the democratic style of the leadership was most frequently used by the secondary schools' principals in the studied area. While, Imhangbe et al. (2018) carried out their investigation in secondary schools in public sector in Edo Central Senatorial District, Nigeria, African continent. While this research work was done in private sector secondary schools in Lahore district, Pakistan, subcontinent of Asia. Hence, unlike location and dissimilar sector of secondary schools are throwing the light on the salient and important point or argument that must be made about the finding was that often these principals tended to believe and commonly employed polar leadership styles in different contexts, work settings and locations. In simple words, both the studies were catering the evidence that there was dissimilarity in principals' leadership style in different contexts, working settings and locations.

Nevertheless, this outcome of the study is too aligned with the submission of Duze (2012), which asserted that the most dominant leadership style of principals was the autocratic leadership style in secondary schools in Delta State of Nigeria. Similarly, this verdict repeated the submission of Kozaala (2012), who noted autocratic leadership as the principals' most practiced style of leadership in secondary schools private sector in Kamuli District, Uganda and the usage of directive language by the principals while talking to the teachers and the principals were making decisions solely as well were also observed in the district.

However, the study of Adeyemi (2010) was in divergent that senior secondary schools' principals had catchy accustom of democratic leadership style in Ondo State, Nigeria and Ch, Ahmad, Malik, and Batool (2017) had a same point about the custom of the leadership style.

Moreover, the analysis results show the significant relationship between the leadership style of principals and job performance of the teachers in Lahore district. In simple words, the principals' leadership style has influence or impact either directly or indirectly alternatively negatively or positively on teachers' job performance in the surveyed area. This finding is in line with the piece of research work of Werang and Lena (2014), who noted that there is a significant relationship between the leadership style of principals and job performance of the teachers in State Senior High Schools in Merauke regency, Papua, Indonesia. Also, in the agreement with the investigation finding of Okoji (2016), which showed the significant relationship between autocratic leadership style and job performance of the teachers and democratic style of leadership was too found significant relationship with teachers' job performance. Based on the findings, it was recommended by Okoji that in a school administration spheres a principal should imbibe a mixture of autocratic leadership style and democratic leadership style.

It means that in certain situation or context autocratic leadership and in some occasions democratic leadership to evoke the improvement in teachers' job performance. However, in the argument with the scholarly finding of Imhangbe et al. (2018), who too found that there is statistically positive impact of democratic and laissez-faire style of leadership on teachers' job performance. On the other hand, it was found that job performance of the teachers was negatively influenced due to autocratic leadership. Their suggestion was based on the findings that the studied area principals should sustain the usage of democratic leadership style and the prospective principals should be prepared to use distributed or democratic style of leadership effectively for spur job performance of the teachers.

But the results of hypothesis 1 of our research were different; there was a positive influence of autocratic and democratic leadership style of leadership on teachers' job performance. While laissez-faire style of leadership was negatively informed teachers' job performance in secondary schools in private sector in Lahore district. It means that it provided enough evidence to prove the research gap of our study that there was divergence or disparity or diversity in terms of impact leadership style of principal on job performance of the teachers in different state of affairs, contexts, and work settings.

Furthermore, the outcomes of hypothesis 2 exhibited the strong and statically significant correlation between the autocratic leadership and teachers' job performance of in secondary schools in private sector in district Lahore. It was showing autocratic style of leadership (independent variable) was impacting the major portion of job performance of the teachers (dependent variable) in studied area. This key finding is in line with the submission of Adeyemi (2010), which disclosed the significantly strong and positive correlation between the leadership style and job performance of the teachers in the studied area. These results were in contradiction with the submission of Yusuf (2012), who made known that autocratic leadership had negative influence on academic achievements of the students and the job performance of their teachers. On the other hand, the conducted research of Duze (2012) had exposed that autocratic leadership style had a significantly positive correlation with the performance of teachers.

It is therefore coherent that the most probably autocratic style of leadership principally throws a positive and constructive impression or impact on teacher's performance because it helps principals and administration to have a good control over working conditions especially significantly helpful in enforcing teachers who lack enthusiasm, causing students not to learn well, to perform their duties and finish complex job targets timely for the success of the schools and their students. This striking finding of our study strongly corroborated the significant point of Mwangi (2013), who stated that the autocratic style of leadership was a significant tool to do and finish the job responsibilities by the teachers.

From hypothesis 3, it unveiled that principals' democratic leadership had a significant, positive but weak correlation with job performance of the teachers in secondary school in private sector in Lahore district. Here, the strength of the democratic leadership was quite low or weak, the most probably it is because of frequency

the occurrence of the instance was comparatively low. It means that sometimes or in some situations the principals listen to the suggestions or ideas of the teachers. In simple words, the democratic style of leadership influences the job performance of the teachers either directly or indirectly in secondary schools in private sector in Lahore district. This argument or coherent was somehow affirmed in the suggestions of the submission of Okoji (2016) that a blend of democratic and autocratic leadership styles contribute to the better job performance in miscellaneous work settings and Kiboss and Jemiryott (2014), who noted with other things that principal's democratic leadership style had a pretty good impact on a school working atmosphere.

The outcomes of hypothesis 4 exhibited that there was a significant correlation between principals' laissez-faire leadership style and job performance of the teachers in secondary schools in private sector in Lahore district. It's been further noticed that the laissez-faire had moderate but inverse relationship with job performance of the teachers. In simple words, in the presence of principals' laissez-faire leadership style, there was a negative impact or influence of leadership style of the principal on job performance of the teachers in the schools surveyed. Although this finding was somewhat in line with the investigation of Imhangbe et al. (2018), who founded the significant and positive correlation between the laissez-faire leadership style and job performance of the teachers in Edo Central Senatorial district. Their submission showed another compliment that laissez-faire leadership has positive and negative impacts that on contingent situation. While the negativity impacts the relationship quality aggravatingly. In this contention there was semblance and sameness in this present study. However, Ozuruoke, Ordu, and Abdulkarim (2011) observed counter finding that the job performance of the teacher was fine in schools with leaders operating autocratic style of leadership over those schools which were using laissez-faire leadership styles in studied schools.

## Recommendations

On the bases of the findings, the following recommendations were drawn;

1. The school principals should be trained and taught the effective use of the mixture of autocratic and democratic leadership styles to manage and handle miscellaneous state of affairs and work settings to enhance the job performance of the teachers nicely in the district Lahore.
2. The potential principals should be capable to use the application of autocratic leadership carefully and wisely because its careless usage may lead to demotivation and job dissatisfaction level, thus there was a much more to learn about the motivation and job satisfaction in the private sector in the district.
3. The participative or shared leadership practices should be encouraged in the studied area.
4. The principals should be skilled and qualified for the efficient and effective use of the applications of instructional leadership.
5. Leadership training modules should be there for the teachers and principals; in this way principals would learn advanced positive use of autocratic and/or instructional leadership and teachers would follow the principals well.
6. The laissez-faire style of leadership among the principals should be discouraged in secondary schools in private sector in Lahore district because it was having negative impact on job performance of the teachers.
7. The head office or governing bodies of the schools should empower the principals with caution of fair use.

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## Approval for the Research Study

Date: 2018-11-01

Mr. Atif Saleem  
Ph.D.(Candidate)  
Northeast Normal University

On behalf of the ethical committee, I am pleased to inform you that your request for the research study has been approved and you are allowed to conduct the research study titled "*Principal Leadership Style and Teacher Job Performance: Evidence from Pakistan*". The committee determines that your research protocol constituted minimal risk research and under the ethical guidelines of the institute.

Please continue to keep me inform of any issues and changes in the approved protocol.

Sincerely,

Congman Rao

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