

## IMPACT OF PRINCIPAL SITUATIONAL LEADERSHIP STYLE ON THE TEACHERS' JOB PERFORMANCE AT SECONDARY SCHOOL LEVEL

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### ABSTRACT

The present study focused on the impact of principal situational leadership style on the teachers' job performance at secondary school level. The research philosophy of positivism was applied. Thus, the researcher employed a survey research design was employed. A sample of 347 Secondary School Teachers (SSTs) was selected through stratified sampling method. A questionnaire was used in which items were related to situational leadership and teachers' performance. Content Validity Index (CVI) and Cronbach Alpha were used to estimate the content validity and reliability of the instrument respectively. Pearson Product Correlation, linear regression and t-test was used to test the formulated hypotheses. The study concluded that situational leadership has significant impact on the teachers' performance. The study recommended that the practice of situational leadership should be performed to enhance the teachers performance.

**Keywords:** Situational Leadership, Teachers Performance, Secondary School Teachers (SSTs).

### INTRODUCTION

The school leadership plays the vital role in school success and ultimately influence on the entire school. It's often acknowledged that leadership and school environments play a crucial mediating role in promoting advancements, modernization, modifications, and innovations in capacity development and teaching and learning practices (Lunenburg and Ornstein, 2021). The daily operations of schools are closely associated with school leadership, which serves as either a major educational catalyst for success and change or a major cause of it. Effective leadership is essential to creating schools that are successful because it constantly synchronizes goals and missions with actions. Resultantly, those school in which principals perform his or her responsibilities by using good leadership style accomplish education goals and improve the overall school performance. (Day & Sammons, 2016).

Principals and teachers are the key sources who contribute to enhance the students' academic performance under good leadership. Research evidences indicates that the principals leadership

styles have positively influence on the performance of teachers and overall school success. In educational institutions, teachers are primarily responsible for the academic and personal growth of their students. Teachers' guidance and leadership are equally important in determining students' academic success (Sebastian & Allensworth, 2019). Therefore, it follows that the administration of the school must be held responsible for promoting and enhancing current knowledge management and classroom instruction that most likely maximize academic accomplishment and improve teacher job performance (Parveen et al., 2023).

Evidences from the literature depicts that performance of employees in organization are positively correlated to behavior and leadership of the head of the organization. More specifically, a great deal of research indicates that there is a significant relationship between teacher job effectiveness and principal leadership styles. A thorough analysis of rigorous research reveals that, when leadership collaborates and a common goal is established, teacher performance does, in fact, have

a positive and constructive impact on students' academic progress. As a result, principals have a significant impact on how instructors behave both within and outside of the classroom, which directly affects student achievement (Leithwood, 2019).

The purpose of this study is to examine the effect that different principal leadership styles have on the job performance of teachers who are currently employed in Pakistani secondary schools. Actually, despite a great deal of research on the phenomenon from many angles and cultural contexts, it is still a riddle that hasn't been adequately resolved. In Pakistan, the relationship between principal leadership styles and teachers' work performance is still mainly unknown (Quraishi and Aziz, 2018). In particular, the working circumstances and job performance of public secondary school teachers in the Pakistani cities of D.I. Khan and Tank are in serious need of significant reform. Thus, further research is necessary to determine whether and how situational leadership influences teachers' work performance in public secondary schools.

### **Research Objectives**

To find out the impact of situational leadership on the teachers performance at secondary school level.

To investigate the differences in situational leadership and teachers' performance in perspective of gender.

### **Research Questions**

Is there any significant impact of situational leadership on the teachers performance at secondary school level?

Is there any significant difference in situational leadership style of male and female school principals?

Is there any significant difference in teachers' performance of male and female school principals?

### **Hypotheses of the study**

**H<sub>01</sub>** : Situational Leadership has no significant relationship with teachers' performance.

**H<sub>02</sub>** : There is no significant impact of Situational Leadership teachers' performance.

**H<sub>03</sub>**: No significant difference in Situational Leadership in perspective of male and female school principals.

**H<sub>04</sub>**: No significant difference in teachers' performance in perspective of male and female.

### **Literature Review**

#### **Situational Leadership**

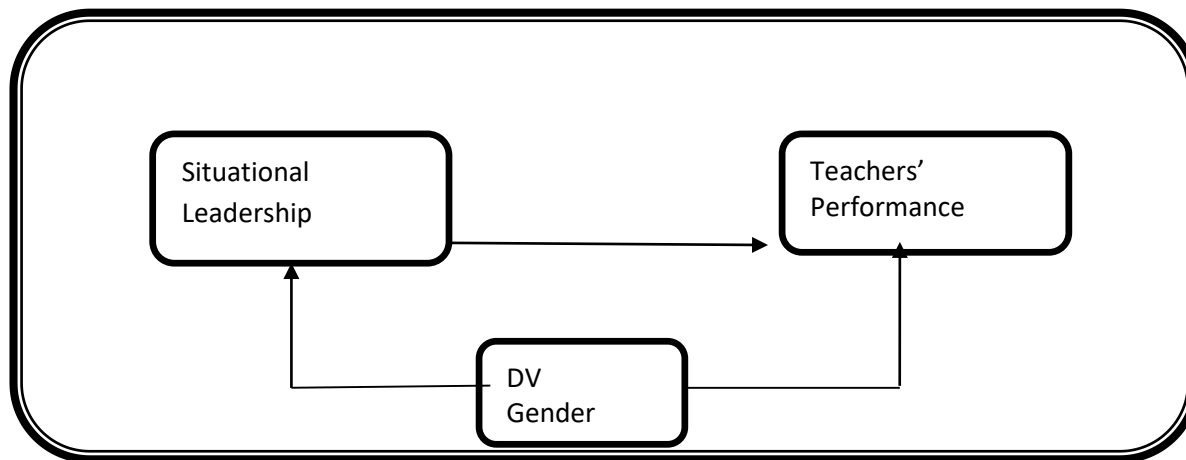
Situational Leadership (SL) is widely used in educational institution. SL is one of the leadership styles in which school principals adjust his or her style according to the situation to get desirable results (Baig et al., 2021). Situational leadership theory posits that leader acts and takes decision under consideration of situational factors. There are many leadership styles but not all styles effectively worked in the same situation. Therefore, leader in organization choose appropriate style which give better results according the situation. In other situations, a situational leadership system would work better when the leaders are knowledgeable the situation. Since it was developed by Dr. Paul Hersey, author of "The Situational Leader," and Kenneth Blanchard, author of "One-Minute Manager," situational leadership theory is frequently referred to as the Hersey-Blanchard Situational Leadership Theory (Ghazzawi et al., 2017).

Situational leadership play a vital role in overall school progress. It minimizes the negative task behavior and improves the relationship behavior between school principals and teachers. Principals acts and implements his policies as per the situation which benefits to the school and enhance the teachers performance (Hidayat et al., 2023).

#### **Teachers Performance**

Teachers performance refers to the ability of teachers conduct his or her duties effectively to achieve the desirable learning outcomes. Moreover, teaching performance is refers the set of behavior and attitude towards teaching learning process and accomplishment of desirable adjectives. (Tehseen & Hadi, 2015). There are many factors which influence on teachers teaching performance and principals' leadership play a key role to enhance the teachers performance. School principal leadership behavior influences the skills, attitude and behavior of the teachers. The role that schools play in empowering teachers and improving teacher quality programs can have an impact on members' behavior, commitment, and performance in the classroom. To further enhance teacher effectiveness, the atmosphere inside the company and the cooperation of different stakeholders that support the continuation of instruction are crucial (Andriani et al., 2018).

Conceptual Framework



Research Methodology

The research philosophy of positivism was applied. Thus, the researcher employed a survey research design and the quantitative method. The study was conducted in five southern districts of KP. There are 2635 SSTs are working in sample district and 347 teachers were selected by applying stratified test was used to test the formulated hypotheses.

sampling method. Yamane (1967) formula was applied to determine the sample size. A questionnaire was used including items related situational leadership and teachers' performance. The reliability of the study instrument was assessed using Cronbach's Alpha, and its content validity was completed using the Content Validity Index (CVI). Pearson Product Correlation, linear regression and t-

Table 1  
 Sampling, CVI and Cronbach's Alpha Value

Sampling	Validity			Reliability
Sample (n) = $N/1+Ne^2 = 2635/1+2635(.05*.05) = 347$	Scale	No. of items	CVI Score	
	SLQ	20	.70-.90	.829
	TPQ	26	.60-1.0	.758

Result and Discussion

Table 4.2  
 Showing Relationship of Principals' Situational Leadership and Teachers Performance

Research variable	Statistics	Situational Leadership	Performance
Situational Leadership	Pearson Correlation	1	.723**
	Sig. (2-tailed)		.000
	Sample (n)	347	261

The outcome of situational leadership by principals and teachers' performance was determined through the application of Pearson product correlation, as shown in table 2. The outcome shows that there is a positive association ( $r=.723$ ) between the situational leadership of administrators and the subject-matter expertise of their instructors. The value of

$p=.000 < .05$  indicates a significant association between the situational leadership of principals and teachers' performance.  $H_0$  is therefore rejected.

**Table 4**  
**Showing Model Summary of Principals situational leadership and Performance of Teachers**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	β	Sig.	Durbin Watson
1	.723 <sup>a</sup>	.664	.663	.493	.000	2.91

Predictor: (Constant); Situational Leadership

Dependent variable: Performance

Table 4 presents the situational leadership and performance by using linear regression test. The findings indicate that the situational leadership contributed 64% change in the outcome variable (teacher performance) ( $R^2 = .664$ ). The outcome shows that teachers' performance is significantly impacted by the situational leadership of principals ( $p = .000 < .05$ ). Furthermore, no autocorrelation was found between the variables, as indicated by the Durbin Watson score of 2.91.

**Table 3**  
**Showing Mean Difference in the situation leadership of principals between male and female principals**

Gender	n	Mean	SD	T-cal	Sig.
Male	210	3.973	.5481	-.3.892	.000
Female	136	3.431	.7683		

Table 3 indicates the mean difference in the situational leadership of male and female school principals. The mean score of male and female principals' situational leadership was estimated 3.973 and 3.431 respectively. The value of  $p = .000 < .05$  which shows the significant difference in the male and female principals regarding situational leadership. So, hypothesis  $H_{03}$  is hereby rejected.

**Table 4**  
**Applying t-test for Mean Difference in teachers' performance across gender**

Gender	n	Mean	SD	T-cal	Sig.
Male	210	3.732	.5481	-.3.892	.000
Female	136	4.152	.7683		

Table 4 indicates the mean difference in teachers' performance across gender. The mean score of male and female teachers' performance was estimated 3.732 and 4.152 respectively. The value of  $p = .000 < .05$  which shows the significant difference in teachers performance across gender So, hypothesis  $H_{04}$  is hereby rejected.

**Discussion**

The present study was aimed to investigate the Impact of principal situational leadership style on the teachers job performance at secondary school level. The result of the study reveals that positive correlation of situational leadership of school principals with teachers' performance. The result of the study is in line with Nursyamsiah (2023). He found that School principals have been successful in elevating the caliber of instruction, training teachers, and inspiring them. Teacher performance is enhanced by better infrastructure and human resource management. The result of the study indicates that situational leadership has significant impact on the teachers' performance. Same result was given by Sutarjo et al. (2022). They found that principals who acts and implements policies according to situation has significantly impact on the teachers overall performance.

**Conclusion and Recommendations**

The purpose of this study is to show how situational leadership by school administrators significantly affects secondary public school teachers' work performance. First, the main finding presents the empirical data demonstrating how school principals' investigated situational leadership influences teachers' work performance in a real and substantial way. According to the study's findings, situational leadership significantly and statistically affects teachers' ability to perform their jobs. It seemed inevitable that the application of leadership style would be successful in the given setting, a developing non-Western nation. The study recommended that the practice of situational leadership should be performed to enhance the teachers performance. Moreover, the study recommended that training may be given to School principals to aware and equipped with such leadership style.

**Implications**

Teachers' actions at school will be impacted by the principal's leadership style. One element that affects how well students learn is their teacher. When it comes to how well a teacher explains the content and how well-liked the instructor is by the students, it truly depends on both of these factors for the student to be able to comprehend the material delivered. The success of teachers in carrying out instruction and

their obligations to complete work outside of instruction are indicators of their performance. To get the most out of their people resources, leaders must work in tandem with their subordinates. As a leader, the principal needs to build strong teamwork and attend to the requirements of his subordinates. Furthermore, the principal needs to make the most of the teacher's abilities.

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