

TRANSFORMATIONAL LEADERSHIP SKILLS OF HEAD TEACHERS AND TEACHERS PERFORMANCE AT SECONDARY LEVEL



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Abstract

The present study aimed to explore the effect of transformational leadership on teachers' performance at secondary-level public schools in the province of Punjab, Pakistan. This study examined the effect of transformational leadership skills namely intellectual stimulation and individual consideration on teachers' performance. The objectives of the study were to find out the level of the transformational leadership skills of the head teachers, and how these two factors individually influence the performance of secondary school teachers. A sample of 100 head teachers of public secondary schools was taken to conduct this study. Two self-developed questionnaires were used as research instruments to measure the two transformational leadership skills of the head teacher and secondary school teachers' performance. Mean, standard deviation, and linear regression were used for data analysis. The results of the present study showed that transformational leadership skills have a significant effect on teachers' performance. Therefore, it is concluded that all of the two determinants of transformational leadership skills are significant predictors of the teachers' performance. Moreover, the head teachers having age 51–60 years are more effective than all the other age groups. The results show that the head teachers possessing the administrative experience 21-30 years are more effective in leadership practices than the others administrative experience groups.

Keywords: Transformational Leadership, Leadership Skills, Head Teacher, Secondary School Teacher

Introduction

Education is generally conceived as an instrument that is used for social, moral, economical change and development of a nation. In the words of Shami and Hussain (2004) education is considered as a medium for imparting knowledge, skills, feelings, values, and information to the persons.

According to Mees (2008) in a school setting, leadership is a procedure by which a head of organization impacts, controls and facilitates the exercises of teachers to accomplish the coveted destinations and objectives. A head teacher is the most significant and main personnel in the development of education. His idea and practices significantly affect teaching staff, school achievement, school environment and learner success.

Anderson (2001) has expressed that the desired result, school development and change can't be attained just through the execution of new strategies, organizational structures, good school climate, but these are leadership practices to bring the required changes defined by the government.

Hughes, Ginnett, and Curphy (2002) have contend that transformational leadership changes "the norm by motivating to subordinates' standards and their feeling of reason". They state that all transformational leaders are magnetic since they can explain their convincing vision for the future and are likewise ready to shape forceful excited connections to their subordinates. According to Bass (1995) the act of setting up vision, advancing shared standards, molding the value of life of an association, being a good example, and engaging partners rouses the partners to inspire the associates to exert more effort in leadership. These values of transformational leaders specified above make them viable and effective. As indicated by Bass and Riggio (2006) the heads on institutes are the individuals who inspire and move their subordinates and in doing to build up their own particular administration limits. According to Bass and Riggio (2006) have contended that transformational leadership has two fundamental parts: Intellectual Stimulation, and Individualized Consideration.

Transformational Leadership Skills

According Bass and Riggio (2006) intellectual stimulation, and individualized consideration has two primary skills of transformational leadership.

According to Avolio & Bass (2004) state that intellectual stimulation can happen at the authoritative levels. In such a situation leaders move toward becoming changing and intellectual stimulation to the degree that they can recognize, understand, conceptualize and eloquent to their partners the open doors and dangers confronting their association. In such conditions, inventive strategies are investigated to accomplish the association's missions and objectives.

The manager subordinate relationship is open and dynamic, empowering subordinates to question suspicions and produce innovative answers for issues (Howell and Avolio, 1992; Pielstick, 1998). Transformational heads influence others (subordinates) to take after in view of the qualities of a particular subject and the significance of the problem to the advantage and fulfillment (Howell and Avolio, 1992).

Individualized consideration is the second component of transformational leadership skills. Transformational leaders utilizing individualized thought pay attention in to others' worries and help other people to build up their skills. Individualized consideration has charitableness as the essential concern, focusing on every specialist with regards to his particular needs and skills (Bass, 1985; Zacharatos, et al., 2000). This kind of leadership can be connected at all levels and in all circumstances (Mayo & Nohria, 2005). A leader must consider individual differences between his followers in terms of their requirements and desires. He plays a double role through effective contact with them (Avolio and Bass, 2004; Bass, 1998).

Objectives of the Study

- To study the level of transformational leadership skills (intellectual stimulation and individual consideration) made by the principals
- To investigate the effect of transformational leadership skills of the head teachers on teachers' performance

- To compare principals' perceptions about the effect of their transformational leadership skills in relation to their age,
- To compare head teachers' perceptions about the effect of their transformational leadership skills regarding their administrative experience,

Research Questions

The main Research questions of the study were to

- What is the level of perceptions of head teachers regarding their transformational leadership skills?
- What is the individual contribution of 'Intellectual Stimulation' on teachers' performance?
- What is the individual contribution of 'Individualized Consideration' on teachers' performance?
- Is there any difference among head teachers' perceptions about their transformational leadership skills in relation to their age?
- Is there any difference among head teachers' perceptions about their transformational leadership skills regarding their administrative experience?

Research Methodology

Research Design

The aim of the present study was to investigate the effect of transformational leadership skills of government secondary school head teachers on teachers' performance in Punjab province, Pakistan. In this regard, a cross-sectional survey was conducted to explore the perceptions of the research subjects in this descriptive study.

Participants of the Study

The target population of this study was comprised of all head teachers of government secondary school in province Punjab. A sample of 100 head teachers were taken in the study. Random sampling technique was adopted to select the sample from the population.

Research Instruments

The researcher personally developed two questionnaires to measure the two transformational leadership skills (e.g., intellectual stimulation and individualized consideration) of the principals and teachers' performance after studying the related literature.

Reliability of the Research Instruments

In this study, reliability of instruments has been estimated through Cronbach's Alpha that is a common method for estimating the internal consistency of the items using SPSS. Reliability of the first instrument was 0.81 and of the second was 0.80.

Data Collection

The head teachers marked a questionnaire to evaluate their own transformational leadership skills and also marked the teachers' performance. The researcher visited the 100 public secondary schools. Data was collected through personal visits of the researcher. From the head teachers in district Faisalabad the data collection process was completed in three months. With the cooperation of the respective head teachers of the respective district Faisalabad of province Punjab, the data collection process was completed.

Data Analysis

After data collection, it was entered into SPSS (Statistical Package for the Social Science) Version 21. Both descriptive and inferential statistical strategies were used. Mean and standard deviation were used as descriptive statistics whereas linear regressions as inferential statistical techniques.

Results and Interpretation

Overall mean and standard deviation for perception of head teachers towards the level of transformational leadership skills

Table 1. Perceived Level of Principals' Transformational Leadership Skills

Leadership Skills	N	M	SD
Intellectual Stimulation (IS)	100	4.09	0.69
Individualized Consideration (IC)	100	4.11	0.66
Overall	100	4.10	0.68

Table 1 shows that mean and standard deviation of transformational leadership skills made by the principals are clearly indicating that the head teachers leadership effectiveness regarding the two leadership skills is moderate level ($M = 4.10$, $SD = 0.68$). Individual consideration exercises ($M = 4.11$, $SD = 0.66$) mean score and intellectual stimulation exercises on ($M = 4.09$, $SD = 0.69$) on mean score. So the head teachers are required to display this skill to influence his subordinates to get the work done well in time.

Table 2: Linear Regression Analysis of "Intellectual Stimulation" with Teachers' Performance

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.469	.220	.216	11.463

Predictors: (Constant), Intellectual Stimulation

According to the results of table 2 the value of Adjusted R² indicates that 22% of the principal leadership effectiveness is explained by his intellectual stimulation. So, it is inferred that intellectual stimulation skill of head teachers of secondary schools is a good predictor of the teachers' performance.

Table 3: Linear Regression Analysis of "Individual Consideration" with Teachers' Performance

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.493	.243	.240	11.292

Predictors: (Constant), Individual Consideration

According to the results of above table the value of Adjusted R^2 indicates that 24% of the principal leadership effectiveness is explained by his individual consideration. So, it is inferred that individual consideration skill of head teachers of secondary schools is a good predictor of the teachers' performance.

Table 4: Comparison of Head Teachers' Leadership Effectiveness Regarding their Age

Age (years)	<i>N</i>	<i>M</i>	<i>SD</i>
20-30	5	3.42	0.41
31-40	12	3.26	0.42
41-50	29	3.46	0.46
51-60	54	3.60	0.58
Total	100	3.31	0.43

The above table 4 shows that the head teachers having age 51–60 years are more effective than all the other age groups. However it was seen that the head teachers having 31-40 years are less effective than the youngest group 20-30 years.

Table 5: Comparison of Head Teachers' Perceptions about Transformational Leadership Skills Regarding their Administrative Experience

Experience(years)	<i>n</i>	<i>M</i>	<i>SD</i>
01-10	62	3.41	0.45
11-20	145	3.25	0.42
21-30	13	3.52	0.40
31-35	3	3.05	0.37
Total	100	3.31	0.43

The results show that the head teachers possessing the administrative experience 21-30 years are more effective in leadership practices than the others having the administrative experience of 1-10 years, 11-20 years and 31-35 years.

Results and Discussion

Mean and standard deviation of transformational leadership skills made by the head teachers are clearly indicating that the head teachers' leadership effectiveness regarding the two leadership skills are good. Individual consideration was exercised on 4.11 mean score and intellectual stimulation was exercised on 4.09 mean score. However, the skill/practice, intellectual stimulation was exercised with lower 4.09 mean score. So the principals are required to display this skill to influence his subordinates to get the work done well in time.

According to the results of table 2 the value of Adjusted R^2 indicates that 22% variation in teachers' performance is accounted by the intellectual stimulation skill used by the principals. So, it is inferred that intellectual stimulation skill of head teachers of secondary schools is a good predictor of the teachers' performance.

In the data analysis, it was found that the individual consideration had a significant effect toward teachers' performance at secondary school level. According to the results of table 3 the value of Adjusted R^2 indicates that 24% variation in teachers' performance is accounted by the individual consideration used by the head teachers. So, it is inferred that intellectual stimulation skill of head teachers of secondary schools is a good predictor of the teachers' performance.

The above table 4 shows that the head teachers having age 51–60 years are more effective than all the other age groups. The results of this study prove that head teachers /principals of 51 to 60 ages put positive influence on their staff's performance because at this age principal takes steps according to teachers' thoughts, emotions, behavior and their performance. In this way they transfer their skills to their teachers better. Consequently, the atmosphere of the institution is improved and the students are also improved educationally, socially and morally.

The results show that the head teachers possessing the administrative experience 21-30 years are more effective in leadership practices than the others having the administrative experience of 01-10 years, 11-20 years and 31-35 years. The results also show that experience also refreshes principal's performance, which help him achieving his objectives. Table 8 shows that principals having the experience of 21 to 30 years help to improve teachers' performance, which ultimately help teachers growth and performance.

Conclusions

Conclusions, drawn from statistical findings of this study, are given below:

The study concluded that individualized consideration is highly correlated with the teachers' performance followed by intellectual stimulation. The overall leadership effectiveness regarding the two transformational leadership skills is on moderate level so the head teacher should concentrate on his leadership skill, intellectual stimulation, in which his performance score is comparatively lower than other three skills. When the principal demonstrates his intellectualism, all teachers possibly become intellectual and perform well from every corner. Thus, the school gradually, becomes better and appreciative. The results show that the head teachers having age 51–60 years are more effective than all the other age groups. The results also show that the head teachers possessing the administrative experience 21-30 years are more effective in leadership practices than the others administrative experience groups.

Recommendations

Following are the recommendations of the study

1. The transformational leadership skills regarding teachers' performance are of moderate level. It is recommended that the principal abundantly demonstrate these practices to achieve better performance of his teachers.
2. The findings of the study revealed that head teachers' leadership skills are correlated with teachers' performance.

3. It is recommended that the head teacher may act as role model for their followers; the head teacher may encourage, motivate, inspire and guide his employees for their improvement.
4. It is recommended that he may express good thought and feelings in meeting, the teachers' may express their ideas and give fruitful opinions for the improvement of the institution.
5. The head teacher must be appointed as Chief Executive Officers (CEOs) and District Education Officers (DEOs) so that they may share their excellent leadership skills with the school head teachers of their districts.

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