Association between Secondary School Heads' Leadership Skills and Teachers' Job Performance

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Abstract

This research aimed to determine the association between school heads' leadership skills and the job performance of secondary school teachers. The study's objectives were to identify the leadership skills of secondary school heads, assess teachers' job performance, and determine the association between the leadership skills of school heads and teachers' job performance in district Jhang. The researchers developed questionnaires to measure the school heads' leadership skills and the job performance of secondary school teachers. Taking secondary schools in the district as population, 30 secondary schools from tehsil Jhang were selected as a study sample. A stratified sampling technique was used to collect the data. The study found a weak positive relationship between school heads' leadership skills and secondary school teachers' job performance. The study suggests that orientation sessions and refresher courses might be organized to meet the needs of learning leadership skills by school heads. The study was delimited to district Jhang only; another study with a larger sample size is recommended. Furthermore, it is also recommended that a survey be conducted that may explore the mediation and moderation role of factors in the relationship between school leadership skills and teachers' job performance.

Keywords: *School teacher, School head, leadership skill, job performance, secondary school.*

Introduction

Leadership is the ability and concrete skills of the people, groups, or administrations to guide, inspire, or provide direction to other people, groups, or the whole organization, claiming it to be a multifaceted phenomenon (Collinson & Tourish, 2015; Gunawan ,2015; Nurabadi, et al., 2019; Buribaivich, et.al., 2022). According to Edwards (2019), leadership is the system that leads to a high-quality impact on men and women and organizations. It is noted that for a common purpose it implies that a leader is no longer self-centered but instead has a positive impact on others and does the correct actions with the assistance of subordinates and coworkers. Hence, the strategies, attitudes, and abilities leaders need to improve employee welfare and advance their organizations are known as leadership skills (Lindegaard, 2010). While literature reports that skills are the capacity to carry out tasks successfully and is determined by the combination of learning and inheritance. Leadership skills are "the ability to learn, often with the least investment of time, energy, or both, and with the greatest certainty of achieving a given result" (Knapp, 2007). The importance of head teacher leadership skills in achieving teachers effective job performance is an exploration carried out by the researchers in the field of management as well as education (Sergiovanni, 1994; Kochamba & Murray ,2010).

According to Prastiawan et al. (2020) skilled leader can easily lead the school's course effectively. Therefore, mastery of management skills is necessary for all education administrators. In addition, the opportunity to develop a school as a principal necessitates an exceptionally creative level of leadership. Skills are the capacity to perform tasks based on professional competencies, with observable outcomes. Katz (1955), the first scholar to advocate a skills-based approach to leadership discovered that three fundamental abilities are necessary for effective leadership: technical skills, human or interpersonal skills, and conceptual skills. Mulyono (2018) suggests three categories of skills that must be possessed by school heads to succeed in their leadership, specifically: conceptual skills; human skills; and technical skills.

Kariuki (2016) argues that educational institutions are social organizations that benefit from highly competent leadership. They are community groups

that work directly with students in need of extra support in the classroom. In light of this, it follows that all school heads, regardless of the level of social organization, require the same three basic categories of leadership managerial abilities: technical skills, human /interpersonal skills, and conceptual skills. Conceptual skills included: planning skills, problem solving skills, decision making skills, critical thinking skills, creative skill. Human relation skills by school heads included: Communication, Collaborative skill, Motivation skills, empathy skill, positive attitude, appreciation skills, and integrity skill. Technical skills included: knowledge of specific work, ability to use technology, budgeting skills, delegation skill, and specialization (Masenya, 2022).

It is noted in the literature that job performance describes the effectiveness of an individual in a specific task or job (Dirane et al., 2020). A characteristic of a worker's behavior is how much energy he has to complete his assigned tasks. Hence, motivating to increase worker energy is necessary to shape behavior appropriately and determine overall job performance (Mitchell et al., 1987). The performance of teachers is one of the most important determinants of the success of an educational institution as a whole. Teachers are the institution's pillars, and their contributions are essential to the institution's success (Akande, 2014). Factors that can impact a teacher's performance in the schools include the skills of leading by the school principal. As mentioned earlier, teachers' job performance is entirely dependent on the type of leadership style a leader practices (Lussier & Achua, 2022). This is large because the type of leadership style exhibited by leaders is seen as an important factor in the job performance of the teachers included: teaching skills management skills, Discipline and regularity**,** Interpersonal relations (Drewziecka & Roczniewska, 2018).

Literature reports the effectiveness of instructional leadership in school organization, but very few researches directly measure the relationship between instructional leadership and school management (Sebastian et.al., 2019). Researches other than educational organizations report that there is positive relationship between leadership and employee performance (Iskamto et al., 2021; Wahab, et al. 2016; Ali. et al., 2013; Mumford, Marks & Connelly, 2010). Some studies report the association between leadership and employee performance based on the path-goal theory, the

influence of leader behavior on subordinates depends on aspects of the situation, including job characteristics and leadership characteristics (Ari & Anwar,2021). Most of the school principals' global strategies are to impact the school by enhancing the teachers' performance in their schools. These strategies include utilizing several leadership styles and leadership skills, e.g., technical skills, human skills and creative skills (Katz,2009). One study claimed that through employee motivation and encouragement leadership achieved its goal of an efficient and effective organization that is sustainable as well(Lani ,et al., 2023). This is evident from the literature that very few empirical researches are available in the field of educational leadership to study the relationship of leadership skills with teachers' performance in the schools. The current study is an attempt to find out the association between leadership skills and teachers' job performance in secondary schools.

Research Question

The study was conducted to answer the following research question: Is there any association between school heads' leadership skills and teacher job performance?

Research Design

The study employed quantitative correlational research design to explore the association between school heads' leadership skills and teacher's job performance. The study population is male & female public sector teachers at the district Jhang's secondary level. The entire population in the current research consisted of 199 male and female secondary schools from the district of Jhang. The Jhang district is divided into four tehsils. In this study, one tehsil was selected for the sample, which was 25% of the total population of the district Jhang. The total population of the selected tehsil, Jhang, was 114 males and females. A stratified sampling technique was used for selecting the sample. 15 male secondary schools and 15 female secondary schools 25% of the total population of district Jhang. To collect data from sample Questionnaires of head leadership skills and teachers' job performance based on a five-point Likert scale were developed and adopted for teachers respectively.

The questionnaires of head leadership skills had 88 items under seventeen indicators i.e. planning skill with six items, problem-solving skill with five

items, decision-making skill with six items, critical thinking with six items, and creative skill with five items. Communication skills, collaborative skills, motivational skills, empathy skills, positive attitudes, appreciation skills, integrity skills, knowledge of specific work, ability to use technology, budgeting skill, delegation skill, and specialization with five items. The questionnaires of teacher job performance had 25 items under four factors i.e. teaching skill with seven items, managerial skill with five items, discipline & regularity with six items, and interpersonal relationships with seven items. Cronbach alpha value was found to be .847 and .87 for these two questionnaires.

Data Analysis

The SPSS 23 was used to analyze the data, collected through questionnaires. Descriptive and inferential statistics were used to describe the data, including f, mean, and standard deviation, and to infer the data with t-test and Pearson correlation.

Table 1

Analysis of Head Teacher Leadership Skill (Sub Factors)

Heads Leadership Skills	Head teachers' leadership skill (Sub factors)	**Mean**	**SD**
Conceptual Skills	Planning skill	4.05	1.03
	Problem solving skill	4.01	1.00
	Decision making skill	3.74	1.10
	Critical thinking skill	3.71	1.07
	Creativity skill	3.63	1.10
Human Skills	Communication skill	3.91	1.07
	Collaborative skills	3.96	.97
	Motivational skill	3.80	1.10
	Empathy skill	3.92	1.02
	Positive attitude	3.74	1.05
	Appreciation skill	3.95	.99
	Integrity skill	4.00	.98
Technical Skills	Knowledge of specific work	4.01	.97
	Ability to use technology	3.37	1.26

Budgeting skill`	4.02	.95
Delegation skill	3.59	1.12
Specialization	4.02	.98

Table: 1 reflects the mean scores for the following factors of head teacher's leadership skills i.e. Teacher perception about head teachers' leadership skill planning skills (M=4.05, SD=1.03). Teacher perception about Problem solving skill (M=4.01, SD= 1.00); teachers perception about problem solving skill (M=3.74, SD=1.10); teacher perception about critical thinking skill (M=3.71, SD=1.07);teachers perception about creativity skill(M=3.63,SD=1.10);Teacher perception about communication skill(M=3.91,SD=1.07); school teachers observation about collaborative skills(M=3.96,SD=0.97); school teacher perception about motivational skill(M=3.80,SD=1.10);   teacher   observation   about   empathy skill(M=3.92,SD=1.02); secondary school teachers perception about positive attitude (M=3.74,SD=1.05); school (SST) perception about appreciation skill (M=3.95,SD=0.99);school (SST) perception about Integrity skill (M=4.00,SD=0.98); teacher perception about knowledge of specific work (M=4.01,SD=0.97); school(SST) perception about ability to use technology(M=3.37,SD=1.26); teacher perception about budgeting skill(M=4.02,SD=0.95);teacher   perception   about   delegation   skill (M=3.59,SD=1.12);secondary   school   teachers   perception   about specialization (M=4.02,SD=0.98) .All the mean and SD of all teachers indicated agreement toward theses factor.

Table 2

Analysis of Teacher Job Performance (Sub Factors)

Teachers job performance (Sub factors)	Mean(teachers)	SD (teachers)
teaching skill	4.34	.78
management skill	4.31	.786
Discipline and regularity	4.54	.66
Interpersonal relations	3.30	.70

Table .2 reflects the mean scores for the following factors of teacher job performance i.e. Teacher perception about teachers job performance

teaching skills (M=4.34, SD=.78). Teacher perception about management skill (M=4.31, SD= .786); teachers perception about discipline and regularity (M=4.54, SD=.66); teacher perception about Interpersonal relations (M=3.30, SD=.70); All the mean and SD of all teachers indicated agreement toward theses factor.

Table 3

Overall Correlation Analysis of Head Leadership Skills and Teacher Job Performance (Teacher)

		Head leadership skill	teacher job performance
Head leadership skill	Pearson Correlation	1	.268**
	Sig. (2-tailed)		.000
	N	195	195
teacher job performance	Pearson Correlation	.268**	1
	Sig. (2-tailed)	.000	
	N	195	195

Table 3 shows correlation analysis to measure the degree of relationship between head leadership skill and secondary school teacher's job performance according to the perception of teachers of secondary schools of district Jhang. As the result indicates the value of r is .268 which means weak positive correlation between head leadership skill and teachers job performance. This relationship is statistically significant because the p-value.000 less than 0.05.

Discussion

The study is an attempt to find out the association between heads' leadership skills and teachers' job performance. This study's findings are similar to those of Koskie et al., (2020) who conducted their research in Narok County, Kenya on primary school head teachers and teachers to explore the effect of head teachers' leadership competencies on school management effectiveness. The outcomes of this study depicted that the skills of head teachers greatly influence the discipline of staff and students. Likewise, teacher leadership also determined a positive and significant

association with the success of students in the classroom as proved by Shen et al., (2020) in their Mata-Analysis study (Mutohar, & Trisnantari 2020). The study is also similar in the result of current research. Similarly, one study shows that various behaviors of the leader provoke followers' behavior that can potentially benefit the organizations (Lai.et al.,2021). The study's findings showed that the administrators' management abilities influenced the school's efficacy, the implementation of learning monitoring, the creation of school culture, and the instructors' performance. If the school principals had good managerial abilities to monitor learning, establish a solid school culture, and enhance teacher performance, the school would be more effective. The result of the indirect effect of managerial skill on teacher performance 0.000 <0.05 is significant. The findings of Renata, Wardiah, and Kristiawan's (2018) study demonstrate that the efficacy of teachers' work in classrooms is influenced by the supervision that is put in place. The abilities of the principal have a significant impact on the attitudes and performance of the teachers. (Khun-Inkeeree et al., 2019). The study's findings are a clear clue on significant relationship between leadership skills and teacher's job performance that further supports the impact of human skills more on the teachers' job performance.

Conclusion

The study concluded that most secondary school teachers perceive that human skills that include Motivational, Empathy, Positive attitude, Appreciation, and Integrity are more practiced by the school heads compared to conceptual and technical skills. There is a significant weak positive relationship exists between school heads' leadership skills and teachers' job performance.

Recommendations

The findings of the study recommends that there is a need to address the conceptual skill development of the school heads and along with this there is also a need for planning and designing training programs that address the development of technical skills among school heads. The study further, recommended that there is a need to develop strong interpersonal skills among the teachers in a secondary school. The findings also recommend training the teachers in the development of communication skills that may

support their job performance. Moreover, a similar study may be conducted at large scale to explore the mediation and moderation factors influencing the relationship between school heads leadership skills and teachers job performance.

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