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Impact of Academic Leadership on the Teaching Performance of Teachers at Secondary Level

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Abstract: *The present study aims to see the “Impact of academic leadership behavior on the teaching performance of teachers at the secondary level.” The study was delimited to the government high and higher secondary schools (male) of District Dir (lower) KP (Khyber Pakhtunkhwa). The sample was comprised of 274 out of 945 SST and SCT teachers of Dir (lower). Data was collected using a questionnaire comprised of 39 questions, and the collected data was analyzed using regression statistics. The findings of the study showed that leadership behavior has a great influence on teacher’s performance. The value of $p = .000$ is less than the level of significant $= .005$, which shows a significant influence on teaching performance.*

Key Words: Academic Leadership, Teaching Performance, Teachers, Secondary School Level,

Introduction

Leadership has the quality to persuade workers toward the desired goals. Thus, a leader has the ability to train and influence subordinates who have dissimilar skills and notice the subordinates of an organization’s goals and achievements. The leader possesses the qualities of unity and values of common people, irrespective of getting a side (Winston et al., 2006). Good leadership can be seen in relations with subordinates to bring improvement to the common school. Leadership has a vital role in providing an effective formal education school, which requires a specific altitude, quality supporting staff, trained and qualified academic staff, and efficient and professional instructional leaders. Being a developing country, Pakistan has many educational problems, such as a heavy bureaucracy, a very traditional teaching style, and inadequate funding for education. To improve the nation's entire educational system, all evolving educational policies and visions are components of the country's educational development plans. The most frequent obstacle to educational initiatives that are implemented without knowledge of the required systemic changes is bureaucracy (Rizvi, 2010).

Academic Leadership

A well-known saying goes, “A good leader has the bravery to make difficult decisions, the self-assurance to stand alone, and the compassion to listen to the concerns of others. He does not set out to be a leader, but by being equal in his deeds and sincere in his intentions, he ends up being one (Anderson, 2013). Academic leaders develop and communicate a clear vision about the direction of the school and expect that the teachers will accept the vision and apply it consistently in their classrooms. An established vision and goals will direct the school toward an elevated student. Under the established goals for school and in better communication, teachers will work together for a common cause (Du Plessis, 2013). Principals perceive that for successful schooling, they have the authority to observe the teaching of teachers, and the learning of students has a minor role in helping and presenting ambiguous information. Shortly, for effective academic leadership, a principal needs structured staff and the full support of the district because most principals do not possess the knowledge and skills that are needed for academic leaders (Tsinidou et al., 2010).

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Leadership Behaviors

To increase community well-being and contribute to the growth of a country, a leader's behavior is a crucial requirement that must be addressed. Through its role in achieving the behavior's objectives, leadership behavior must rely on the empowerment of all societal elements (Sholichah et al., 2021). The degree to which students' learning experiences are expected to improve society's quality will largely influence the success of accomplishing the aims of leadership behavior (Ulya et al., 2021). Pedagogical competencies, personality competencies, social competencies, and professional competencies are all indicators of teacher performance. The capacity to organize, oversee, and evaluate students learning is known as pedagogic competence. Personal competency is linked to a teacher's work ethic and duty to the profession. Mastery of the resources, frameworks, ideas, and scientific perspectives that underpin the subject being taught and foster professionalism are all part of social competency, and one should be able to communicate with other instructors, principals, students, and members of the community (Mangkunegara & Puspitasari, 2015).

Research Objectives

1. To find out the impact of a leader's behavior on the teaching performance of teachers at the secondary level.
2. To find out the impact of leadership qualities on the teaching performance of teachers at the secondary level.
3. To find out the impact of leadership responsibilities on the teaching of teachers at the secondary level.

Research Hypotheses

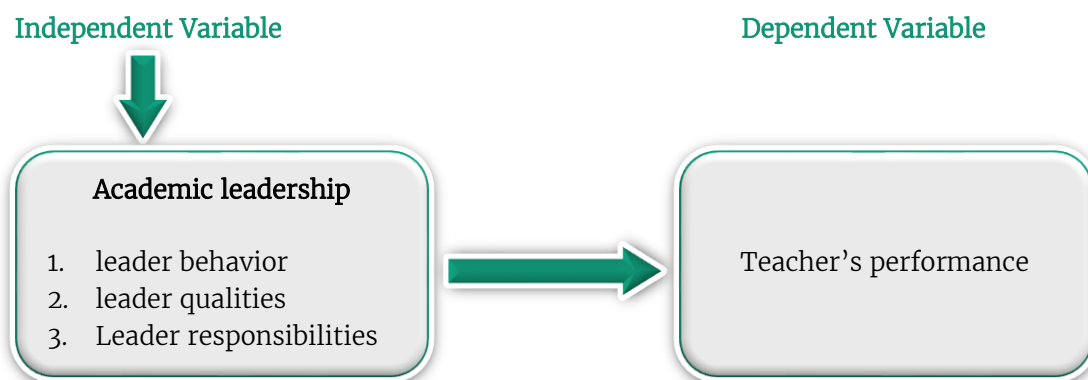
H₀₁: There is no significant impact of a leader's behavior on the teaching performance of teachers at the secondary level.

H₀₂: There is no significant impact of leadership qualities on the teaching performance of teachers at the secondary level.

H₀₃: There is no significant impact of leadership responsibilities on the teaching performance of teachers at the secondary level.

Conceptual Framework

The current study was comprised of the following two variables (independent and dependent). The current study analyzed how academic leadership behavior, qualities, and responsibilities influenced teachers' performance at the secondary level.



Significance of the study

The study is very significant in many ways. One of them is that this study may help fill research gaps for upcoming researchers. Secondly, this research may contribute to the existing knowledge about the related study. Similarly, the findings of the study may provide guidance, support, and professional development opportunities that help teachers enhance their instructional practice. Further, the findings may help academic leaders provide a conducive environment that empowers teachers to excel in their roles and improve the learning process. Furthermore, this study can also help academic leaders identify the types of



professional development programs, coaching, monitoring, and resources that are most effective in helping teachers develop their skills and stay updated with best practices.

Literature Review

Leadership

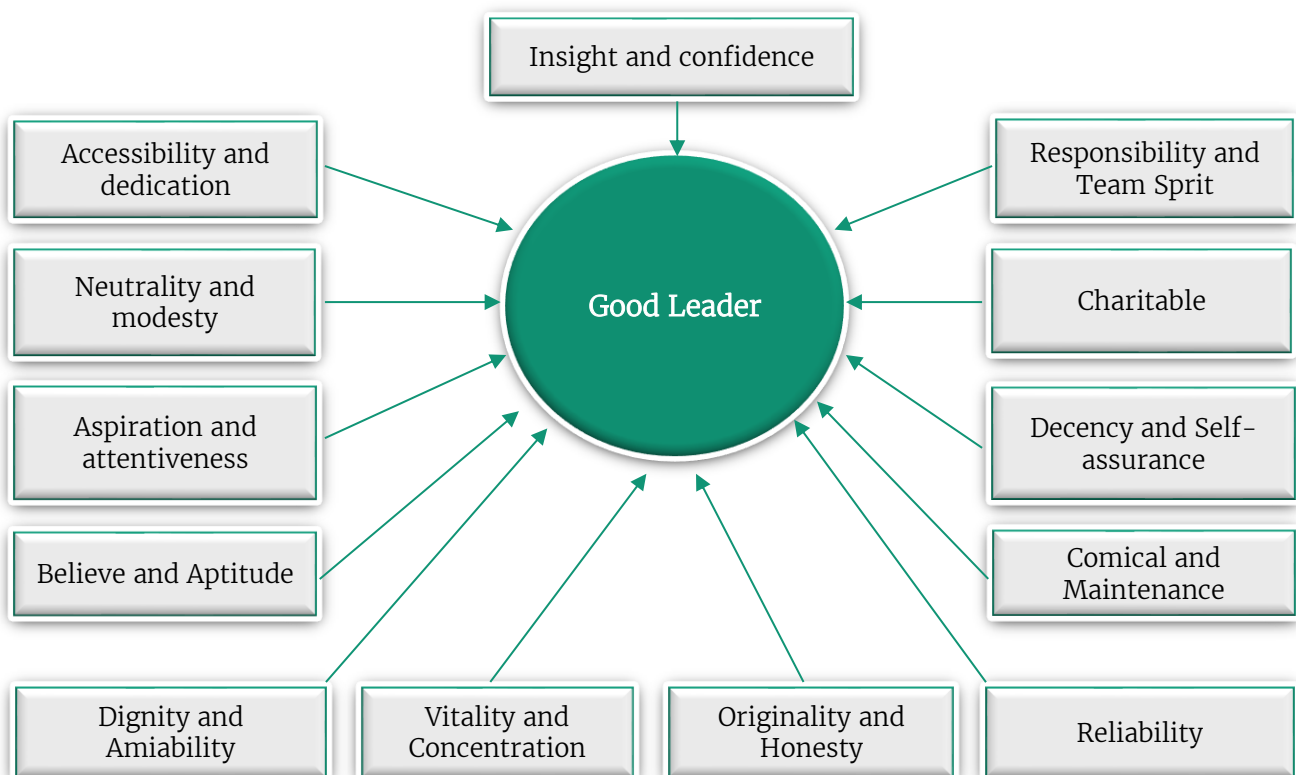
Leadership plays a key role in the success of an organization, whether the type of leadership may be in business, industry, or education. Leadership is the process of helping people to work hard to accomplish the desired objectives. Leadership requires managerial skills to operate people within an organization to reach the objectives (Yukl et al., 2006). The holder of this position has official authority over the subordinates that need to be managed and directed. It is necessary to guide the subordinates towards appreciating the benefits of their labor. Cash (money), friendship, status, approval, or a combination of any of these could be used to describe this. Supervisors or managers are the terms most often used to describe formal executives who have the authority to reward or penalize. The effectiveness of such leadership is less dependent on experience and teaching ability and more dependent on management style (Hicks & Gullet, 1975). Teachers hold an essential part in the teaching-learning process because they determine the progress of students; a teacher is like a facilitator, motivator, learning engineer, and source of learning inspiration for students in their position as educator (Lazarides et al., 2020).

Leadership in Higher Education

A leader is a motivating person who guides and inspires his followers to achieve a particular objective or result. The art of leadership involves inspiring and motivating people to work hard towards a common goal. The capacity of leadership is the capacity to steer others' efforts towards success (House, 2004). The term academic leadership is used to describe leadership that is necessary in higher education. Academic leaders should inspire, motivate, guide, and lead the faculty members toward the accomplishment of a common goal. Academic leaders must first gather all of their followers, then instruct each one on how to complete the assignment, and then grant them the authority to complete the task so they can freely achieve the goal that has been set. Academic executives face more difficulties than business organization leaders (Gmelch, 2002).

Figure

Model for Qualities of a Good Leader (Olanrewaju et al. 2019)



Research Methodology

Nature of the study

By nature, the study was quantitative. Numerical data collection and analysis constitute the process of quantitative research design. It can be used to evaluate causal links, identify patterns and averages, formulate forecasts, and extrapolate findings to larger populations. Quantitative research is the numerical representation of the existing facts. The researcher used a quantitative method and conducted the study at the secondary school level.

Research Design

Design is the framework of the research method and techniques chosen by the researcher to conduct the study. It serves as a guide for gathering, calculating, and analyzing data relevant to the study's goals. Descriptive statistics is used to analyze the frequency, percentage, and mean of the collected facts. Regression (statistical test) is applied to investigate the influence of the academic leader's behavior, responsibilities, and qualities on the teaching performance of teachers at the secondary level.

Population

Population means a group of individuals of the same species living and interbreeding within a given area (Luck et al., 2003). All male government high schools in District Dir (L) of KP province were the population of the study.

Table 1

S. No	No high schools	No higher secondary schools	SST Teachers	SCT Teachers	Total Teachers
1	75	36	650	295	945

Sample Size

The sample is the sub-part of the population from which the researcher collected data. There are 295 SCT and 650 SST teachers, according to the IMU report May 2023, in District Dir (L). The researcher collected data from 40 schools. 137 SCT teachers and 137 SST teachers were sampled for data. Samples are selected according to the Raosoft, Inc. sample size calculator.

Table 2

S.No	No SST Teachers	No SCT Teachers	Total Teachers	Sample Size
1	650	295	945	274

Tools of Data

The researcher used an adopted questionnaire to collect the data from the selected respondents.

Lirket scale

A= agree SA= strongly agree

N= Neutral DA= disagree

SDA= strongly disagree

Data Collection Procedure

The researcher visited the schools in District Dir (Lower) personally and distributed the questionnaire to the respondents to fill out. After some days, the researcher gathered the distributed questionnaires from the respondents. The investigator gathered the information from the filled questionnaire.

Data analysis

The researcher analyzed the data through SPSS (2021). The researcher further applied statistical tests (regression, % mean, and frequency) to the collected data.



Results

Table

Leader behavior and teachers' performance

Hypothesis	Regression Weights	B	R ²	P-value	Hypothesis Supported
H ₀₁	LB→TP	1.92	.98	0.000	NO

Note: N=274, ***p < .001, **p < .05, *p < .01, LB: Leader Behavior, TP: Teachers Performance

The above table predicts that leadership behavior significantly influences teacher performance, $P < 0.001$ (P-value is the probability of obtaining results at least as extreme as the observed results of a statistical hypothesis test), which indicates that *Leader Behavior* plays a significant role in shaping *Teacher's Performance* [$\beta=1.92$ (Beta is the average amount by which the dependent variable increases when the independent variable increases one standard deviation and other independent variables are held constant) $P < 0.001$]. The results clearly show the positive effect of the leader's behavior. Moreover, the $R^2 = .98$ (R-squared (R^2) is an estimate of how much beta and alpha together help to explain the return on security versus how much is random variation.) depicts that the model explains 2.69 % of the variance in *Teacher's Performance*. Therefore, the null hypothesis H₀₁: "There is no significant impact of leader's behavior on teaching performance of teachers at secondary level" is rejected.

Table

Leadership qualities and teachers' performance

Hypothesis	Regression Weights	B	R ²	P-value	Hypothesis Supported
H ₀₁	LQ→TP	1.85	.97	0.000	NO

Note: N=274, ***p < .001, **p < .05, *p < .01, LQ: Leader Qualities, TP: Teachers Performance

The above table explains that leadership qualities have a great effect on teachers' performance, $P < 0.001$ (P-value is the probability of obtaining results at least as extreme as the observed results of a statistical hypothesis test), which suggests that the *Leader's Qualities* has a major impact on forming *Teacher's Performance* [$\beta=1.92$ (Beta is the average amount by which the dependent variable increases when the independent variable increases one standard deviation and other independent variables are held constant) $P < 0.001$]. It is evident from the data that the leader's qualities have a beneficial impact. Moreover, the $R^2 = .97$ (R-squared (R^2) is an estimate of how much beta and alpha together help to explain the return on security versus how much is random variation.) illustrates how the model clarifies 2.65 % of the variance in *Teacher's Performance*. Therefore, the null hypothesis H₀₂: "There is no significant impact of leadership qualities on teaching performance of teachers at secondary level" is rejected.

Table

Leadership Responsibilities and Teachers' Performance

Hypothesis	Regression Weights	B	R ²	P-value	Hypothesis Supported
H ₀₁	LQ→TP	2.27	.98	0.000	NO

Note: N=274, ***p < .001, **p < .05, *p < .01, LQ: Leader Responsibilities, TP: Teachers Performance

The above table shows that leadership responsibilities have a great influence on teachers' performance at the secondary level, $P < 0.001$ (P-value is the probability of obtaining results at least as extreme as the observed results of a statistical hypothesis test) demonstrating that the *Leader's Responsibilities* greatly influences the formation of *Teacher's Performance* [$\beta=1.92$ (Beta is the average amount by which the dependent variable increases when the independent variable increases one standard deviation and other independent variables are held constant) $P < 0.001$]. The outcomes unmistakably demonstrate the beneficial impact of the *Leader's Responsibilities*. Moreover, the $R^2 = .98$ (R-squared (R^2) is an estimate of how much beta and alpha together help to explain the return on security versus how much is random variation.) illustrates how the model clarifies 2.69 % of the variance in *Teacher's Performance*. Therefore, the null hypothesis H₀₃: "There is no significant impact of leadership responsibilities on teaching performance of teachers at secondary level" is rejected.

Conclusion

On the basis of the above study, it has been concluded that leadership behavior has a great impact on teacher's performance. Leadership behavior significantly influences teaching performance at the secondary level. The fair and humble behavior of the leader prospers teaching performance; otherwise, it is degraded. The rude and callous behavior of the leaders iron out the ways in which conflicts destroy the calmness of the school environment. So, a leader's behavior is one of the most important factors that may lead to better performance.

Another important factor is the managerial qualities of the leader, which affect the teaching performance of the teachers at the secondary level. Effective communication, organizational skills, and the ability to motivate and inspire educators, as well as clear expectations, constructive feedback, and support from leaders, foster a culture of continuous improvement among teachers. Well-skillful and expert leader improve their teachers' performance by arranging seminars and workshops. A leader who possesses managerial qualities faces a lot of challenges that hinder development.

Leadership responsibilities also have a significant influence on the teaching performance of teachers at the secondary level. When leaders provide clear guidance, support, and resources, teachers are more likely to excel. Effective leaders create a positive school culture, establish a shared vision, and facilitate collaboration among educators. They play a crucial role in the professional development of teachers, ensuring teachers have opportunities to enhance their skills, which positively impacts classroom instructions and student outcomes. An irresponsible person has various negative impacts on an individual and on those around them. Irresponsibility may lead to broken communities, trust, issues, and strained connections. Irresponsible behavior may result in missed deadlines, decrease productivity, and foster a negative work environment.

Recommendations

The following are the recommendations in light of the conclusions:

- On the basis of finding 1 (Most of the respondents, i.e., 100 out of 274 (36.5%) strongly agree to the statement "The leader Impose his/her decision.") It recommends that leaders may involve teachers in the decision-making process, shares and communicate responsibilities to staff effectively, be sympathetic with staff.
- On the basis of findings 2 (Most of the respondents, i.e., 120 out of 274 (43.8%), strongly agree with the statement "The leader has the desire to improve the school.") Leaders may try to improve the school by using effective leadership skills, have self-confidence and try to improve their knowledge regarding leadership.
- Academic leaders may try to arrange meetings and seminars for the betterment of teachers to improve their teaching skills. Leaders may also try to provide a learning environment and contact parents regarding their ward issues.
- On the basis of finding 3 (Most of the respondents, i.e., 103 out of 274 (37.6%) strongly agreed with the statement "Study the situation carefully before making a decision.") It recommends that academic leaders decide a decision on the democratic method; they may try to visit the classrooms to ensure teaching-learning process and give instructional tips to their teachers.
- Leaders may try to ensure the use of audio-visual aids and give rewards for the best performance to achieve the set target according to their expectations.
- It is highly recommended that academic leaders try to build the spirit of justice, equality, and brotherhood to reduce the conflicts among teachers.

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