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PREDICTION OF TEACHERS' PERFORMANCE THROUGH LEADERSHIP STYLES IN HIGHER EDUCATION INSTITUTIONS

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KEYWORDS	ABSTRACT
Leadership Styles, teachers' Performance, Higher Educational Institutions, Pakistan	This article aimed to predict the teachers' performance through leadership styles in developing countries like Pakistan. For this purpose, the survey approach was used by collecting data from the head of department and teachers hailing from southern region HEIs, KP, Pakistan. Correlation and regression analysis were sued to examine association and cause-&-effect relationships that were validate through results from previous studies from literature. Teachers' performance was predicted by assessing its association and impact with the transformational and transactional leadership styles. Results offered significant information in reaching conclusion and making decisions. It was concluded that significant association and impacts were found through SPSS. It was decided that leadership styles have significant association and impact on teachers' performance in the higher educational context in Pakistani perspective. The study suggest that transformational leadership is more effective in predicting performances than transactional leadership style. The results offer significant clues for future researchers to conduct further studies.
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INTRODUCTION

The competent, devoted and effective leadership is the rock-hard phenomenon for the academic institutions that helps strategically in improving the academic standards. In this drive, the main role is always pivot around the inspiration and motivation of leadership towards the employees beneath to ensure the desired outcomes (Khan, Farhat, & Saqib, 2021). In higher educational institutions, the leadership can strive and thrive only when working together with employees as one-unit to realize predefined institutional objectives (Khan, Gerald, Islam & Saif, 2023). In this linking, both these

units (leadership & employees), are therefore responsible for the effective academic standards, and desired institutional standings over active and efficient performances (Saleem, Aslam, Yin & Rao, 2020). In modern era, the education, being imparted to students, should be in-line with the global standards to meet socio-economic growths and socio-strategic changes in prevailing circumstances toward success (Khan, Idris & Amin, 2021). In higher institutions, different officials are working on different positions in the leadership roles who are responsible to perform their responsibilities in the institutional hierarchy (Amin, Tatlah & Islam, 2018). However, the key role towards academicians in department which has been considered as nucleus of teaching and leading activates is usually performed by head of academic departments (HODs) in institutions to ensure the desired values and required standards.

The head of departments are responsible to handle academic and administrative affairs along with inspirational motivation of teachers to ensure strong academic influence as required for effective institutional structure. The head of departments, in leadership roles are considered as nucleus for managerial linkages to ensure the academic standards and institutional dynamics (Tahir, Abdullah, Ali & Daud, 2014). The main features of leaders comprising intellectual stimulation, inspirational enthusiasm, emotional intelligence, strong working capacity, strong personal attributes, decision-making ability and power, communicative tolerance, and discipline, evenness, commitment, strong vision, and culturally and socially diverse (Khan & Nawaz, 2016). The leaders are thus required to ensure these parameters by adopting suitable style to ensure strong will and commitment towards the institutional credibility and success in diverse situations (Andriani, Kesumawati & Kristiawan, 2018). The academic leadership is direly needed to comprehend the situations thereby using their knowledge and skills to overcome challenges related to institutional development in the complexed cultures (Saleem, Aslam, Yin, & Rao, 2020). Therefore, there is a need to develop the strong bracket between leadership and employees in the institutions towards comprehension of desired leading institutional outcomes.

In contemporary era, cultural and social variations entirely changed the demands and eventualities with respect to higher education system towards stakeholders' needs. In this connection, the main responsibility falls upon leadership and workforces beneath to overwhelm the situations as per the stakeholders' demands (Khan, Idris & Amin, 2021). The leadership is most dynamic phenomenon to inspire employees to show their utmost motivation through effective performances to realize their assigned tasks from different parameters to ensure anticipated outcomes (Farooq, Dilshad & Qadir, 2022). Thus, under effective leadership, higher institutions are playing significant role in meeting the higher expectations from stakeholders to promote the ethical values and morality by defending cultural individuality (Khan, Gerald, Islam & Saif, 2023). Correspondingly, globalization, conflicts, inadequate financial resources and brain drain are critical issues faced by academic leaders in the academic institutions (Hafeez, Abbasi & Novita, 2023). In this drive, different traits and styles are recommended by leadership experts to meets the uncertain situations in the tailor-made format by utilizing the skills and potentials toward desired outcomes (Mahmoud, Belbase & Alsheikh, 2023). However, the applicability of leadership traits in different situations is still questionable in diverse leading contexts.

LITERATURE REVIEW

The education sector is confronted various challenges in current competitive environments due to cultural variations, economic crunches and emergence of the public-private partnerships in diverse spheres. The leadership utmost responsibility is to assist knowledge-based endeavors by producing conducive environments that is kind and supportive for knowledge sharing (Fairman & Mackenzie, 2015). The academic leadership inspires the followers by nurturing their attitude and behavior by cultivating confidence, providing vision, inspiring creatively and innovation that are considered as determining factors towards the institutional success (Grunberg, Barry, Callahan & Schoomaker, 2018). The leadership main responsibility is to inspire the different groups working in institutional hierarchy those who are culturally, ethically, psychologically and intellectually varied (Wen, Ho, Kelana, Othman & Syed, 2019). In developing countries, the situation is more alarming due to the cultural diversities, economic crises and lack of competent and committed leadership (Khan, Idris & Amin, 2021). Consequently, the selection of effective leadership for higher institutions becomes vital for developments and success (Khan, Gerald, Islam & Saif, 2023). On leadership part, special focus is required toward existing challenges to track down the system by revolving the institutions over effective styles.

The leadership different styles have been recommended by researchers; however, the most befitting style is dependent upon the leaders' capability and situational demands. The leadership literature offered different traits and styles however, in contemporary era, transformational and transactional are foremost (Ali & Rehman, 2016). The transformational leadership is based upon certain artistic attributes that are vital in determining the desired outcomes (Tung & Jung, 2018). The transactional leadership is based upon certain attributes for inspiring the workforces through certain rewarding prospects along with the punishments when outcomes are not as per desired standards (Khan, Idris, Amin, 2021). These leadership styles are vital in ensuring the desirability and commitment towards desired eventualities over effective performances as vital in diverse situations (Khan, Gerald, Islam & Saif, 2023). The leadership phenomenon is explored in diverse contexts and environment over different significant attributes and suggested scales, however, to what extent, these styles/traits are reliable in developing countries like Pakistan is main theme of current study. This study aims to confirm the effectiveness of leadership styles (transformational & transactional) towards teachers' performances in Pakistan to validate hypothesized relationships and to produce desired outcomes in particular context.

Leadership Styles

There are several models of leadership styles however, currently, most popular classification is the transactional and transformational extremes on the continuum of leadership (Bass, Avoilio, Jung & Berson, 2003). These two styles include most of leading attributes of leaders explained across the models. The transformational and transactional leadership modes are or have been used in different contexts and situations (Bass & Bass, 2008). In influencing other, both these leadership styles are effective in managing the environment toward desired outcomes based upon the situational and contextual preferences (Dai, Chen & Kuan, 2013). The leadership styles have been validated in the different contexts over different scales that are widely used in the developing countries to pursue leadership studies (Amin, Tatlah & Islam, 2018). The researchers argued that though transactional

& transformational leaders are get involved dynamically in problem solving, still transformational leaders through eminent attributes are effective more than the transactional leaders (Khan, Idris & Amin, 2021). The leaders adopting the particular style is depending on situations and context that requires the specific attribution in realizing the solutions toward different problems (Khan, Gerald, Islam & Saif, 2023), and consequently both these styles are important in different spheres towards different outcomes.

Transformational Leadership

The leaders' attributes are validated in diverse leadership theories based upon the leadership trait, contingency approach and behavioral standing, thus vital for influencing others (Judge & Piccolo, 2004). The leaders who are adopting transformational style are more overwhelmed about followers' needs over individualized consideration along with ultimate eventualities (Paracha, Qamar, Mirza & Waqas, 2012). The leaders are always considering their followers are source for attaining desired outcomes wherein leaders act as role-model while followers act as facilitators in realizing leaders' vision (Sharma & Singh, 2017). The creativity and innovation are main parameters that are ensured by transformational leaders while inspiring followers/employees towards desired consequences (Khan, Idris & Amin, 2021). The transformational leaders are affective in motivating and engaging employees beyond transactional agreements amid followers and leader by ensuring inspirational motivation and intellectual stimulation (Farooq, Dilshad & Qadir, 2022). These leaders are active in building loyalty, self-esteem and trust of employees by considering leaders' directions towards desired outcomes (Khan, Gerald, Islam & Saif, 2023). These leaders are therefore more effective in managing the motivation and performances of employees towards the strategic consequences than transactional leaders.

Transactional Leadership

The transactional leaders, as compared to transformational leaders, are effective in short-term plans in response to desired outcomes (Bass & Bass, 2008). These leaders are offering different rewards as motivational tool to inspire the employees to realize outcomes as per required standards, however, employees are mostly penalized when goals are not met as per the standards (Dai, Chen & Kuan, 2013). These leaders are reactive rather than proactive as they control followers over transactional mechanism through phenomena of reward and punishment (Silva & Mendis, 2017). Transactional leaders inspire the employees towards the decent performances overwhelmed at desired outcomes thereby considering surrounding situational elements for considering the different eventualities (Khan, Idris & Amin, 2021). Transactional leaders always talk about linkages amid employees and leaders toward the psychological values and economic exchanges (Mahmoud, Belbase & Alsheikh, 2023). The contingent rewards are significant attribute of transactional leaderships wherein diverse rewards are offered to employees for chasing different tasks and punishments toward undesirable eventualities (Khan et al., 2023). Transactional leader is effective in managing tasks over effective performances in institutions.

Teachers' Performance

In higher institutions, different working units are effective in managing the different assigned tasks through effective performances that are required for comprehending the situations towards desired

outcomes (Asif & Searcy, 2013). The performance of employees especially teachers, in the higher education institutions, are contingent upon their responses toward professional responsibilities and leadership inspiration that are effective in chasing desired outcomes (Khan & Nawaz, 2016). In this regard, among many compulsions, it is prime responsibility of leadership to bring certain changes in departmental working environment by providing the inspiring atmosphere where teachers perform with utmost commitment thus showing their enthusiastic performance (Khan, Idris, Amin & 2021). The leadership styles (transformational & transactional) are thus effective in providing the diverse opportunities to teachers to perform beyond the expectations towards realization of departmental objectives (Parveen, Quang, Tran, Kumar & Shah, 2022). The teachers' performance is dependent upon certain attributes and parameters that are vital for ensuring exceptional performances (Khan, Gerald, Islam & Saif, 2023). On the part of employees (teachers), the main parameters, needs to be analyzed and debated on priority basis to bring the performances up to desired mark to attain the desired outcomes.

RESEARCH DESIGN

The descriptive and inferential research design was used due to quantitative nature of this study in order to examine the relationships among research variables. The exploratory research and surveys are common methods used in social research to gather information, when the researcher is trying to understand the phenomena along with identification of potential relationships (Bryman, 2012). The population (1740) of study comprises teaching faculties and department heads from southern region HEIs, KP, Pakistan. Sample of 325 employees and head of departments were selected over sampling formula (Yamane, 1967). A dyad questionnaire was prepared in Google Form and shred with emails and WhatsApp groups. Questionnaire was adapted from previous studies like the leadership styles (Avolio & Bass, 2002), and teachers' performance (Khan et al., 2021). Thus, total 310 responses were received and used for data analysis. The data analysis is crucial component of research process that helps researchers in making sense of the information they have collected to derive the meaningful conclusions (Hair, William, Black & Anderson, 2010). Similarly, 7-point Likert scale (ranging from 1-strongly disagree & 7-strongly disagree was used. Diverse tools were applied as per requirement of study like correlation for association and regression for impact in order to attain the desired and leading outcomes. Similarly, the ethical considerations have been ensured to conduct the study in a systematic manner.

RESULTS OF STUDY

The results of study have been presented in this section as outcomes of correlation and regression to produce the desired outcomes. The descriptive analysis (mean, standard deviation, minimum and maximum responses), reliability analysis (internal consistency) and inferential analysis (correlation & regression) results have been presented in order to extract the required information and reaching desired conclusion.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	SD
Transformational Leadership	310	2.47	6.36	4.4737	.76597
Transactional Leadership	310	1.25	5.47	3.2343	.67260
Teachers' Performance	310	1.25	6.44	3.9107	1.13430

The descriptive statistics provide significant information in describing research variables like mean, minimum and maximum respondents' responses rates, and standard deviation for the description of research variables. The results revealed that with respect to transformational leadership, details are (mean = 4.4737, minimum response = 2.47, maximum response = 6.36, and the standard deviation = .76597). The transactional leadership results revealed that (mean = 3.2343, minimum response = 1.25, maximum response = 5.47, and standard deviation = .67260). Thus, the employees' performance revealed that (mean = 3.9107, minimum response = 1.25, maximum response = 6.44, and the standard deviation = 1.13430) and thus descriptive analysis provides significant information in describing the research variables.

Table 2 Reliability Statistics

Research Variables	Items	Cronbach Alpha
Transformational Leadership	10	.882
Transactional Leadership	10	.694
Teachers' Performance	10	.844
Questionnaire	30	.886

The reliability analysis revealed that all research variables have suitable internal consistency and that all variables have Cronbach Alpha values above the threshold value (.6). Likewise, the value of transformational leadership (.882) about (10) items, transactional leadership (.694) in response to (10) items, and teachers' performance (.844) about (10) items, while overall instrument has reliability statistics (.886) regarding (30) items. Thus, all variables have suitable reliability values in reliability statistics. The existing literature also provide the clues regarding similar nature of Cronbach alpha values to determine the internal consistency among leadership styles and teachers' performance in diverse contexts.

Tables 3 Correlation Analysis

		Transformational	Transactional
Transactional Leadership	Pearson Correlation	.098	
	Sig. (2-tailed)	.085	
	N	310	
Teachers' Performance	Pearson Correlation	.513**	.196
	Sig. (2-tailed)	.000	.046
	N	310	310
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis provides significant information in describing associations among research variables like the transformational leadership, transactional leadership and teachers' performance from the correlation outcomes. These results again confirmed strong association between variables like transformational leadership and teachers' performance (.513 & .000), transactional leadership and teachers' performance (.196 & .046), the transformational and transactional leaderships (.098 & .085) in particular context. Thus, these results confirmed the existence of association among research variables and consequently, from the results of these associations, hypothesis 1 is therefore accepted. In the existing literature, various results from the diverse studies have already offered clues about

stronger association between transformational leadership and teachers' performance in the diverse situations and contexts.

Table 4 Regression Analysis

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.515a	.265	.260	.97574
Predictors: Transactional Leadership, Transformational Leadership				

Table 4a Regression Analysis

			ANOVA			
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105.283	2	52.642	55.292	.000b
	Residual	292.284	307	.952		
	Total	397.568	309			
Dependent Variable: Teachers' Performance						
Predictors: Transactional Leadership & Transformational Leadership						

Table 4b Regression Analysis

		Coefficients				
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	SE	Beta		
1	(Constant)	.299	.405		.737	.462
	Transformational Leadership	.753	.073	.508	10.336	.000
	Transactional Leadership	.076	.083	.045	.913	.362
Dependent Variable: Teachers' Performance						

The results of regression in order to examine impact of predictors (transformation & transactional) leadership styles on the criterion variable (teachers' performance) revealed significant information from the prediction. The results from summary table revealed that there exists stronger association (R = .515), and suitable prediction values to determine the variance (R2 = .265) which has been also confirmed through ANOVA results. The results from coefficient of regression also provide the vital information about prediction of individual predicting variables (transformation & transactional) towards criterion variable (teachers' performance). The transformational leadership has significant impact on teachers' performance (.753 & .000). However, the transactional leadership has shown insignificance in the prediction process (.076 & .362). Thus, from these results, the hypothesis 2 is thus partially accepted. The same results have also been evident from various studies conducted in different contexts.

DISCUSSION

The higher education institutions need the leadership style best suited with the institutional values and academic standards to ensure the desirability and commitment towards desired standing and ranking. Leadership diverse styles have been explored in educational context with diverse leading outcomes (Blackmore & Sachs, 2000; Adalberto & Ruben, 2002). The transformational leadership is most researched and most recommended and applied leadership style in the educational context

with its significant role in transformation of the workforces' attitudes and behaviors towards desired outcomes (Martin, Trigwell, Prosser & Ramsden, 2005; Bodla & Nawaz, 2010). Thus, transactional leadership is least popular and effective leadership style in predicting performance of workforces in service-based organizations due to its strict transactional behaviors (Dai, Chen & Kuan, 2013). Still, both the leadership styles have their own space and credibility in diverse organizations based-on leaders' competences & contextual predilections (Fairman & Mackenzie, 2015; Grunberg, Barry, Callahan & Schoomaker, 2018). The leadership styles of head of educational departments have already been explored in different situations with the diverse outcomes (Khan, Idris & Amin, 2021; Mahmoud, Belbase & Alsheikh, 2023), likewise transformational is more effective in educational context due to its role in the behavioral transformations as compared to transactional leadership in diverse situations.

The leaderships styles have prominent role in inspiring the workforces towards strategic tasks and ultimate outcomes wherein both transformational and transactional behaviors are effective in their own spheres. The transformational leadership is popular style in public sector organizations while transactional behavior is mostly functional in private organizations (Amin, Tatlah & Islam, 2018; Khan, Idris & Amin, 2021). The transformational leaders are effective in inspiring teachers toward diverse assigned responsibilities thereby acting as role model for their faculties so as to consider the measures towards development of academic standards (Parveen et al., 2022; Khan, Gerald, Islam & Saif, 2023). This study revealed that the transformational leadership has significant association and significant impact of teachers' performance which have been supported through results of previous exiting studies (Ali & Rehman, 2016; Khan, Idris & Amin, 2021). The transactional leadership style is insignificant from the results which has also been supported over previous studies results (Khan, Farhat & Saqib. 2021; Khan, Gerald, Islam & Saif, 2023). Current study offered vital information about the association and prediction of teachers' performance through the diverse leadership styles (transformation & transactional) of departments head in higher institutions in developing countries like Pakistan.

CONCLUSION

The leadership literature offers significant information about the different styles that are dynamic and effective in organizational context. The leadership styles (transformation & transactional) have been examined in higher education institutions with respect to commitment, motivation as well as performance of employees and teaching workforces. The current study repeated the existing trend again and intended to examine the association and impact between leadership styles and teachers' performance. The results confirmed the existing of significant association between transformational leadership and teachers' performance. Moreover, this study confirmed the prediction of teachers' performance over transformational leadership due to its crucial role in behavioral transformations. This study revealed the insignificant role of the transactional leadership in predicting the teachers' performance due to its serious, inflexible and transactional behaviors. Consequently, the current study endorsed the previous research studies findings wherein the transformational style has been recommended as most popular style of leadership in nurturing the employees' behaviors leading to desired performance in different contexts including the higher education institutions in developing countries like Pakistan.

Recommendations

1. There is a need to find the leadership styles of department heads over assessment diverse tools to recognize predominant leadership styles such as transformational and transactional that is most befitting in prevailing situations in order to sustain the credibility of institutions in competitive environment.
2. The research shows that transformational leadership tends to impact positively the teacher performance in education setting. There is a need to inspire leaders to use transformational leadership behaviors, such as inspiring and motivating teachers, nurturing innovation, and thus providing mentorship.
3. The leaders are required to create a positive culture that supports the collaboration, open communication, and shared vision. There is a need of the leadership styles that promote the positive working environment often donate to higher teacher satisfaction and performance in the higher institutions.
4. The higher education department is required to ensure the leadership training programs for administrators and department heads to enhance their leadership skills. It may focus upon aspects like effective communication, conflict resolution & team-building, may positively influence teacher performance.
5. The institutions are required to implement predictive analytics tools to analyze data trends and identify patterns that may predict future teachers' performance based on leadership styles. This can assist in making proactive decisions to support and improve performance in higher education institutions.

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