

LEADERSHIP ATTRIBUTES AND ENGAGEMENT MATTER TO ENHANCE THE PERFORMANCE OF ACADEMIC STAFF AT SECONDARY LEVEL

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Abstract

The fact cannot be denied that leadership has an impact in enhancing the job performance of teachers through engagement. This research aims to find the effect of head's leadership qualities and work engagement of secondary school teachers regarding work performance. The population for this study secondary school teachers from public sector of Lahore. Simple random sampling technique was employed and 271 teachers were selected as sample for this study. Survey research method based on an adopted questionnaire was employed for collecting data from the participants. Statistical Package for Social Sciences (SPSS) has been used to process and assess the data by common techniques i.e., descriptive and inferential modes of statistics. The findings of this study revealed that leadership attributes and work engagement had moderate correlation with job performance and have moderate effect on job performance. Moreover, leadership attributes had mode significant effect on job performance as compare to work engagement. This research is considered as stepping stone for the adaptation of the best leadership style according to the situation through updated strategies and techniques.

Keywords: Leadership attributes, work engagement, job performance, SSTs

Introduction

Job performance is a major variable with an impact on the organizational performance. Shah (2017) highlighted that in education sector, teachers' performance is the valuable factor that not only affect the student performance but also influence the institutional performance. Therefore, the teaching staff is expected to act in a certain way for achieving the effective performance of the employee by interpreting for gaining advanced tiers of respective output and to meet the social needs and to enhance the effectiveness of organizational objectives (Ali et al., 2016; Dinantara, 2019). According to Torlak (2019) the work performance of teachers can be enhanced by improving the leadership. Also, quality of leadership can help in identifying the output of working of the teacher as well. The effectiveness and efficiency of leadership is directly proportional to the teacher's performance. Thus, improving leadership quality will affect the teacher's performance. In emulous circumstance, associations grow all around the world and experience many obstacles to get targets and convince to be extra effective from others. Pioneer conveys a significant commitment in accomplishment of hierarchical objectives and assists with expanding execution of representatives. Teacher performance significantly relying on leadership, organizational analysis, what kind of initiative they ought to accept assuming they want to upgrade educator execution.

Academic staff plays vital role in promoting and sustaining the performance and quality of schools. Teachers also plays integral role and prove themselves as an efficient resource of main support for universities to accomplish the objectives. Therefore, universities should try to

enhance the performance of teachers as the universities' performance depends on teacher's performance (Hakim & Fernandes, 2017). For the performance evaluation of teachers, it is important to look for their research, teaching, administrative related services and counselling services they provide. Kaiman (2013) mentioned that to perform better, teachers are supposed to meet their responsibilities in an efficient way. Anra and Yamin (2017) elaborated that teacher's performance add values to the overall university's performance. Every individual is different from other as this is the uniqueness of human beings, the leadership attributes believe on the individuality of human beings (Widiger, 2017). The differences in personality defines the characteristics, and dimensions which assures and help institutes in performing better and achieving maximum by onboarding the trustworthy, organized, manageable and committed employees as human resource (Roberts et al., 2017). In addition, the personality traits of leaders affect the performance of employees.

Boundless Management (2017) highlighted that motivation is also an individual approach towards work and collaborations. This type of attitude towards every staff member affected by the leader's behavior especially because of their understandings. Inner motivation of employees is the major factor that differentiate them from the other workers. Farooq and Hanif (2013) elaborated that leadership has a certain responsibility in ensuring that the employees or subordinates are motivated at their work. Majority of the organizational research has linked the job motivation with the model-oriented leaderships, which assumes that subordinates tend to get more motivation from leaders as compared to other staff or colleagues (Achoka, et al., 2011). Therefore, it is presumed that motivation is the condition for the organizations to grow and expand. Institution imaginary impression exceeding, hence it may be assumed and concluded that leadership and motivation have a positive correlation, if one is affected other will follow that change in same direction and lastly, due to these characteristics, it manipulates and dominate motivation (Baah, & Amoako, 2011). Such employees who are more committed and have higher level of motivation those are happy to do hard-working and eager to increase their productivity and effectiveness in their respective institutes. However, different experiments and researches has already confirmed and showed us that South African scholars are on average lines in terms of worldwide benchmarked investigation, which is a serious situation. (Abd-El-Fattah, 2010; Dessler, 2013).

Literature Review

Organizations need to put their focus on enhancing the workers job performance as this is the main reason of organizational growth and environmental consistency (Audenaert et al., 2016). Leadership always helps, support and motivate their subordinates. Iqbal et al., (2015) highlighted that there are many theories that has developed to showcase the relationship between leadership style and job performance. It is also highlighted in the literature that the leaders, who have more capacity of coaching their team, became the reason of organizational success because it solely depends upon the leaders. The successful leaders are always in position to address the employee's capabilities and help them to achieve their goals. Zafar et al (2017) stated that employees ought to animate their presentation through their leaders. Alongside this, previous studies have

highlighted that leadership affect work performance of the employees (Ribeiro et al., 2018). Leadership styles essentially contribute, to achieve consolidated objective administration styles that are representatives and the concerned organizations/institutions and effects the relation of specific relevant to represent greatest ability.

In the same way, Ribeiro et al (2018) expanded the observation and mentioned that leader's affect the employee's and help them to achieve organizational goal by guiding them or helping them to complete their tasks. They not only motivate employees but also ensure that they have accepted the environment around them and provide needed guidance whenever needed (Ahmad et al., 2013). The literature has highlighted leadership styles as an instrument that led the employees to work for achieving the organizational objectives. The personality, reasonable nature, influential traits and tactics of managers bring a very affective change which motivate them to enhance the work performance. There are a lot of scholars who have cited leadership as an action of following the traits of organized and well managed teams and other groups to the direction of setting smart goals increasing goal achievement. The nature and complexities of work varies from each other, every work and workplace have its own environment, expectations and performance indicators. Therefore, Ardakani (2012) stated that job performance can be defined in multiple ways depending upon the nature of work being processed but mainly it is the individual capacity or ability. Wen et al (2019) stated that nature of job performance is derived from work requests distinctively in various associations, and relies upon mission, and beliefs of the associations which are more esteemed in various associations. Researchers from psychology believed that job performance is a multidimensional construct (Zafar et al 2017; Iqbal et al., 2015; Torlak, 2019). Furthermore, the job performance is an individual's capacity to work in order to meet the expectations and standards set by the organizations to meet the organizational objectives (Munaf, 2011; Fernandez, 2015).

The contextual job performance factors such as loyalty and will power, inner motivation has also been acknowledged by the researchers in social sciences as performance is defined and understood as a multidimensional variable. The performance theories defined performance as a behavior that is further elaborated as the actions performed by people which can be seen by others (Bhat & Bashir, 2016). Van Scotter et al., (2000) has already highlighted that there are two facets of job performance one is task performance and second is contextual performance. Apart from this there is a motivation theory which is two factor theory of job performance which also embossed task performance and contextual Performance (Motowidlo, 1994; 1997). Along with this, Hakim and Fernandes (2017) also highlighted that work performance is two-dimensional phenomenon, it is just because of the fact that is the unique blend of behavior of employee with standards of work set by the organizations. It is therefore, can be concluded that contextual performance supports this two-dimensional model. Leadership includes the abilities of a person who can initiate the difference, support subordinates, and help them in achieving the task that authorities expected to be complete (Zulfqar, et al., 2016). Ali et al. (2013) explained it as an effective relationship between managers and subordinates who work for a common goal which is organizational development. Leadership is all about helping the followers to increase their

confidence, giving them vision, articulating mission, helping them to learn effective communication to better achieve the goals of the organizations. (Baek et al., 2018).

Moreover, Wang and Howell (2012) further explained abilities of the leaders as those who provide directions and vision for organization; leaders communicate vision to employees and provide inspiration to employees to overcome hurdles. Joo et al (2012) mentioned that classification is beginning of the scientific research in leadership. Through the scientific literature, leadership is divided in various types on the basis of characteristics of leadership. Based on the working style of different leaders it can be classified in the autocratic leadership, authoritarian leadership, democratic leadership and laissez-faire. In perspective of mentality, the leadership is of two major types, transformational leadership (Gulluce, et al., 2016). In order to explain about the leadership style, it is of value to define what a leadership style is. As per Iqbal et al (2015) leadership styles are series of managerial attitude, behavior, characteristics and skill leadership styles based on individual and organizational values, interest of leadership and reliability of employees in different situation. As per Northouse (2015) leadership style is a behavioral pattern of an individual that attempt to influence others in order to direct towards a common goal. It can be explained as set of behavioral model leadership styles that an individual applied dealing with their followers and influence their performance towards betterment of individual and organization (Ribeiro et al., 2018).

For stepping up towards the betterment of the workers, the construct of their job performance has been the focal point persistently. (Christian, Garza & Slaughter, 2011; Dalal et al., 2012; Demerouti, Bakker & Leiter, 2014; Devonish & Greenidge, 2010) and it is rendered largely as pre-exercising of average activation. In the light of these advantages, it is obligatory for the organization to introduce and develop worker supportive programs to the reconciliation of workers engagement in their sphere. So, the performance and retention of the workers will be improved and stimulated for the well-being of their jobs (Alessandri, et al., 2014; Bakker et al, 2012; Chughtai & Buckley, 2011). Those workers who are already practicing the cordial efforts and putting involvement at work and having a satisfied mental stance. That ultimately leads them towards creativity and circumspection on given tasks. (Kim, Kolb, & Kim, 2013). Consequently, the work-related well-being is a contentment and Courageous disposition in job engagement (Leiter & Bakker 2010). In a review given by Bakker, Albrecht, and Leiter (2011), job engagement is a higher level of vigor and participation in work. From recent research, it was revealed that work engagement the performance and activity learning in work. (Bakker et al., 2012; Halbesleben et al., 2008; 2010). There is still insufficiency of empirical research in the educational literature about the employee's engagement and their performance. (Alessandri et al., 2014; Kim, Kolb & Kim, 2013).

Research Objectives

1. To find out the level of leadership attributes among teachers of primary school
2. To identify the relationship of leadership attributes and work engagement with job performance.

3. To investigate the effect of leadership attributes and work engagement on job performance.

Research methodology

This study is based on quantitative and correlational research design. Survey research method based on questionnaire was used to complete the study. Survey research method is the most applicable process to identify research problems and questions (Kokol et al., 2012). Creswell (2014) stated that research design is a strategy and procedures that makes the decisions from comprehensive assumptions towards detailed methods for data collection and analysis. Positivism is a research paradigm rooted in the belief that knowledge should be derived from empirical evidence and objective observations. It emphasizes the use of scientific methods, such as quantifiable measurements and experiments, to study and understand the social and natural phenomena. The teachers from primary and secondary schools of public sector from Lahore, were the population frame of this investigation. Simple Random Sampling Method is used to select the sample of 271 primary and secondary school teachers. Simple Random Sampling in a probability sampling technique, in which every member of the population has an equal chance of getting selected. A questionnaire was developed and is used to record impressions from the participants of the investigation. The questionnaire has four sections which were adopted from different research instrument available in published research. In first section Leadership attributes questionnaire was adopted from (John & Srivastava, 1999)), in second section, Utrecht Work Engagement Scale (UWES-9S) was adopted from (Schaufeli, Bakker & Salanova, 2006) and in third section, Teacher Job Performance Scale (TJPS) was adopted from (Goodman & Svyantek, 1999). While, fourth section of the scale entailed demographic information of participants. To enhance clarity and comprehension, experts were asked to refine the language and format of the items to align with the context of education management. Additionally, content validity was utilized to ensure the questionnaire's validity. In this study, Cronbach's Alpha was employed to measure the instrument's reliability, which exceeded 0.7 (Chin, 2010; Cronbach, 1951; Nunnally, 1978; Pallant, 2013). Ethically, the questionnaires were completed without taking any compensation to the respondents. The researcher ensures that all the participants involved in data collection deliberately. To make this study more effective the objective, nature, duration and outcomes of this study was briefly discussed with the respondents. Moreover, the researcher was ensured to the participants that collected data would be kept confidential and purely cycled for academic purpose. The expected outcome and significant of this study will be illuminated with the participants for minimizing the threats in minds during fill the questionnaire.

Data Analysis

Table 1: *Relationship between leadership attributes and job performance*

Description of Var.	1	2	3	4	5	6
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Classroom Management	1					
Communication and Presentation Skills	.341(**)	1				
Time Management	.468(**)	.385(**)	1			
Problem Solving	.433(**)	.342(**)	.286(**)	1		
Change Management	.414(**)	.360(**)	.381(**)	.364(**)	1	
Job Performance	.416(**)	.366(**)	.334(**)	.411(**)	.359(**)	1

**** As we that the Correlation values are significant level at the 0.01 level (2-tailed)**

To examine the correlation in these variables i.e. leadership attributes and job performance, Pearson Correlation was administered. The statistical results found that there was moderate association of all the factors of leadership attributes with job performance of the teachers, the r values were .416, .366, .334, .411 and .359 respectively.

Table 2: *Relationship between work engagement and job performance*

Variable	1	2	3	4
Vigor	1			
Dedication	.376(**)	1		
Absorption	.386(**)	.333(**)	1	
Job Performance	.380	.321(**)	.367(**)	1

To examine the co-relation between the facets of work engagement and job performance, Pearson Correlation was administered. The statistical results found medium association of all of work engagement factors with Performance of the teachers, the r values were .380, .321 and .367 respectively.

Table 3: *Relationship of leadership attributes and work engagement with job performance*

Variables	1	2	3
Leadership Attributes	1		
Work Engagement	.388(**)	1	
Job Performance	.376(**)	.355(**)	1

To examine the co-relation in leadership attributes and work engagement with job performance, Pearson Correlation was administered. The statistical results showed moderate association of leadership attributes and work engagement with job performance of the teachers, the r values were .376 and .355 respectively.

Table 4: *Effect of LA on JP*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Classroom Management	.077	.478	6.28	.00*
	Curriculum and Presentation Skills	.052	.251	4.83	.00*
	Time Management	.064	.322	4.93	.00*
	Problem Solving	.060	.439	7.51	.00*
	Change Management	.062	.341	5.55	.00*

To assess the effects of leadership attributes on job performance of the teachers, it was carried out by the Multiple Regression Analysis. The results show that curriculum and presentation skills had weak effect on job performance with beta value .251, rest of all the factors of leadership attributes had moderate effects having beta value of .478, .322, .439 and .341 respectively.

Table5. *Effect of WE on JP*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Vigor	.046	.351	7.47	.00*
	Dedication	.064	.316	.492	.00*
	Absorption	.051	.298	5.83	.00*

For analyzing the effect of all the dimensions of WE on JP of teachers, it was carried out the Multiple Regression Analysis. The results show that work engagement had moderate effect on job performance with beta value of .351, .316 and .298 respectively.

Table 6: *Effect of LA and WM on JP*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Leadership Attributes	.062	.366	5.82	.00*
	Work Engagement	.070	.321	4.60	.00*

To assess the impact of leadership attributes and work engagement on job performance of teachers, Multiple Regression Analysis was used. The results show that leadership attributes and work engagement had moderate effect on job performance with the value of beta =0.366-0.321 respectively.

Conclusions

It concluded that secondary school teachers were well aware about the variables of this study such as; leadership attributes, work engagement and job performance. Moreover, there was a moderate relationship of all the dimensions of leadership attributes and work engagement with job performance. Furthermore, there was a weak effect of communication and presentation skills on job performance rest of all the dimensions of leadership attributes had moderate effect on job performance. Additionally, leadership attributes had mode significant effect on job performance as compare to work engagement.

Discussion and Recommendations

On the behalf of findings of this research that leadership attributes play a vital role for the augment of job performance of secondary school teachers. Moreover, the leaders engage the workers for the development of performance of employees so that the organizational objectives can be achieved effectively. This study is beneficial for the new researches who want to conduct further study in same area and field. Moreover, it is considered as stepping stone for the adaptation of effective leadership according to the situation through updated strategies and techniques. Therefore, it is recommended that future research should be conducted with other variables which enhance the job performance of academic faculty.

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