

IMPACT OF HEADS' LEADERSHIP STYLES AND WORK ENGAGEMENT ON PERFORMANCE OF SECONDARY SCHOOL TEACHERS

Suleman C J Gill¹, Farah Qadir Malik², Muhammad Nawaz Ul Haq³

ABSTRACT

In modern era, it has been realized that performance of the employees has great contribution for the growth of the education institutions. The major objective of this research was to find out the effect of heads' leadership styles and work engagement on job performance. The population of this research was public secondary school teachers whereas, 271 respondents were selected as sample through simple random sampling technique. For this study, standardized questionnaires were administered to collect the primary data through survey method. Statistical Package for Social Sciences (SPSS) was computed to analyze the objectives of this study. The findings of this study revealed that there was a moderate correlation of leadership styles and work engagement on job performance whereas, there was also a moderate effect of leadership styles and work engagement on job performance. This study is considered as stepping stone for the adaptation of the best leadership style according to the situation through updated strategies and techniques.

Keywords: Leadership Styles, Work Engagement, Job Performance, SSTs

INTRODUCTION

The job performance of academician is a critical factor and plays a significant role for the betterment of people and for the organization as a whole (Bhat & Bashir, 2016; Wolomasi et al., 2019). Performance is a significant and central problem which can be subjected to deliberate debate within any organization. Employees' performance influences the success or failure of an organization. Employees' performance is a vital indicator which helps in determining the degree of employees' dedication, proficiency, capability, and character. In addition, organization's vision and mission could be attained by excellent performance of the employees (Dinantara, 2019; Purwanto, 2022). Moreover, performance engrossed and obsessively in different research studies because it has been regarded as one of the important factors for influencing organizations and employees' well-being (Shafiq et al., 2022). In an organization, performance is a crucial variable. Similarly, educational institution's excellence is mostly dependent on academicians' performance (Hashim & Shawkataly, 2017; Jabbar et al., 2022). Therefore, Organizational performance is impacted by job performance. From the context of educational setting, teacher's performance has a deliberate part and is the essential factor for decisive student performance and for organizational performance as well (Sewang, 2016). It is important that academic staff members act well and recurrently to make the leaders perplexed for achieving their subordinate's

¹ M. Phil Scholar (Education), National College of Business Administration and Economics [NCBA&E], Lahore.

sulemangill55@gmail.com

² Lecturer (Education), National College of Business Administration and Economics [NCBA&E], Lahore.

farahqadirmalik@gmail.com

³ M. Phil Scholar (Education), National College of Business Administration and Economics [NCBA&E], Lahore.

nawaz.geography@gmail.com

performance more efficient by interpreting the achievement of higher diversity set by the organization (Anra & Yamin, 2017; Zafar et al., 2017).

It is vital to know such a leadership style that is energetic enough to support human resources. The suitable leadership style is one of the key aspects to shape the success of leaders, persons, and organizations (Supermane et al., 2018; Jabbar et al., 2020). Teacher's performance is meticulously shadowed due to effective leadership style. Leadership is useful to refine education quality among the educational organizations (Northouse, 2015). In academic life, the role of leadership converts into a dynamic force. It is important for the leaders to realize the duties and goals for making the institution successful and also being concerned about the faculty members and students. It is imperative for all the organizations to ensure effective performance management for meeting the competitive market (Money, (2017).

Schaufeli et al (2004) explained that work engagement is a mental condition at work which is optimistic, fulfilling, and gets illustrated with the help of dedication, vigor, and absorption. And agreed with the fact that work engagement is an optimistic concept and related to work (Bilal et al., 2015; Corbeanu & Iliescu, 2023). Yao et al (2022). argued that engagement yokes the employees regarding the work and they develop physical, cognitive, and emotional association with their working role. Engagement same as of Kahn's concept as to what extent employees exert efforts and put energy in their job. That's why, the physical aspect is linked to the engagement by energy which is put by employees for performing particular working tasks (Wang et al., 2020). Bouckennooghe et al (2021) described the emotional side of work engagement relates with the positive or negative thoughts and feelings of employees about their work and leaders. Moreover, cognitive engagement as the amount of attention and absorption asserted by employees while doing their job. The cognitive factor of job engagement reflects the beliefs of employees regarding work engagement and leadership within the organization (Macey et al., 2010; Lu & Tu, 2015).

LITERATURE REVIEW

Job Performance

Several researchers have a mutual consent regarding the multidimensional construct of job performance in the field of education. On the other hand, job performance as the working capacity of individuals who make efforts for accomplishing the targets and fulfill the standard practices as formulated by the organization to achieve the objectives (Wolomasi et al., 2019). Job performance as a bi-dimensional construct as it combines employee behavior with the working requirements as given by organizations. Non-task performance which could also be referred as contextual performance also backs this bi-dimensional model (Borman & Motowidlo, 1993; 1997). One of the scholars accredited that contextual job performance is a mix of different things including loyalty and will power. According to the performance theory, performance could be described as a synonym of behavior which includes the witnessed activities accomplished by people (Yousaf et al., 2015).

In general, contextual and task performance are not taken as same set of behaviors and make separate contributions for achieving better workplace outcomes in the organization. Motowidlo et al (2014) explained that a set of central activities and behavior as mentioned by the organization in job is the task performance. Deeba et al (2021) also described task performance as the inputs which aid in output conversion. Some examples of task performance are finished products, employees' supervision, strategic planning, etc. Such kind of behavior is to help directly in producing goods or services or to support indirectly in organizational activities for performing the crucial processes.

The set of employees' behavior, skills, and knowledge which aids them in getting socially engaged for performing core responsibilities is called contextual performance. It also includes the behaviors which contribute towards developing the working climate and commitment with the organization. According to Motowidlo et al (1997), persistent enthusiasm, tasks' volunteering, assisting and conjoining with colleagues and helping or protecting the performance. Kappagoda (2018) cited that contextual performance impacts the success of organization with the help of efficient organizational core in which psychological and social factors are included. In addition, based on research conducted in various sectors. It revealed that contextual performance constitutes of extra role behaviors and behaviors as a citizen. Bilal et al (2015) mentioned that tasks volunteering, providing help to fellows, and being defensive and supportive for the organization are also some examples of contextual performance.

Leadership Styles

Transformational leadership has gained much attention and its major contributor was Burns (1978). Moreover, Bass (1985) made further extension in definition of transformational leadership. Transformational leadership begins with formulating an idea for the organizational and employees, in these way leaders tried to gain their trust and define a way towards achievement of a common goal. According to the Bass theory's initial version, four factors of transformational leadership were identified which are named as 4I's and include Idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized consideration (Northouse, 2015). These four factors are undertaken by the transformational leaders in varying degrees as an attempt of influencing the employees and attaining the organizational goals. From the aspect of education, the academic leaders who follow transformational style of leadership are more attentive towards the concerns and requirements of staff members and work for increasing their level of creativity (Litz & Blaik-Hourani, 2020). Such academic supervisors assist the workers in studying their problems from different aspects and then try to resolve them which will enhance their responsibility and make them confident for making a big different in the development of higher education sector (Jameel & Ahmad, 2019).

Burns (1978) developed a model and observed that transactional leadership occurs when an initiative is taken by a person to make contacts with other people with the aim of exchanging valued things so that both the parties could make transactions of profit or service with one another. Then, Bass (1985) came forward and clarified Burns' work by developing a model for transactional leadership. According to Bass and Avolio (2004) three dimensions are used by

transactional leaders which are: Contingent reward, management by Exception – active and management by Exception – passive. A clearly defined operational procedures’ set if followed by transactional leaders and their followers. It is a term utilized for examining the association between a leader and a follower who accepts or complies with the leader in exchange for admiration, recompenses and possessions or simply avoiding any kind of disciplinary actions (Bass et al., 2003). Further Bass (1985) added that targets or tasks are mutually organized so that to have rewards not the penalties. Some of the rewards might include increasing the pay, giving advancement opportunities or praising. On the other hand, punishment is given when acceptable level of performance is not reached by the employee and results in withholding of bonuses, decreased salary or assigning extra work.

Second, management by exception active, Northouse (2010) asserted that under this style, leaders closely monitor the work errors and try to find gaps in performance and different tasks proactively. The leader’s main role is to ensure that things are going right on track so that any error might not occur. It helps in establishing leadership, whereas, academic supervisors continue their inspection and monitoring of faculty’s performance for making changes and delivering the results.

Work Engagement

Much attention is paid to job performance when studying about the well-being of employees (Dalal et al., 2012; Demerouti et al., 2014; Wang & Chen, 2020). and it has given a typical submissive experience ranging from low to moderate level of activation. Considering these benefits, organizations would make attempts for developing and initiating such programs which are suitable for workers and thus encouraging work engagement. Resultantly, rate of retention and job performance of workers might enhance (Corbeanu & Iliescu, 2023) and a more energized form known as job engagement acts in complement with this type of well-being. The engaged workers have a mind state which is satisfied, have more practical approach for various situations, and are ready to do vigorous work on the assigned tasks (Alessandri, et al., 2014). Therefore, engagement can be described as well-being related to work which gives an affective, satisfying, motivational, and acceptable state (Bakker 2009). Bakker, Albrecht, and Leiter (2011) reviewed and defined it with respect to higher participation level in work and higher level of potency. Based on previous studies, it has been found that there is a vital role of work engagement in different results related to job including performance and learning activity (Sittar 2020). Despite the popularity of relationship between work engagement and job performance within organizations, there is a shortage of empirical research regarding the engagement level of academic employees and their job performance (Alessandri et al., 2014; Jabbar et al., 2022).

Social Exchange Theory

Social exchange theory is an influential concept to understand the behavior at workplace. Its origin can be tracked back to 1920s. It is one of the prominent theoretical paradigms to comprehend the relationships and employees’ attitude at the workplace (DeConinck, 2010). This theory portrays the nature of working relationship between employers and their employees. The

founder of this theory was George Homans who formulated this theory in 1958 and other theorists developed it further. The major concern of Homans was regarding the individual's behavior in social interactions and how social structures including power, conformity, status, leadership, communication and justice are crucial to understand these social associations. The term "social exchange" is a term which is implied widely and is usually used for describing the group processes and inter-group links that get developed among the individuals working in any organization (Settoon et al., 1996). Relationship between employee and employer is a traditional example which involves several exchanges of time and efforts required from employees to do their work with the help of resources provided by employers. The leaders who deal with employees on a regular basis are the facilitators of social exchange which is often regarded as a sequence of interactions that lead to producing personal obligations, gratefulness, and trust (Tremblay & Simard, 2018). Moreover, according to social exchange theory, social interactions involve the associations which are retained only if people are satisfied with that relationship after establishing the trust so that both the parties could continue to reciprocate the efforts (Homans, 1958). The organizations where leaders are honest and truthful, and delegate tasks to others actively help in developing strong and trustworthy relations within the organizations (Whitener et al., 1998). This theory can also be utilized as a framework in which employees have a high level of job performance and this thing can be used as a process of giving response to every kind of support and good treatment which is usually given by the organizations (Cook et al., 2013).

Objectives of the Study

1. To find out the relationship between leadership styles and job performance.
2. To find out the relationship between work engagement and job performance.
3. To find out the effect of leadership styles on job performance.
4. To investigate the effect of work engagement on job performance.

METHODOLOGY

This study is quantitative based on correlational research design based. It is the most applicable process to identify the research problem and research questions (Peter 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. The teaching faculty of public secondary schools in Lahore was constituted as the population for the study while 271 secondary school teachers were selected as sample of this research through simple random sampling technique. Therefore, three structured questionnaires were used according to the variables of this study. whereas, the questionnaire was categorized into four sections. In first section Multifactor leadership styles questionnaire (MFLQ) was adopted from (Bass & Avolio, 1995). In second section, Utrecht Work Engagement Scale (UWES-9S) was adopted from (Schaufeli et al., 2006). 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. Moreover, reliability of the instrument was checked by applied Cronbach's Alpha coefficient which was greater than threshold value .07 (Cronbach, 1951; Gray, 2014). The content and face validity were also measured with the help of experts.

The five points scale 1. SDA to 5. SA format was administered for collecting the data from participants by using questionnaire through survey method. To assess the objectives of the study descriptive and inferential statistics were applied by using Statistical Package for Social Science (SPSS-25).

DATA ANALYSIS

Table 1: *Descriptive Analysis*

<i>Variables</i>	<i>M</i>	<i>SD</i>
Transformational Leadership	3.35	.95
Transactional Leadership	3.16	.99
<i>Leadership Styles</i>	3.25	.97
Vigor	3.26	.97
Dedication	3.14	.98
Absorption	2.96	1.04
<i>Work Engagement</i>	3.12	.99
Contextual Performance	3.29	.97
Task Performance	3.34	.94
<i>Job Performance</i>	3.31	.95

In order to investigate the existing level of the respondents regarding the variables of this study, descriptive analysis was carried out. The statistical values show that mean of the dimensions about leadership styles was between 3.16 to 3.35 and cumulative mean was $M = 3.25$, $SD = .97$. While, the mean of the dimensions about work engagement was between 2.96 to 3.26 and overall $M = 3.12$, $SD = .99$. Whereas, mean of the dimensions about job performance was between 3.29 to 3.34 and collectively $M = 3.25$, $SD = .97$. It indicated that respondents were agreed with all the variables of the study.

Table 2: *Relationship between Leadership Styles and Job Performance*

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>
Transformational Leadership	1		
Transactional Leadership	.344(**)	1	
Job Performance	.415(**)	.365(**)	1

** Correlation is significant at the 0.01 level (2-tailed)

To examine the relationship of leadership styles and job performance, Pearson Correlation was administered. The statistical results found that there were moderate association of both the factors of leadership styles with job performance of the respondents, the r values were .415 and .365 respectively.

Table 3: *Relationship between Work Engagement and Job Performance*

Variables	1	2	3	4
Vigor	1			
Dedication	.325(**)	1		
Absorption	.374(**)	.397(**)	1	
Job Performance	.348(**)	.381(**)	.293(**)	1

** Correlation is significant at the 0.01 level (2-tailed)

To examine the relationship of work engagement and job performance, Pearson Correlation was administered. The statistical results found that there were moderate association of all the dimensions of work engagement with job performance the r values were .348, .381 and .293 respectively.

Table 4: *Relationship of leadership styles and work engagement with job performance*

Variables	1	2	3
Leadership styles	1		
Work engagement	.388(**)	1	
Job Performance	.409(**)	.348(**)	1

** Correlation is significant at the 0.01 level (2-tailed)

To examine the correlation of leadership styles and work engagement with job performance, Pearson Correlation was administered. The statistical results found that there was moderate association of leadership styles and work engagement with job performance of the teachers, the r values were .409 and .348 respectively.

Table 5: *Effect of Leadership Styles on job performance*

DV	Variables	S. Er	B	t	Sig
Job performance	Constant				
	Transformational Leadership	.075	.471	6.22	.00*
	Transactional Leadership	.062	.347	5.52	.00*

To determine the effect of all the dimensions of leadership styles on job performance of the respondents, it was carried out the Multiple Regression Analysis. The results show that transformational leadership had moderate effect on job performance with beta value .471. There was also moderate effect of transactional leadership on job performance with beta value of .347 which shows the moderate effect of leadership styles on job performance.

Table 6: *Effect of work engagement on job performance*

DV	Variables	S. Er	B	t	Sig
Job performance	Constant				
	Vigor	.055	.428	7.91	.00*
	Dedication	.071	.457	6.34	.00*
	Absorption	.051	.250	4.87	.00*

To determine the effect of all the dimensions of work engagement on job performance, it was carried out the Multiple Regression Analysis. The results show that absorption had weak effect on job performance rest of dimensions of work engagement had moderate effect on job performance with beta value of .428, .457 and .250 respectively.

Table 7: *Effect of leadership styles and work engagement on job performance*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Leadership styles	.069	.409	5.78	.00*
	Work engagement	.057	.378	6.37	.00*

To investigate the effect of leadership styles and work engagement on job performance of teachers, it was carried out the Multiple Regression Analysis. The results show that leadership styles and work engagement had moderate effect on job performance with beta value of .409 and .378 respectively which indicated that leadership styles and work engagement were predictor of job performance.

Conclusions

It concluded that respondents were agreed about the variables of this study such as; leadership styles, work engagement and job performance. Additionally, entire factors of leadership styles and work engagement indicated the moderate correlation with job performance. Furthermore, entire factors of leadership styles had moderate effect on job performance and rest of absorption all the factors of work engagement had moderate effect on job performance. Overall, there was a moderate correlation of leadership styles and work engagement on job performance whereas, there was also a moderate effect of leadership styles and work engagement on job performance.

Discussion and Recommendations

It is phenomena of the new age that like other business institutions the education institutions also emphasized of the performance of their employees. The previous researches described that the leadership styles and work engagement boost the performance of the academic faculty. Moreover, social exchange theory also endorsed that these variables play an integral contribution for the elevation of employees' performance. Findings of this research are expected to be a substantial importance to secondary Education, management, headship, teachers, academic and non-academic staff, intellectuals and for many more capitals units. The finding may valuable to secondary education predominantly for appreciative the work place, institutional commitment that brings the improvement in teachers job performance. The conclusions from this research are expected to be assisted to school management body in setting up continuous management seminars for academic and non-academic staff to fulfil the institutional goals and objectives.

As education has close relations with future, its educational, financial, political and social harmony and profitability all of this plays an important in policy making. This study is related for those who has always the positive thinking for the stability of a nation. purpose of this study was to find basic foundations of educational institution through new techniques and practices in education that facilitates momentum to empower the world nation not only at terrestrial fronts across the nation as developing nation that is working hard for its better survival. On the behalf of findings of this research that leadership styles have major contribution for the enhancement of job performance of secondary school teachers. Moreover, the transform leaders engage themselves with the workers for the enhancement of employees' performance for achieving the institutional objectives. 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 the best leadership style 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.

REFERENCES

- Alessandri, G., Borgogni, L., Schaufeli, W. B., Caprara, G., & Consiglio, C. (2014). From Alessandri, G., Borgogni, L., Schaufeli, W. B., Caprara, G., & Consiglio, C. (2014). From positive orientation to job performance: The role of work engagement and selfefficacy beliefs. *Journal of Happiness Studies*, 97(35), 121-134.
- Anra, Y., & Yamin, M. (2017). Relationships between teacher performance, organizational culture, leadership, and achievement motivation. *Форсаїм*, 11(2 (eng).
- Bakker, A. B. (2009). Building engagement in the workplace. In R. J. Burke & C. L. Cooper (Eds.), *The peak performing organization* (pp. 50–72). Oxon, UK: Routledge.
- Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Key questions regarding work engagement. *European journal of work and organizational psychology*, 20(1), 4-28.

- Bass, B. M. (1985), *Leadership and Performance Beyond Expectations*, New York: The Free Press.
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of applied psychology*, 88(2), 207.
- Bass, B.M., & Avolio, B.J. (1995). *The Multifactor leadership questionnaire (MLQ)*. Redwood City, CA: Mind Garden
- Bhat, S. A., & Bashir, H. (2016). Influence of organizational climate on job performance of teaching professional leadership styles: An empirical study. *International Journal of Education and Management Studies*, 6(4), 445-448.
- Bilal, H., Shah, B., Yasir, M., & Mateen, A. (2015). Employee engagement and contextual performance of teaching faculty of private universities. *Journal of Managerial Sciences Volume IX Number, 1*, 82.
- Boickenooghe, D., Clercq, D. D., Naseer, S., & Syed, F. (2021). *A Curvilinear Relationship between Work Engagement and Job Performance: The Roles of Feedback-Seeking Behavior and Personal Resources*. *J. Bus. Psychol.* Doi: 10.1007/s10869-021-09750-7
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109.
- Borman, W. C., & Motowidlo, S. M. (1993). Expanding the criterion domain to include elements of contextual performance. *Personnel Selection in Organizations; San Francisco: Jossey-Bass*, 71.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row Publishers.
- Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S. (2013). Social exchange theory. Handbook of social psychology, 61-88.
- Corbeanu, A., & Iliescu, D. (2023). The link between work engagement and job performance: A meta-analysis. *Journal of Personnel Psychology*, 22(3), 111–122. <https://doi.org/10.1027/1866-5888/a000316>
- Creswell, J. W. (2014). *Research Designs: Qualitative, quantitative, and mixed methods approach* (4th ed.). California: Sage.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *psychometrika*, 16(3), 297-334.
- Dalal, R. S., Baysinger, M., Brummel, B. J., & LeBreton, J. M. (2012). The relative importance of employee engagement, other job attitudes, and trait affect as predictors of job performance. *Journal of Applied Social Psychology*, 42(Suppl 1), E295-E325. doi:10.1111/j.1559-1816.2012.01017.x

- DeConinck, J. B. (2010). The effect of organizational justice, perceived organizational support, and perceived supervisor support on marketing employees' level of trust. *Journal of Business Research*, 63(4), 1349-1355.
- Deeba, F., Saleem, A., Abidollah, M., & Hashmi, M. (2021). Emotional Intelligence And Contextual Performance Of Teachers Of Higher Education: A Correlational Study. *Psychology and Education Journal*, 58(2), 9063-9084.
- Demerouti, E., Bakker, A. B., & Leiter, M. (2014). Burnout and job performance: The moderating role of selection, optimization, and compensation strategies. *Journal of Occupational Health Psychology*, 19(1), 96-107. doi:10.1037/a0035062
- Dinantara, M. D. (2019). The analysis of selection and training model in efforts to increase employee performance pt. arzuhr performance. *Scientific Journal of Reflection Economic, Accounting, Management and Bussines*, 2(1), 61-70.
- Goodman, S. A., & Svyantek, D. J. (1999). Person-organization fit and contextual performance: Do shared values matter. *Journal of Vocational Behavior*, 55(2), 254-275.
- Gray, D.E. (2014). *Doing research in the real world*. (3rd ed.). California: Sage.
- Hashim, R., & Shawkataly, R. H. (2017). Academics performance in Malaysian public universities. *Press Academia Procedia*, 4(1), 261-26
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology* 63(6), 597-606.
- Jabbar, M. N., Mahmood, W. & Qambar, G. (2020). Mediating Role of Organizational Commitment and Work Environment on the Relationship between Transformational Leadership and Job Satisfaction. *Talent Development and Excellence*, 12(2s), 3974-3988.
- Jabbar, M.N., Rasul, I. & Nadeem, M. (2022). Big-5 Personality Traits of Leadership and Job Performance: Investigating the Mediating Role of Work Engagement among University Lecturers. *Webology*, 19(1), 7247-7263.
- Jameel, A. S., & Ahmad, A. R. (2019, November). The effect of transformational leadership on job satisfaction among academic staff. In *The 34th International Business Information Management Association (IBIMA) Conference* (pp. 13-14).
- Kappagoda, U. W. M. R. (2018). Self-efficacy, task performance and contextual performance: A Sri Lankan experience. Available at SSRN 3198802.
- Litz, D., & Blaik-Hourani, R. (2020). Transformational leadership and change in education. In *Oxford Research Encyclopedia of Education*.
- Lu, X., & Tu, Y. (2015). The Short-Term Fluctuation of Work Engagement. *Adv. Psychol. Sci.* 23, 268-279. Doi: 10.3724/SpJ.1042.2015.00268
- Macey, W. H. & Schneider, B. (2010). *Engaged in Engagement: We are Delighted We Did It*. *Ind. Organ. Psychol.* 1, 76-83. Doi: 10.1111/j.1754-9434.2007.00016.x

- Money, V. (2017). Effectiveness of Transformational Leadership Style in Secondary Schools in Nigeria. *Journal of Education and Practice*, 8(9), 135-140.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (2014). A theory of individual differences in task and contextual performance. In *Organizational Citizenship Behavior and Contextual Performance* (pp. 71-83). Psychology Press.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human performance*, 10(2), 71-83.
- Northouse, P. G. (2010). *Leadership: Theory and practice*. Sage publications.
- Northouse, P. G. (2015). *Introduction to Leadership Concept and Practice*. (3rd ed.) Thousand Oaks, CA: SAGE Publications.
- Peter Kokol, Slavko Cvetek, Marko Kokol, Petra Kokol & Matej Urbas (2012). SVONAR: A New Quantitative Method for Studying Learner Satisfaction. *Education Research International* 2012, 1-8.
- Schaufeli, W. B., & Bakker, A. B. (2004). Job Demands, Job Resources, and their Relationship with Burnout and Engagement: A Multi Sample Study. *J. Organ. Behav.* 25, 293-315.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and psychological measurement*, 66(4), 701-716.
- Settoon, R., Bennett, N., & Liden, R. (1996). Social exchange in organizations: Perceived organizational support, leader-member exchange, and employee reciprocity. *Journal of Applied Psychology*. 81(3), 219-227.
- Sewang, A. S. (2016). The Influence of Leadership Style, Organizational Culture, and Motivation on the Job Satisfaction and Lecturer's Performance at College of Darud Dakwah Wal Irsyad (DDI) at West Sulawesi. *The Influence of Leadership Style, Organizational Culture, and Motivation on the Job Satisfaction and Lecturer's Performance at College of Darud Dakwah Wal Irsyad (DDI) at West Sulawesi*, 3(05), 8-22.
- Shafiq, M. S., Zafar, I., Butt, N., Masood, R., & Amir, Z. (2022). Relationship of Total Endurance on Job Performance in Educational Sectors: Endurance on Job Performance in Educational Sectors. *Pakistan BioMedical Journal*, 123-128.
- Sittar K. (2020). Relationship of Work Engagements and Job Performance of University Teachers. *Bulletin of Education and Research*. Vol. 42, No. 1 pp. 167-183.
- Supermane, S., Tahir, L. M., & Aris, M. (2018). Transformational leadership in teacher education. *International Journal of academic Research in Business and social Sciences*, 8(3), 267-275.

- Wang C., Chen H. (2020). Relationships among workplace incivility, work engagement and job performance National Taichung University of Education. *J. Hosp. Tour.* 3 415–429. 10.1108/JHTI-09-2019-0105
- Wang, C., & Chen, H. (2020). *Relationship among Workplace Incivility, Work Engagement and Job Performance* National Taichung University of Education. *J. Organ. Behav.* 25, 293-315. Doi: 10.1002/job.248.
- Wolomasi, A. K., Asaloei, S. I., & Werang, B. R. (2019). Job Satisfaction and Performance of Elementary School Teachers. *International Journal of Evaluation and Research in Education*, 8(4), 575-580.
- Yao J, Qiu X, Yang L, Han X and Li Y (2022). *The Relationship between Work Engagement and Job Performance: Psychological Capital as a Moderating Factor*. *Front. Psychol.* 13:729131 Doi: 10.3389/fpsyg.2022.729231
- Yousaf, A., Yang, H., & Sanders, K. (2015). Effects of intrinsic and extrinsic motivation on task and contextual performance of Pakistani professionals: The mediating role of commitment foci. *Journal of Managerial Psychology*, 30(2), 133-150.
- Zafar, M., Karim, E., & Abbas, O. (2017). Factors of Workplace Environment that Affects Employee Performance in an Organization: A study on Greenwich University of Karachi.