



RESEARCH PAPER

The Effect of Leadership on Performance of Polytechnic Teachers in Pakistan

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This paper aims to determine the effect of leadership on the performance of Polytechnic teachers in Pakistan. The objectives are to view the effect of leadership on teacher performance and to examine the effect of leadership on polytechnic teachers, performance. For data collection purpose two separate questionnaires were used in order to get opinion from principals and teachers of these institutions. By using survey technique these questionnaires were distributed among principals and teachers in four provinces of the country. The analysis showed that most of the teachers were satisfied about their involvement in institutional management affairs, help of the principal in instructional difficulties, attitude of the principal towards them and appreciation of the teachers on their enhanced academic performance. Maximum teachers of this stream were not satisfied about partiality of principals on their annual assessment, distribution of workload, duties according to their specializations, relief time after laborious tasks and motivation of principals to them. It is recommended that TVET authorities should give due importance to build up human resource management skills among principals through changing present policies of recruitment and on job training.

Introduction

In Pakistan, polytechnic education is an important component of Technical vocational education and training (TVET). In Pakistan, the base of polytechnic education is ten years of schooling with science subjects. The main purpose of polytechnic institutes is to yield a force to supervise in industrial organizations as a bridge between engineers and skilled workers (UNESCO, 2009, Bajwa, 2013). Diploma of Associate Engineer (DAE) is a central programme of polytechnic institutes and three year Diploma is awarded to their pass outs. The purpose of teaching is to assist and facilitate the learners in developing their technical along with supervisory skills. Teacher lays a concrete foundation of a country by imparting latest knowledge, skills to the youth (UNESCO, 2002, Bajwa, 2013). Teacher is a person who can improve the social, economic and cultural status of a nation among global community by improving education system through classroom practices. The education system of a country depends on the

performance of its teachers. Teacher is considered as a key to uplift the education system by designing and practicing various strategies in real classroom situation. There are many factors which are associated with teacher performance and leadership is one of them (OECD, 2012, Bajwa, 2013). The principal should give full attention to develop the capacities of teachers through staff development programmes. On job trainings could enhance performance of teachers for attainment of desired institutional goals (Obi, 2002, Bajwa, 2013).

As a result of globalization the role of TVET leadership has also changed from traditional to versatile. Development in social and industrial organizations along with information technology has significantly contributed in improving and enhancing the role of TVET leadership. This leadership not merely focuses on management and effective utilization of available human and material resources for attainment of institutional goals. The leadership also has to keep an eye on the new technological developments and tries to cope with new challenges for teachers/ workforce trained through TVET institutions. Numerous research studies have found how various leadership characteristics, styles and skills influence an individual's performance in a variety of situations at work place. Good leaders inspire, encourage, guide and influence their subordinates to accomplish the common goals of an enterprise (Reddin, 1971, Bajwa, 2013).

Literature review

Polytechnic education is one of the important sectors of TVET in Pakistan. Polytechnic institutions act as the backbone for our country and qualified workforce from these institutions not only fulfills the demands of local industry but also get the opportunity to serve internationally which is one of the big source of economic development of our country. The internal and external efficiency of this system requires improvement immediately. Although internal efficiency of TVET programmes has been improved, still remains apprehension (Adiviso, 2003). It is very important to improve the quality of TVET training programme to fulfill the needs and requirements of job market and it is possible when teachers are competent to face the new challenges of workplace needs and demands. For this teachers have to exhibit outstanding efficiency at their place of work. The researches specify that quality lacks due to incompetent teachers of any education system (Ingvarson, 2013, Bajwa, 2013).

“The excellence of teaching is not only ruled by academic qualification, knowledge and skill competence of teachers but also their enthusiasm, dedication and commitment in teaching. Once a teacher is motivated, then feels pleasure in teaching and this motivation enhances abilities of teacher to utilize resources in teaching. Through this way students become motivated and can easily understand the content being taught to them by their teachers” (Rikard, 1999, Montsi& Nenty, 2009, OECD, 2011, Bajwa, 2013). Smith and Glenn highlighted some factors through their research that explicitly identify those key issues that are responsible in influencing teacher's attitude and ultimately the performance too. According to them number of internal and external factors are involved in affecting the overall attitude and performance of a

teacher. Excessive duties, low pay, student's conduct and low morale have a significant impact on teacher performances (Nadeem *et al*, 2011, Bajwa, 2013). External motivation is one significant factor which could be fruitful in shaping teacher's attitude towards his or her profession (Ladebo, 2005, Bajwa, 2013).

Leadership influences deeply on performance and satisfaction of subordinates working in the organization. Leaders must keep their eyes on the factors influencing directly or indirectly working environment of the organization along with performance and satisfaction of workers. Leaders can enhance satisfaction and performance of their workers by developing good relationships with them. Strong positive relationships can build strong mutual trust between leadership and workers and this trust leads towards creativity, good decisions, motivation, high morale and fewer process losses (Allen and Judd, 2007, Bajwa, 2013). Leadership is an essential approach to meet the demands of present society (Khurana, 2002). The efficient leadership focuses on organizational goals. Leadership not only inspires subordinates to improve their efficiency but it also fulfills requirements involved in the process of achieving organizational goals (Lee and Chuang, 2009). There are missing links in the relationship between leadership and organizational performance and these missing links are difficult to interpret (Fenwick and Gayle, 2008). Supportive leadership enhances the performance of the staff working in educational institution (Wallace *et al.*, 2009).

In educational context, teacher's performance can be enhanced by fulfilling their needs and leadership can help them in attaining change and progress. The key role of a leader is to assess and balance team performance levels. There are four dimensions which keep up performance of individuals: individual growth; team satisfaction; team productivity; and organizational improvements (Blandford, 2000, Bajwa, 2013).

Leaders are the role models and they encourage others to embrace the change. The principal should be equipped with positive traits. Positivity in attitude boosts up teacher's morale and alters negative practices of the group into growing experiences. This can be done by delivering a personal to knowing and calling each teacher by name. This ensures positive inter-personal relationships between subordinates and superordinates. Every teacher has certain abilities to contribute in the development of the organization and their individual abilities must be recognized and respected to make every one as a contributor (Mifflin, 1995, Bajwa, 2013). In other words, true leadership has capability to use a leading 'approach' to motivate others to bring best out of them (Fry, 2003).

The personality of the head of institution should be pleasant, supportive and helpful. Such traits ensure better relationships and a satisfactory working atmosphere. The attitude of Principals ought to be very positive, encouraging and professional. They should be vigilant about their professional preferences (Beerrens, 2000 Bajwa, 2013).

Material and Methods

This research was demarcated to all public Monotechnic, Polytechnic institutes and Government Colleges of Technology, throughout Pakistan. In order to collect data, principals and teachers were listed to select their names on the basis of random

sampling. Six male teachers from each institution (6x111=666), ten teachers from female institutions (10x14=140 female teachers) and one hundred twenty five principals were taken as sample. At the end, only 78 principals and 553 teachers returned questionnaires.

After formulation of objectives for this study and reviewing the related literature two questionnaires; one for principals and 2nd for teachers were developed by using five-point Likert scale. The supervisory committee helped in finalization of these instruments. The rationality of the questionnaires was checked by the specialists of TVET and general education. The questionnaires were then pilot tested and reliability of these instruments was found 0.75 and 0.81 respectively.

Results and Discussion

The responses were tabulated by using percentages and chi square to analyze and interpret data as contingency test. "The chi square is commonly used where one has to compare the two groups or variables. Each variable may have two or more categories independent from each other" (Bajwa, 2013). The calculated chi square value was compared with table value (9.488) at 0.05 and df=4.

Table No.1
Analysis of Leadership Practices and Their influence on Teachers' Performance.

Variables	Respondents	Percentage responses					χ^2	Results
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
1-Teachers are involve in institutional management affairs	Principal	11.53	75.64	2.56	10.25	0	20.79	Role is effective
	Teacher	12.47	50.99	3.97	22.60	9.94		
2-The principal helps teachers in instructional difficulties	Principal	7.69	74.35	1.28	16.66	0	31.50	Role is effective
	Teacher	21.88	41.95	2.53	25.31	8.31		
3-The principal has positive attitude towards teachers	Principal	25.64	61.53	0	11.53	1.28	9.31	Role is Ineffective
	Teacher	20.61	52.62	5.78	15.91	5.06		
4-The principal appreciates teachers on their academic performance.	Principal	30.76	66.66	1.28	1.28	0	38.89	Role is effective
	Teacher	21.15	41.04	2.35	26.58	8.86		
5-The Annual Confidential Reports (ACRs) are written impartially/ objectively.	Principal	28.20	57.69	2.56	10.25	1.28	98.52	Role is effective
	Teacher	3.61	37.25	1.26	41.59	16.27		
6-Workload is equally distributed among teachers	Principal	3.84	39.74	0	46.15	10.25	9.21	Role is Ineffective
	Teacher	6.32	26.40	3.97	48.46	14.82		
7-Appropriate relief time is given to the teachers after laborious tasks	Principal	5.12	39.74	0	44.87	10.25	7.48	Role is Ineffective
	Teacher	3.61	27.30	2.53	52.98	13.56		
8-Duties are assigned according to specialization of the teachers	Principal	12.82	43.58	1.28	34.61	7.69	8.52	Role is Ineffective
	Teacher	5.96	36.16	0.90	45.75	11.21		
9-The principal motivates teachers to do best	Principal	38.46	37.17	0	20.51	3.84	83.83	Role is Effective
	Teacher	6.87	28.57	0.36	49.36	14.82		

The results indicated that institutions involved teachers in management affairs. Principals had positive attitude and also helped teachers in instructional difficulties. The

results also depicted that principals appreciated teachers on their better academic performance but significant number of teachers opined that neither their Annual Confidential Reports (ACRs) were written fairly nor workload was distributed equally. Teachers had point of view that after completion of the assigned laborious tasks, no appropriate relief time was given to them. Principals assigned duties to teachers according to their specializations and also motivated them, while teachers had difference of opinion on this statement.

Discussion

The analysis indicated that teachers and principals had same opinion on involvement of teachers in institutional management affairs, help of principals to teachers in their instructional difficulties and appreciation of the principals to the teachers when they academically perform better. Both categories of respondents had also same opinion on positive attitude of the principals towards teachers. The findings, as outlined in first four variables supported Lee and Chuang (2009). The analysis results revealed that Annual Confidential Reports (ACRs) were written impartially but trend indicated that opinion of teachers were differed with the principals .As seen in variables 6-9, it is clear that teachers were also dissatisfied about distribution of workload, duties according to teachers specializations, relief time to teachers after laborious tasks and motivation of principals to teachers. Aftab and Javed,(2012) supported that extra workload caused stress which leads to counterproductive work behaviors. These results of the current study were opposed to those arrived at by Wallace et al (2009), who found that supportive leadership enhances the performance of the employees working in educational institutions. Jehanzeb et al., (2012) found positive relationship between motivation and performance. Beerrens, (2000) has different point of view with the findings of this study in terms of motivation of teachers. The results also differed from Stamper & Johlke, (2003) who found that employee's performance can be improved through a supportive leadership who keeps employees, motivated even at the unfavorable situations.

Conclusions

The purpose of this research was to study the effect of leadership on the performance of Polytechnic teachers in Pakistan. From the results following conclusions were made:

- The principals of polytechnic institutes showed great extent of instructional leadership by appreciating and assisting their teachers in classroom practices.
- The principals developed the managerial skill among teachers by involving them in institution management affairs.
- The principals neither equally distribute workload among teachers nor assign duties according to teacher's specialization.
- The principals neither give relief time to teachers after laborious tasks nor motivate them.

On the basis of conclusions, following recommendations were made:

- Results of the study clearly indicate that leadership has a significant role in attaining the goals of an organization. The principals should change their leadership style to assess and enhance the performance of their teachers in order to produce skilled work force not only for Pakistan but also fulfill the requirement of international job market.
- In the light of the findings of this study, it is suggested that TVET authorities should take necessary measures to build up managerial skills among principals. To fulfill this purpose, in-Service teacher trainings may be planned and executed based on need assessment to bring the constructive change.
- Motivation is a very important factor in human performance at their work place. Highly motivated teacher can perform better than less motivated teacher. Training programmes should be designed to equip principals with motivational techniques to enhance the performance of polytechnic teachers. To avoid wastage of time and resources, the TVET authorities should ensure that work load is distributed among the teachers according to their specialization. The authorities should formulate and execute new recruitment policies for the principals of this stream.

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