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Relationship between Autocratic Leadership Style and Teachers' Job Performance in Secondary Schools of Khyber Pakhtunkhwa

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Abstract: This study was intended to investigate the 'Relationship between Autocratic Leadership Style and Teachers' Job Performance'. The main objective of the study was, 'To find out the relationship between autocratic leadership style and teachers' job performance'. All secondary school teachers (SSTs) of the three chosen districts of Khyber Pakhtunkhwa, i.e. Kohat, Peshawar and Buner were included in the target population of this research. Sample of this survey was selected from secondary schools of the three mentioned districts. The total number of secondary school teachers of the selected districts was 1092. Two closed ended research tools, Leadership Styles Questionnaire and Teachers' Job Performance Questionnaire were developed. Reliability of total item correlation of the two questionnaires were found out using Cronbach's Alpha which were 0.817 for Leadership Styles Questionnaire (LSQ) while 0.916 for Teachers' Job Performance Questionnaire (TJPQ). On the basis of data analysis, the null hypothesis was rejected. Based on the findings of the study, secondary school heads (Headmasters and Principals) are recommended to help the teachers in classroom management, for improving their teaching skills, management skills, discipline, regularity and interpersonal skills. It is also recommended that special workshops, seminars and trainings on capacity building of the teachers may be arranged for enhancing their capabilities and overall improvement of the institutions.

Introduction

Background of the Study

The contribution of education is very significant related to a nation's development. According to Chandler (1991), education is a tool for people's well-being that finally contributes to economic, individual and systematic progress of a country. So, every country is well alert about considering education as the important component related to bringing progress in the life of the public and nation's growth.

Concept of Leadership

Various researchers define Leadership in different ways. House, Javidan, Hanges and Dorfman (2002), say that leadership is the capability of a person to dominate and inspire other people to have their contribution in the effectiveness of their institutions. Leadership is a discipline like other disciplines that can be taught and learnt (Bateman & Snell, 2002). Anyone can learn it and it can be taught to all and no one can deny it. Any individual of an institution may have the chance to become a leader. It is not only

limited to the high ups (Isaac, Zerbe, & Pitt, 2001; Pearce & Conger, 2003).

According to Nawawi (2011), leadership style is the performance or technique that is selected and used by leaders to influence the views, outlooks, attitudes and conduct of the dependents. A leader has the capability to recite the condition, to be faced, and modify his leadership style to get up the burden of the given situation, even though this adjustment is only short-term.

Rivai (2014) has the opinion that leadership style is a set of features, adopted by leaders to inspire followers in order to attain organizational goals. It implies that headship style is behaviour and policy, as a result of a grouping of certain ideas, talents, characters and attitudes, which are frequently used by a head in order to impact the actions of his followers.

Lewin, Lippit and White (1939) categorized leadership styles into three types, i.e. autocratic or authoritarian style, laissez faire or delegative style and democratic or participative style (p.272). They tried hard to discover how various groups of learners who were given of the three teams with autocratic, democratic and laissez-faire leaders, whom would react to different styles of headship.

It is necessary to explore applicable styles of educational leaders to understand the aspects of educational leadership. In the past, educational leadership used to emphasize the task aspect behaviour that was mostly similar to authoritarian approach while many used to highlight the consultation aspect that was relevant to participative leadership approach. Individual styles of many heads in the past were termed as autocratic (directive) or democratic (non-directive), task-based or people-based (Owens, 2004), and autocratic or democratic (Somech & Wenderow, 2006).

No organization can make progress without having an active leader. Leadership is procedures of societal effect where heads encourage

supporters utilize their vitalities and assets leading to a joint mission. It performs a principal part in the product of an organized work. Leadership organizes human and physical means to get maximum product. Similarly, schools cannot make any significant success without their heads' due role.

Teachers' Job Performance

Teachers' job performance is defined as the capability of teachers to perform their primary responsibility, including grooming of pupils into valuable citizens of the society by teaching, training and behaviour modification. A school can only achieve its goals and objectives on the basis of the key role of the teachers. Hussain (2011) defined the term 'job performance' as putting one's knowledge and skills into practice in order to do the work effectively and successfully. According to Griffing (2012), teachers' job performance is the action of teachers to accomplish a given task or responsibility in the school. It is the sum of various duties executed by instructors in the school for the purpose of achieving educational objectives.

Dimensions of Teachers' Job Performance

There are a number of aspects of teachers' job performance. But, the study under discussion was focused on the following four dimensions of teachers' job performance only:

1. Teaching skills of the teachers
2. Management skills of the teachers
3. Discipline and Regularity of the teachers
4. Interpersonal Relations of the teachers

Objective of the Study

To find out the relationship between autocratic leadership style and teachers' job performance

Hypothesis of the Study

Ho. There is no significant relationship between autocratic leadership style and teachers' job performance.

Theoretical Framework of the Study

This study was centred on Leader-Member Exchange (LMX) theory that emphasizes on developing two-way (reciprocal) association between leaders and followers. Development of two-way association aims at increasing achievement of the institution by creating constructive, timely and meaningful interactions between front-runners and followers. The mentioned theory is built on the notion that a leader usually develops and establishes social exchange association with the followers.

Leaders' behaviour and management related to subordinates, affect the environment of the social give-and-take association. Whenever a head practices his official power, we see a little value interchange association concerning the head and the followers and thus presentation of the workers will be normal for this situation. But, upon having a joint confidence and cooperation pertaining to the head and the workers, it is likely to produce a great class of common exchange bond amongst the head and his supporters. In this situation, subordinates are encouraged, devoted towards the work and hence, show a good job enactment.

The nature and charm of LMX relationship varies from small value association to great quality association. In case of small value association, not only the head but also the supporter or employee possesses harmful or adverse perceptions towards each other, resulting in a low enactment by an institute. On the other hand, having good value connection, both the head as well as the subordinates keep encouraging perceptions towards each other. Employees respect their head by considering him as very much caring and cooperative. The above stated variations have an effect upon institutional overall role and output. It has a significant effect upon subordinates' work enactment as well as their commitment level towards their institution (school). Numerous investigators employed the given philosophy regarding subordinates' employment enactment,

professional improvement and workers' institutional obligations.

Conceptual Framework of the Study

The present research was based on relationship between school headship styles and educators' professional presentation in secondary schools of Khyber Pakhtunkhwa. These variables play a major part in educators' professional improvement. The researcher employed two central variables that created structure of theoretical frame-work for the current research. School leadership style was employed by the researcher for independent variable while teachers' job performance was used as dependent variable in the current study.

Research Methodology

Research Design

Quantitative research design has been used in the current study. According to the study of Johnson & Christensen (2008), quantitative research methods generally follow confirmatory organized procedure because the focus of quantitative research is to test the existing hypotheses of the study. The investigator uses realistic data in a quantitative study approach in order to confirm or reject the stated hypotheses and theories.

Population of the Study

The population of current study was all male Secondary School Teachers (SSTs) working in Public Secondary Schools of Khyber Pakhtunkhwa (KP). The total number of working secondary school teachers (SSTs) in Khyber Pakhtunkhwa was 9606 (Education Management Information System (EMIS) 2021, Directorate of Elementary and Secondary Education Department, Khyber Pakhtunkhwa, Peshawar). Accordingly, the total accessible population (Kohat, Peshawar, Buner) of the study was 1092, including 460 SSTs from Peshawar, 331 SSTs from Kohat and 301 SSTs from Buner (EMIS, Government Schools, KP, 2021).

Sample size and Sampling Technique

Sampling refers to a process of through which a researcher takes a sample from a given population. An investigator gets sample for the purpose of studying specified characteristics taken from a subcategory or subsection, called sample which is cautiously selected from a larger-group, called population for a purpose of comprehending specific features of the larger-group (Johnson & Christensen, 2014).

The investigator used simple random and convenient sampling technique to conduct the current study. Wilkinson (1999) pointed out that simple random sampling technique is considered as the most conventional, precise form of probability sampling. In this case, the researcher selects respondents for the chosen sample in such a way that from the population taken by him, all the individuals have to get equal chances of being selected as the proposed respondents. Selection of the persons in the sample is symbolic of the population which is the main purpose of this specific technique.

By applying the table of Krejcie, & Morgan, 1970, two hundred and eighty five (285) secondary school teachers (SSTs), out of one thousand and ninety two (1092) were randomly selected by the researcher from three sampled districts like Kohat, Peshawar and Buner. Then nineteen (19) schools were selected randomly from each sample district and after that five (05) teachers as a sub-sample were taken as respondents in each sampled school of all the three districts by using simple random and convenient sampling technique for the current study.

Research Instruments

The instruments used for the study were:

1. Leadership Styles Questionnaire (LSQ)
2. Teachers' Job Performance Questionnaire (TJPQ)

Leadership style questionnaire was developed by the researcher to determine the leadership style of the public secondary school heads (Principals, Headmasters). The idea of this tool was taken from Richard O' Raw (2012) along with his group (associates) of the Stellar Leadership Company, UK.

The second questionnaire was also developed by the researcher for the current study. The idea of teacher job performance questionnaire was taken from a former study, where the tool was administered to educators regarding their self-analysis of their job (Hanif, 2004).

Pilot Study

Both the tools were used for pilot study by the researcher, according to which the Cronbach alpha reliability was .801 for the Leadership Style Questionnaire (LSQ) and .901 for the Teachers' Job Performance Questionnaire (TJPQ).

Data Analysis Technique

The collected data was given definite order for the purpose of interpretation through a reasonable manner. The Researcher had a consultation with a statistician regarding an accurate examination of the collected data, use of statistical tools as well as data explanation. The SPSS (Statistical Package for Social Sciences) version 17 was used for analysing the compiled data. The percentage, correlational formulae were used. Percentage, frequency was employed for analysing the collected data. The data was then, debated based on the order of presented study hypotheses for obtaining findings and conclusions and giving recommendations.

Data Analysis

Table 1

To find out the relationship between autocratic leadership style and teachers' job performance

S.No.	Statements	Total Respondents	SA	A	UD	D	SD
1.	My school head likes the authority that his leadership position holds over teachers.	285	83	162	18	16	6
2.	My school head does not consider suggestions made by his teachers.	285	25	72	26	109	53
3.	My school head closely monitors the teachers' performance.	285	113	128	10	26	8
4.	My school head likes to make all decisions by himself.	285	55	80	29	89	32
5.	My school head tells his teachers what to do and how to do it.	285	88	151	16	22	8
6.	My school head asks the teachers to obey rules and regulations.	285	140	121	6	9	9
7.	My school head does not permit the teachers to work independently.	285	33	71	24	106	51
8.	My school head asks teachers to perform their duties according to his expectations.	285	88	157	14	19	7
9.	My school head is always determined to get results.	285	111	124	16	23	11
10.	My school head likes to give orders only.	285	38	53	39	97	58
Total		2850	774	1119	198	516	243

Table 1 shows that 243 (8.52%) out of 2850 respondents strongly disagree, 516 (18.10%) respondents disagree, 198 (6.94%) respondents are neutral. Similarly, 1119 (39.26%) respondents agree while 774 (27.15%) respondent teachers strongly agree to the ten items, related to autocratic leadership style, 'To find out the relationship between autocratic leadership styles

and teachers' job performance.' The above chart shows that a large number (66.42%) of the respondents have their opinion in favour of the given statements that means that there is a significant relationship between autocratic leadership style and teachers' job performance at secondary school level.

Table 2

Net Analysis of Teachers' Job Performance Questionnaire

S.No.	Objectives	Total Respondents	SA	A	UD	D	SD
1	Teaching Skills	2280	915	1122	112	113	18
2	Management Skills	1710	613	934	86	66	11
3	Discipline and Regularity	1995	751	1074	76	77	17
4	Interpersonal Relations	1995	741	1090	101	53	10
Total		7980	3020	4220	375	309	56

Table 2 shows that 56 (0.70%) out of 7980 respondents strongly disagree, 309 (3.87%) respondents disagree, 375 (4.69%) respondents are neutral. Similarly, 4220 (52.88%) respondents agree while 3020 (37.84%) respondents strongly agree to Teachers' Job Performance Questionnaire (TJPQ). It is evident from the given table that majority (i.e. 90.72%) of the respondents have their opinion in favour of the given Teachers' Job Performance Questionnaire. It implies that a teacher's work performance has a significant relationship with

autocratic leadership style of the school heads (Principals, Headmasters).

Result of the Null Hypothesis Test

Null hypothesis of the study was tested through SPSS applying Pearson correlation coefficient. The following result was obtained after analysing the null hypotheses.

Ho: There is no significant relationship between autocratic leadership styles and teachers' job performance

Table 3

Pearson Correlation between Autocratic Leadership Style and Teacher Job Performance

		Autocratic Leadership	Teachers' Job Performance
Autocratic Leadership	Pearson Correlation	1	.421**
	Sig. (2-tailed)		.000
	N	284	283
Teachers' Job Performance	Pearson Correlation	.421**	1
	Sig. (2-tailed)	.000	
	N	283	284

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

Table 3 portrays value of relationship between autocratic leadership style and teachers' job performance to be 0.421**. This value suggests that there is a low positive and significant correlation at 0.01 level (2-tailed) between the two variables, autocratic leadership style (Independent variable of the study) and teachers' job performance (Dependent variable of the study). On the basis of above low positive and significant correlation, the null hypothesis, i.e. Ho1 that claims that there is no significant correlation between autocratic leadership style and teachers' job performance is therefore, rejected.

Conclusion

Results of the study portray a correlation between the autocratic leadership style and job performance of teachers, although there is a significant association between the two variables as there is very little amount of mutual

coordination between the leaders (Principals, Headmasters) and the subordinates or teachers, no or less expression of viewpoints on the part of employees related to decision making practice. The autocratic leaders usually like to make all decisions by themselves while the employees or teachers have only to obey the orders of the leaders without their own expression of views regarding various decision making processes. This is why there is a low or weak but positive and significant relationship (.421**) between the autocratic leadership style of institutional heads and the job performance of the teachers or subordinates (Null hypothesis Ho).

Recommendations for School Heads and Teachers

- a) In order to manage emotions and develop relationship building among the subordinates or teachers, it is suggested that training programs may be organised

for the school heads (Headmaster, Principal), which emphasize upon the investigation of human behaviour and association building. These training programmes are expected to develop the approach related to public relations.

- b) An organization of secondary school leaders (Headmasters, Principals) such as National Association for Secondary School Principals (NASSP) is recommended for discussing various issues regarding curriculum, management and supervision.
- c) The school heads may improve the teachers' job performance through guidance services especially in the various areas of modern teaching methodologies and managerial skills for the uplift of educational institutions and teachers' professional development.
- d) The school heads are suggested to help the teachers in classroom management, for improving their teaching skills, management skills, discipline and regularity skills and interpersonal skills which in turn will insure their job performance and uplift of the educational institutions.
- e) The teachers are suggested to improve their academic and professional competencies in order to meet the future challenges pertaining to educating the future generations of the nation.

Recommendations for Education Department

- a) Results of the study may be applied to train secondary school leaders (Principals, Headmasters). For this purpose, In-service training programmes may be appropriately organized to increase efficiency of institutional leaders in summertime or wintertime vacation, for making teachers' job performance and learning process become more effective and objectives oriented.

- b) The current policy regarding seniority centred promotion is recommended to be replaced by performance centred. Accordingly, the teachers performing a better performance and updating their own qualifications through continuous professional development may be promoted to higher ranks which will insure the uplift of educational standards in the country.
- c) It is strongly recommended that special workshops, seminars and trainings on capacity building of the teachers may be arranged for the teachers so that they may be provided with modern teaching and management techniques and strategies for imparting knowledge to the young generations and meeting the educational targets of the country. These programs will provide a chance of meaningful communication amongst principals, headmasters and teaching staff for discussing the prevailing school related issues in order to accelerate teaching and learning process.

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