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## FOLLOWERS' PERSONALITY IN THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND PERFORMANCE: EVIDENCE FROM HIGHER EDUCATION SECTOR

*The present research has been carried out to discover the influence of leadership style of a teacher on the academic performance of students with self-efficacy as moderating variable. The object of this study was the students so that we can evaluate the leadership style of a teacher and to observe the influence of leadership style on the academic performance of students. An estimated sample of 250 students was asked for volunteer contribution, out of which 212 students contributed to the research by filling out the questionnaires. All these students have been taught by a researcher, a faculty member at Hailey College of Commerce, University of Punjab, Lahore, Pakistan. These students were further categorized on the basis of a tenure they have been taught by the said teacher. 111 students have been taught for 1 semester, 70 students for 2 semesters and 31 students were those who assessed the leadership style after 1 year of their class interaction with the teacher. Questionnaire consisted of 3 portions for the assessment of a leadership style of the teacher; indication of their own self-efficacy level and their perceived academic performance. Study concluded that there is a significant effect of transformational leadership style of a teacher and students' self-efficacy on the students' academic performance and presumed that the moderator (self-efficacy) does not really moderate the effects of the predictor (teacher's transformational leadership style) on the outcome variable (students' academic performance).*

**Keywords:** transformational leadership style; teacher; students; academic performance; self-efficacy; Pakistan.

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## ЗВ'ЯЗОК МІЖ СТИЛЕМ ЛІДЕРСТВА ТА УСПІШНІСТЮ (ЗА ДАНИМИ ВИЩОЇ ОСВІТИ)

*У статті продемонстровано вплив стилю лідерства викладача на академічну успішність студентів, при цьому самоефективність розглядається як стримуючий фактор. Анкети було роздано 250 студентам, 212 з них погодилися їх заповнити. Всі опитані студенти навчалися у одного й того ж викладача Комерційного коледжу Університету Пенджаба (Лахор, Пакистан). Студентів поділено на групи за тривалістю навчання у викладача: 111 студентів – 1 семестр; 70 – 2 семестр; 31 – більше року. Анкета складалася з 3 блоків: оцінювання стилю лідерства викладача; визначення рівня самоефективності та сприйняття власної успішності. Зроблено висновки, що стиль лідерства викладача та самоефективність студентів суттєво впливають на їхню успішність, а очікуваний стримуючий ефект самоефективності не було доведено.*

**Ключові слова:** стиль лідерства; викладач; студент; академічна успішність; самоефективність; Пакистан.

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## СВЯЗЬ МЕЖДУ СТИЛЕМ ЛИДЕРСТВА И УСПЕВАЕМОСТЬЮ (ДАННЫЕ ПО ВЫСШЕМУ ОБРАЗОВАНИЮ)

*В статье показано влияние стиля лидерства преподавателя на академическую успеваемость студентов, при этом самооффективность студентов рассматривается как сдерживающий фактор. Анкеты были розданы 250 студентам, 212 из них согласились их заполнить. Все опрошенные студенты учились у одного и того же преподавателя Коммерческого колледжа Университета Пенджаба (Лахор, Пакистан). Студенты поделены на группы по длительности обучения у преподавателя: 111 студентов – 1 семестр; 70 – 2 семестра; 31 – больше года. Анкета состояла из 3 блоков: оценивание стиля лидерства преподавателя; определение уровня самооффективности и их восприятие собственной успеваемости. Сделаны выводы, что стиль лидерства преподавателя и самооффективность студентов существенно влияют на их успеваемость, а предполагаемый фактор сдерживания влияния (самооффективность) не является на самом деле сдерживающим.*

*Ключевые слова:* стиль лидерства; преподаватель; студенты; академическая успеваемость; самооффективность; Пакистан.

**Introduction.** For the prosperous growth of any society the role of education can not be neglected. Education is the major element for development of any state (Aikaman & Unterhalter, 2005). A nation can succeed without vast natural and monetary resources, but the economic progress in the absence of human capital is not possible, and the key element in the development of human capital is a sound education system (Nsubuga, 2003). For normal growth of a country educational institutions serve as a boosting engine that generates positive thoughts and values.

**Effective leadership and educational efficiency.** Productive work of an organization depends upon strong leadership. Similarly successful running and effectiveness of an educational institution can be improved with leading improvements such as: maximizing the time for a teacher to accomplish the tasks, enhancing responsibility, and minimizing replication (Nsubuga, 2003). Effective leadership strengthens motivation so that people can realize their objectives and this has resultant effect on strong output and productivity (Porter and Applewhite, 1968; Davis, 1969; Byar and Rue, 1970). Ultimately, competences of students rise to maximum level through the efficient leadership style of a teacher who puts forward his best efforts to enhance the motivation of his students.

An educational institution requires the enhanced devotion from its teachers for the fulfillment of the objectives through active leadership (Cole, 2002) in which a teacher plays a leading role, considers all – students as members of a team, assumes the responsibility to keep the students at the right track, and helps them to achieve their academic goals. Performance and efficiency of an academic institution can be maximized through leadership activities, i.e., building self-confidence and compensation (Balunywa, 2000). Therefore, it becomes clear that efficient leadership style of a teacher increases the confidence of the students so that they can promote their academic performance and boost-up the institutional progress as well.

**Self-efficacy and academic performance.** Performance is not only a function of leadership styles, some intrinsic factors also affect performance of individuals. Out of

these factors individual personality is an important factor. Out of various personality traits self-efficacy is one of the widely discussed.

Vialle (n.d.) proposes that there is a positive relationship between self-efficacy and students' performance. The educational attainment of students reveals that those students perform well who have confidence as compared to the students who are less confident. Studies show that self-confident students participate well in class, solve out complicated tasks, and organize their activities. The students who have low self-efficacy level are less confident, hesitate in class, and can not be relied on in some situations.

***Leadership styles of a teacher effecting students' performance.*** Walberg and Anderson (1968) propose that authority is fundamentally a complete control which a teacher can fully exercise in a classroom to supervise the students (Jenkins and Lipitt, 1951). This supremacy of a teacher sustains a definite psychological environment in a classroom that influences the academic performance of the students. Walberg & Anderson (1968) conclude that if self-governed environment is maintained in a class, it positively affects the students and they show proficient output in the learning. If the teachers maintain high-quality understanding with their students, their academic performance will of the latter definitely be increased (Cogan, 1954).

The far-away and commanding relationship of a teacher with the students is considered to be an authoritative style. The main emphasis of an authoritative teacher is only to perform the task without proper understanding of the students (Krech and Crutchfield, 1962; Edem 1979). The authoritative style of a teacher generates nervousness, irritation, violence, fighting, and stress among the students (Ekpe, 1982). Therefore, attitude of a teacher is the major element that explores the output level of the students (Ann, 1974, Bergan and Dunn, 1976). Flander (1965); Porter & Applewhite (1968); Donaldson and Elias (1976); and Gronlund (1985) propose conclusions that vigorous, strong, pleasant and two-way connection between a teacher and the students has an effect on the performance of the students. A teacher assumes a leadership role, chooses the way to interact with the students, and acts as a representative in class so that communication and mode of interaction associate with the performance standards of the students. Gronlund (1985) suggests that if a teacher adopts democratic leadership style, it ultimately encourages collaboration among students and, therefore, strengthens their knowledge, skills and performance teacher. Teacher serves as a representative and provides sense of independency to the students so that they can express themselves and interact with their fellows. If the students are fully independent in their dealings, they feel they are an important part of the society and are content both in individual and work-related issues. This ultimately influences their academic performance (Walberg & Anderson, 1968).

This research plays its part in building a connection between leadership style of a teacher according to students' evaluation and their supposed academic performance, by taking their level of self-efficacy as the moderator of this relationship.

#### **Literature review**

***Transformational leadership style.*** Burns (1978) establishes the "transformational leadership theory" with additional improvements made by different authors (Bass, 1985, 1998; Bennis & Nanus, 1985; Tichy & Devanna, 1986; Avolio & Bass, 1988; Bass & Avolio, 1994). Krishnan (2005) gives details of this theory with the main

emphasis on its core principle of the leader's capability to stimulate the students and to place over this motivation on what they intend to perform. Therefore, a teacher who has transformational leadership style has effects on the students in 4 major ways, i.e., "inspirational motivation, individualized consideration, intellectual stimulation, idealized influence". The major emphasize of a transformational leader is to create harmony in basic beliefs of the students and the organizational objectives. He creates in his students a self-dependency to do their work by putting their own efforts. He encourages the students being a role model. He supports the students in pinpointing their positive and negative points and enhancing their performance to the desired level. (Bass, 1985).

#### Individualized effects of transformational leadership style

Individualized effects	Characteristics	Previous researches
Empowerment	<ol style="list-style-type: none"> <li>1) Self-confidence</li> <li>2) Students point of view to think by putting their own efforts</li> <li>3) Participative environment</li> </ol>	Masi & Cooke, 2000
Devotion	<ol style="list-style-type: none"> <li>1) Workplace knowledge, managerial and individual factors serve as experience</li> <li>2) Keenness</li> </ol>	Allen & Meyer, 1990, 1996; Dee, Henkin, & Singleton, 2004; Nguni, Slegers, & Denessen, 2006
Self-confidence Beliefs	<ol style="list-style-type: none"> <li>1) Have impact on thinking, feelings, and achievement</li> <li>2) Enhances when a teacher shows trust to students</li> </ol>	Bandura, 1977, 1993; Gist, 1987; Waldman & Spangler, 1989
Faith	<ol style="list-style-type: none"> <li>1) Crucial for the association of a transformational leader and students</li> <li>2) Find out the nature of an organization and have impact on organizational arrangement</li> </ol>	Podsakoff et al. 1990; Butler, Cantrell, & Flick, 1999; Gillespie & Mann, 2000;
Stimulus	<ol style="list-style-type: none"> <li>1) Additional attempt is a gauge</li> <li>2) One of three main areas of student's growth</li> <li>3) High enthusiasm among the students</li> </ol>	Hatter & Bass, 1988; House & Shamir, 1993
Job contentment	<ol style="list-style-type: none"> <li>1) Accountability and independence in jobs</li> <li>2) Stems from student's awareness</li> </ol>	Maeroff, 1988; Nguni, Slegers, & Denessen, 2006; Emery & Barker, 2007

**Self-efficacy and academic performance.** The idea of self-efficacy can be clarified as self-sufficiency of individuals on their own ability to take some explicit steps, or fully use their potential and as a result attain the desired performance (Bandura, 1977, 1982, 1997). The approach to take some outgoing steps, the willpower to defeat the troubles, and active measures to fulfill the allocated jobs, all these have to bear the influence of self-efficacy (Bandura, 1997). Different researchers study this in multiple time periods, and their findings show that self-efficacy and academic performance are significantly interrelated (Sadri & Robertson, 1993; Pajares, 1996; Vrugt, Langereis & Hoogstraten, 1997; Manstead & Van-Eekelen, 1998; Newby-Fraser & Schlebusch, 1998; Stajkovic & Luthans, 1998; Wolters & Pintrich, 1998). In the real world there is still an uncertainty about self-efficacy and performance relationship. Because a lot of declarations have been given on complex issues and there is no solid base to realize the assigned tasks (Lent & Hackett, 1987).

Some research has been carried out in academic settings to focus on self-efficacy assessment and the consequential performance. Schunk et al. (1987) and Zimmerman et al. (1992) propose that in the fields which are newest to students such as at the beginning of a semester or new topics, efficacy potential based on the competence to take experience of new things, or on the potential occurring from the prior academic performance as compared to the knowledge about the task. Multon et al. (1991) find that self-efficacy measures depend upon the preferred field as compared to the assigned tasks. If someone gives superior performance, it enhances the efficacy potential and it turns out to be lesser through poor performance. Self-efficacy not only takes the effect of poor or winning performance, it takes the consequences of how information is assessed by performing easily in difficult tasks. Hence, current research is an addition to the body of knowledge as it is conducted with an intention to explore the association between transformational leadership style of a teacher and students' perceived academic performance and to analyze the impact of students' self-efficacy level on this association as a moderating factor in the current research model.

**Research methodology**

The present research has been carried out to discover the influence of transformational leadership style of a teacher on the academic performance of the students with self-efficacy as a moderating variable I.

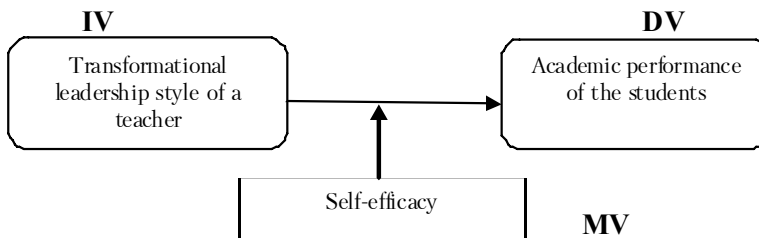


Figure 1. The research model

The target population of this study was the students so that we can evaluate the leadership style of a teacher and observe the influence of leadership style on the academic performance of the students. A sample of 250 students was asked for volunteer contribution, out of which 212 students contributed to the research by filling out the questionnaires (data collection tool). All these students had been taught by "Sir. Ishfaq Ahmed", a permanent faculty member of Hailey College of Commerce, University of Punjab, Lahore, Pakistan. These students were further categorized on the basis of the tenure they had been taught by the said teacher. 111 students had been taught for 1 semester, 70 students for 2 semesters and 31 students were those who assessed the leadership style and responded after 1 year of their studies. The questionnaire consisted of 3 portions, i.e., assessment of transformational leadership style of the teacher; indication of their own self-efficacy level and their perceived academic performance. Major portion of the questionnaire was adopted from the research by Sherer et al. (1982).

**Research findings.** Table 1 shows the frequencies of demographical factors of the respondents. In the current research, majority (81.6%) of the respondents were in the age of 21-25 years, 14.6% respondents were 15-20 years and rest of them (3.8%) were

between 26-30 years. Majority of the respondents were male (61.3%) and the rest (38.7%) were female students. As for the educational qualification, 60.8% of the respondents were Bachelors, 32.2% were Master level students, and remaining students (9%) were at M. Phil. level.

**Table 1. Frequencies of Demographical Traits**

		Frequency	Percentage
Age	15-20 years	31	14.6
	21-25 years	173	81.6
	26-30 years	8	3.8
Gender	Male	130	61.3
	Female	82	38.7
Educational Level	Bachelors	129	60.8
	Masters	64	32.2
	M.Phil.	19	9.0

Table 2 shows the descriptive statistics of the variables of this study.

**Table 2. Descriptive statistics of variables**

	N	Mean	Std. Deviation
Performance	212	3.6562	.62528
Transformational	212	3.2028	.48596
Self-efficacy	212	3.3074	.54756
Transformational leadership-Efficacy	212	.1062	1.09316

**Regression results of transformational leadership style of a teacher, self-efficacy and academic performance.** Table 3 shows the summarized resultant values of the regression analyses. Firstly, R value (.227) shows a weak positive relationship between IVs and DV. Correlation coefficients of dependent and independent variables are always considered to be equivalent to the R value. Hence, R value (.227) depicts a weak positive correlation between IVs and DV. R square value shows the percentage variation in DV that is caused by the IV. In this model, it is explicit that IVs cause 5.2% (.052) change in DV and rest of the portion is accounted for other factors held constant in the model. This shows a weak dependency (5.2%) of performance of the students upon transformational leadership and self-efficacy. Positive sign of B value (.364) shows there is a positive relation between IVs and DV. P value (.004) for IV is below the significant level (.05). Hence, the results suggest there is a significant effect of transformational leadership style of a teacher and students' self-efficacy (IV) on students' academic performance (DV) at the  $p < .05$  level for  $[F = 5.699]$ .

**Table 3. Impact of IVs on Academic Performance (DV)**

Independent Variables	R	R <sup>2</sup>	B	F	P
Self-efficacy	.227	.052	.364	5.699	.004
Transformational leadership					

Dependant Variable= Academic Performance

Table 4 shows the summarized resultant values of the regression analyses. Under change statistics, it is found that *R* Square Change is 0.010 when the interaction variable (transformational leadership-self efficacy) is added to the IV and MV. This change is insignificant,  $F(1,208) = 2.277$ ,  $p = (0.133 > .05)$ . The insignificant inter-

action suggests that presumed moderator (self-efficacy) does not indeed moderate the effects of the predictor (teacher's transformational leadership style) on the outcome variable (students' academic performance).

**Table 4. Impact of moderator (self-efficacy) on the model**

Model	R	R Square	Change Statistics				
			R Square Change	F Change	df1	df2	Sig. F Change
1	.227 <sup>a</sup>	.052	.052	5.699	2	209	.004
2	.249 <sup>b</sup>	.062	.010	2.277	1	208	.133

a. Predictors: (constant), self-efficacy, transformational leadership style of the teacher

b. Predictors: (constant), self-efficacy, transformational, transformational efficacy

**Conclusion.** This research is an addition to the body of knowledge as it was conducted to explore the association between transformational leadership style of a teacher and students' perceived academic performance and to analyze the impact of students' self-efficacy level on this association as a moderating factor. The findings of the study suggest there is a significant effect of transformational leadership style of a teacher and students' self-efficacy on students' academic performance and the presumed moderator (self-efficacy) does not indeed moderate the effects of the predictor (a teacher's transformational leadership style) on the outcome variable (students' academic performance).

**Future implications.** Current research could further be elaborated by taking different leadership style of the teachers under consideration and comparing their impacts on the students' academic performance. Scope of the study could definitely be enlarged by taking different teachers' leadership style incorporated as predictors of the study model.

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