

## **Effect of School Leadership on Job Performance of Teachers: A Contextual Analysis**

**Dr. Renu Yadav**\*

**Ajay Kumar**\*\*

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### ***Abstract***

A number of factors contribute to students' achievements but the most influential among them is a teacher. There is no match to the power of an efficient teacher, who makes learning interesting and exciting through his/her passion for teaching and genuine concern about students. Choosing best teachers is imperative for schools yearning for improved outcomes. This study aims at determining the characteristics of efficient teachers and the factors affecting their performance. 400 teachers (200 male and 200 female) linked with varied streams, and working under different management sectors (government/private) are selected for this study. The findings revealed that gender, streams and job sector does have a significant connection with the performance of teachers.

Keywords: Job Performance, Gender, Stream, Teachers

### **Conceptual framework**

Performance is the ability of an individual to work according to his/her capacity. In any institute, performance of employees and employers is of utmost importance for meeting the goals and set targets (Pugno, 2009). Education is a crucial sector in all countries around the globe. A strong and high performing educational system results in the betterment and improved performance of all the other sectors. A teacher is the builder of a nation and his performance and dedication with the job is the key to success for any nation (Rust, 2012).

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\* Assistant Professor, Dept. of Education, Central University of Haryana

\*\* Research scholar, Dept. of Education, Central University of Haryana

Management has got a key role for assigning jobs to teachers based on their skills and capabilities. A number of factors affect the job performance of teachers in any institute. The most important of these include salary, offered benefits, nature of job, health insurance, paid leaves, retirement benefits, travel allowances, bonus and recognition (Kim, 2016). Other benefits including compensation, opportunities for bright career and self-development, recognition and work life balance also contribute towards better performance. Pay, promotion, bonuses or other incentives are used by effective institutes for inspiring and pushing the employees to higher performance level. Medical insurance is also an important factor for improving the health care of an employee thus improving his/her performance (Furnham, Eracleous & Chamorro-Premuzic, 2009). High performance of teachers is also accredited to fundamental factors like opportunities, recognition, growth and feedback (Caillier, 2010).

Teachers are vital players in society, and building and providing incentives for their better performance can be the best investment from any government. The performance of teachers can be assessed based on a number of factors. It is hypothesized in this study that performance of teachers is varied depending upon their gender, departments and institutional setup.

## **LITERATURE REVIEW**

Policymakers, practitioners and parents agree that the education standard can be raised in any country through the placement of effective and highly skilled teachers in classrooms. In this regard, the evaluation of teacher performance has turned out to be a dominant factor in efforts of school reform (Taylor & Tyler, 2012). (Pugno, 2009) declared by saying that when the performance level of teachers is increased and they are pleased to play an effective role in organization due to the rewards offered to them, the institute will outclass all the competitors in performance and development. The employees remain loyal to an institute when their efforts are recognized and appreciated.

(Cai & Lin, 2006) believed that an important role is played by the performance of teachers in the educational reform, therefore it has been considered as a crucial yet tricky issue. They further added that the previously developed evaluation systems have failed in making clear distinction among three main evaluation types i.e. effectiveness, achievement and capability. Their study highlighted that the foundation of evaluation system should be laid on the performance constructs of teachers. However, it is still a topic of concern that

whether the performance of teacher is altered due to the evaluation results. To address this issue, (Taylor & Tyler, 2012) examined the mid-career teachers for measuring their productivity and value added to achievement of students, before evaluation, during and after that. It was noticed that the productivity of teachers was increased in years after evaluation. The outcomes suggested that teachers can develop more skills and increase their efforts by gaining information about their evaluation.

The literature has numerous studies regarding the performance assessment of teachers. A study by (Kunter et al., 2013) found professional beliefs, self-regulation, work motivation and content knowledge as major aspects of professional competency and better performance. Particularly, the paper examined the impact of these aspects on teacher's instruction and thus student results. A sample of 194 teachers was taken teaching mathematics in secondary school of Germany. A positive impact of teacher's subject knowledge, self-regulation and enthusiasm was seen on the instructional quality, which resulted in improved outcomes of students.

The study by (Akiri & Ugborugbo, 2008) analyzed the impact of gender on the performance of secondary school teachers in Nigeria. A total of 979 teachers were taken as sample for study, including 460 male teachers and 519 females. The study involved 2 questionnaires for collection of data. The findings indicated that in the initial 5 years of service, male teachers are more productive while the productivity of female teachers is increased with experience and they become most productive between 6-15 years of their service. Moreover, male teachers are more enthusiastic and punctual up to 30 years of age while female ones show better performance in middle age (31-50 years).

A number of other researches were done for assessing performance of teachers based on gender. (Rashidi & Naderi, 2012) found female teachers more expressive and supportive, compared to male teachers. (Wood, 2012) during his analysis observed female teachers to be more nurturing, open and informal towards their students. Moreover, female teachers were observed to spend more time in encouraging students and appreciating their participation. (Chen, 2000) emphasized that female teachers give more compliments and keep control in class rooms in such a way that their relation with students is kept intact. (Wood, 2012) observed male school teachers to be more dominating that exercise greater control in class rooms. According to (Chudgar & Sankar, 2008), male teachers are more disciplined, punctual and strict toward their students. Moreover, male teachers involve students in group activities and promote creative thinking.

(Iqbal, 2012) assessed the performance of government and school teachers and concluded that although public school teachers are offered more resources and higher salary packages, but their dedication towards teaching and improving students' learning experience is low compared to private school teachers. In another study, 70% of government school teachers said that documentation and routine tasks interfere with teaching tasks, while only 40.8% of private school teachers made the similar complaint (Scheper, 2013). The research survey by (Lubienski & Lubienski, 2005) showed that 89% of government school teachers are certified and skilled while private ones have an average of less than 45%.

(Khan, Fauzee & Daud, 2016) evaluated the differences in performance of teachers working in public and private schools of Pakistan. They found the performance shown by private school teachers to be far better than public school teachers. Private school teachers showed more punctuality and adherence to curriculum requirements. The survey conducted by (Khan, Fauzee & Daud, 2016) recorded an attendance of teachers in private schools to be 93% while for public schools it was 87%.

This literature survey made it clear that performance of teachers is a major concern in the development of educational system, and more and more efforts are needed in determining the factors affecting teacher's performance belonging to different streams. A number of past studies have evaluated teachers separately on the base of gender or sector, but there are limited studies where the performance of teachers belonging to different streams, sectors and gender is evaluated simultaneously. This paper considers the past findings in this domain and carries out further analysis for latest and comprehensive conclusions by using different assessment factors and different stream teachers, and is believed to be a valuable addition to the literature of this domain.

## **METHODOLOGY**

The research design for this research is descriptive survey. The sample consisted of 400 secondary school teachers of Mahendergarh district. This includes 200 female teachers (100 each from private and government school, of which 50% are from science stream and 50% from the humanities stream) and 200 male teachers (100 each from private and government school, of which 50% are from science stream and 50% from the humanities stream). For measuring the job performance researcher has developed a questionnaire that covers subject knowledge and teaching skills, discipline and punctuality, management and interpersonal skills of the teachers.

**FINDINGS AND CONCLUSION****Table 1: Gender and Job Performance**

<b>Statements</b>	<b>P-value (Gender)</b>	<b>P-value (School Type)</b>	<b>P-value (Stream)</b>
<b>The teacher is disciplined and punctual</b>	<b>0.001</b>	<b>0.000</b>	0.503
He/She grades the tests and assignments in a timely manner	0.072	<b>0.000</b>	0.122
<b>He/She is always decently and neatly dressed</b>	<b>0.022</b>	0.750	0.090
<b>He/She rarely takes leave from school</b>	<b>0.001</b>	<b>0.000</b>	<b>0.030</b>
<b>He/She responds to misbehavior in highly effective and sensitive manner.</b>	<b>0.000</b>	<b>0.000</b>	<b>0.012</b>
<b>He/She documents the progress of each student throughout the year.</b>	<b>0.001</b>	<b>0.000</b>	<b>0.030</b>
<b>His/Her works results in acceptable, measurable, and appropriate student academic progress.</b>	<b>0.001</b>	<b>0.000</b>	<b>0.031</b>
<b>He/She effectively addresses appropriate curriculum standards.</b>	<b>0.003</b>	0.277	<b>0.045</b>
<b>He/She demonstrates ability to link content with learning experiences, other subject areas, and real world experiences and applications.</b>	<b>0.001</b>	<b>0.000</b>	0.311
He/She demonstrates an accurate knowledge of the subject area(s) taught.	0.964	0.000	0.107
He/She communicates clearly and checks for understanding.	0.344	0.845	0.860
He/She demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group taught.	0.797	0.721	0.667
He/She engages and maintains students in active learning.	0.697	0.259	0.908
He/She uses a variety of effective instructional strategies and resources.	0.162	0.494	0.783
He/She uses instructional technology to enhance student learning.	0.574	0.767	0.856

He/She respects students' diversity, including language, culture, gender, and special needs.	0.510	0.351	0.205
He/She actively listens and pays attention to students' needs and responses.	0.544	0.341	0.484
He/ She develops a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.	0.190	0.349	0.749
<b>He/She builds positive and professional relationships with parents/guardians through regular and effective communication concerning students' progress.</b>	<b>0.030</b>	0.618	0.707
He/She collaborates and communicates effectively within the school community	0.457	0.709	0.502
He/She demonstrates genuine caring and respect for individual students through eye contact, voice inflection, body language and gestures.	0.277	0.414	0.326
He/She demonstrates positive attitudes toward the teaching profession.	0.820	0.121	0.258
He/She shows professional growth through study, experimentation and participation in professional activities.	0.433	0.472	0.314
He/ She cooperates with colleagues and students to maintain a good relationship.	0.426	0.280	0.197
Maximizes instructional learning time by working with students individually and in groups	0.175	<b>0.000</b>	0.312

- For 64% of the male teachers, their HODs mentioned that they are disciplined and punctual while for 55% of the female teachers, HODs mentioned the same. With p-value < 0.05 it can be said that there is statistically significant association between gender and discipline/punctuality of teachers. Male teachers are likely to be more disciplined and punctual than their female counterparts.

- For 83% of the male teachers, their HODs mentioned that they are decently and neatly dressed while for 89% of the female teachers, HODs mentioned the same. With p-value  $< 0.05$  it can be said that there is statistically significant association between gender and dressing sense of teachers. Female teachers are likely to be more decently and neatly dressed than the male teachers.
- For 58.5% of the male teachers, their HODs mentioned that they rarely take leave while for 67% of the female teachers, HODs mentioned the same. With p-value  $< 0.05$  it can be said that there is statistically significant association between gender and attendance. Female teachers are likely to be more regular than their male peers.
- For 59% of the male teachers, their HODs mentioned that they respond to misbehavior in highly effective and sensitive manner while for 73% of the female teachers, HODs mentioned the same. With p-value  $< 0.05$  it can be said that there is statistically significant association between gender and response to misbehavior. Female teachers are likely to be more effective and sensitive in responding to misbehavior than their male peers.
- For 58.5% of the male teachers, their HODs mentioned that they document the progress of each student throughout the year while for 67% of the female teachers, HODs mentioned the same. With p-value  $< 0.05$  it can be said that there is statistically significant association between gender and documentation of the students' progress. Female teachers are likely to have better management skills than their male peers when it comes to documentation of the students' progress.
- For 54.5% of the male teachers, their HODs mentioned that they effectively address appropriate curriculum standards while for 59% of the female teachers, HODs mentioned the same. With p-value  $< 0.05$  it can be said that there is statistically significant association between gender and addressing curriculum standard. Female teachers tend to follow the standards more than their male counterparts.
- For 46% of the male teachers, their HODs mentioned that they demonstrate ability to link content with learning experiences, other subject areas, and real world experiences and applications while for 51% of the female teachers, HODs mentioned the same. With p-value  $< 0.05$  it can be said that there is statistically significant association between gender and ability to link theory to practice. Female teachers are likely to demonstrate the practice of theory more effectively than the male teachers.

- For 90.5% of the male teachers, their HODs mentioned that they build positive and professional relationships with parents/guardians through regular and effective communication concerning students' progress while for 83% of the female teachers, HODs mentioned the same. With  $p$ -value  $< 0.05$  it can be said that there is statistically significant association between gender and interpersonal skills like having regular and effective communication regarding the progress of students with their parents. More number of male teachers is likely to demonstrate this skill than their female counterparts.

A number of researches that have been run in the past indicate that there is a difference in the behavior of the male and female teachers in the classroom (Laird, 2007). Whilst, various studies have also found that students have different reactions with regard to how their teachers' behave in the classroom (Basow, 1998; Zivkovic et al. 2012; Whitworth, Price and Randall, 2002). Also, other studies have found that while male teachers bound to spend most of their time in the class lecturing, the female faculty tries to engage the students in an active way to grasp knowledge. These methods are known as learner-centred instructional practices (Brawner et al, 2001; Lammers and Murphy, 2002; Starbuck, 2003; Laird, Garver, Niskode, 2007). The said research stipulates that gender causes a disparity in various circumstances. In the past few years, a lot of studies have been conducted to investigate the relationship that exists between teachers' effectiveness and their gender. The results that have been put across are mixed. Various reports have surfaced which conflict the findings of this study. Jayaramanna, 2001; Kagathala, 2002; Vijayalakshmi, 2002; Mohanty and Parida, 2010; Singh et al, 2012; Baraiya and Baraiya, 2013 found that gender has no role to play, whatsoever, when it comes to the effectiveness of teachers. Nonetheless, there are some researchers who have come across the fact that the gender of the teacher to be an important parameter in predicting the effectiveness. According to the results, females were said to be more effective in terms of teaching as compared to their male contemporaries. (Agrawal, 2003; Arokiadoss, 2005; Mahanta, 2012; Luschei, 2012). In contrast to this, Kulkarni (2000) found that male teachers were more effective and females were rated to average as far as teaching was concerned.

### **School Type and Job Performance**

- For 83% of the government school teachers, it was mentioned that they are not disciplined and punctual while for 100% of the private school teachers, HODs mentioned the opposite i.e. 100% of the private school teachers were punctual and disciplined. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and discipline/punctuality of teachers. The private school teachers are likely to be more disciplined and punctual than the government school teachers.
- For 78% of the government school teachers, it was mentioned that they do not grade the tests and assignments in a timely manner while for 86.5% of the private school teachers, HODs mentioned the opposite i.e. 86.5% of the private school timely assess the tests and assignments. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and time for assessment taken by the teachers. The private school teachers are likely to be more on time when it comes to assessment than the government school teachers.
- For 53% of the government school teachers, it was mentioned that they rarely take leave while for 73% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between the type of school and attendance. Private school teachers are likely to be more regular than the government peers.
- For 56% of the government school teachers, their HODs mentioned that they respond to misbehavior in highly effective and sensitive manner while for 76% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and response to misbehavior. Private school teachers are likely to be more effective and sensitive in responding to misbehavior.
- For 53% of the government school teachers, their HODs mentioned that they document the progress of each student throughout the year while for 72.5% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and documentation of the students' progress. The private teachers are likely to have better management skills than the government school teachers when it comes to documentation of the students' progress.

- For 85.7% of the government school teachers, their HODs mentioned that their work results in acceptable, measurable and appropriate academic progress of the students while for 72.5% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and acceptable or measurable academic progress of the students. The work of government school teachers is likely to be more result-oriented than the private school teachers.
- For 94.5% of the government school teachers, their HODs mentioned that they demonstrate ability to link content with learning experiences, other subject areas, and real world experiences and applications while for 54.5% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and ability to link theory to practice. Government school teachers are likely to demonstrate the practice of theory more effectively than the private school teachers.
- For 85.5% of the government school teachers, their HODs mentioned that they demonstrate an accurate knowledge of the subject area(s) taught while for 67% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and knowledge of subject of the teachers. Government school teachers are likely to demonstrate better subject knowledge than the private school teachers.
- For 72% of the government school teachers, their HODs mentioned that they maximize instructional learning time by working with students individually or in teams while for 92.5% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between type of school and the instructional learning approach. Higher number of private school teachers is likely to demonstrate instructional learning approach than the government school teachers.

Olasehinde and Olatoye (2014) in their study conducted in Nigeria concluded that private school teachers are more effective than the government school teachers. There can be various reasons which could explain this phenomena and it includes small class size, the cleanliness at private schools and the welcoming nature which the teachers are exposed to in private schools. Igbinedion and Epumepu (2011) had the similar findings in the field of business studies. Lassibille and Tan (2010) conducted a study with regard to the efficiency

of private schools as compared to public ones. The simulations of the study indicate that private schools are less efficient than public schools. On the other hand, a study carried out by Sumra and Katabaro (2014) about the declining quality of education in Tanzania concluded on the lines that a factor which was contributing to the failure rate of education was the incessant establishment of community schools in the region.

### **Stream and Job Performance**

- For 65.5% of the science school teachers, it was mentioned that they rarely take leave while for 60% of the humanities' school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between the stream and attendance of the teachers. Teachers from science stream are likely to be more regular than the teachers from humanities.
- For 70.5% of the science school teachers, their HODs mentioned that they respond to misbehavior in highly effective and sensitive manner while for 61.5% of the humanities school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between the stream and response to misbehavior. Teachers from science stream are likely to be more effective and sensitive in responding to misbehavior than the teachers from humanities.
- For 65.5% of the science school teachers, their HODs mentioned that they document the progress of each student throughout the year while for 60% of the humanities school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between stream and documentation of the students' progress. The teachers from science stream are likely to have better management skills than the teachers from humanities stream when it comes to documentation of the students' progress.
- For 65.5% of the science school teachers, their HODs mentioned that their work results in acceptable, measurable and appropriate academic progress of the students while for 60% of the private school teachers, HODs mentioned the same. With  $p\text{-value} < 0.05$  it can be said that there is statistically significant association between stream and acceptable or measurable academic progress of the students. The work of school teachers from science stream is likely to be more result-oriented than the humanities' school teachers.

- For 57% of the science school teachers, their HODs mentioned that they effectively address appropriate curriculum standards while for 56.5% of the female teachers, HODs mentioned the same. With p-value < 0.05 it can be said that there is statistically significant association between stream and addressing curriculum standard. Teachers from science stream tend to follow the standards more than the teachers from humanities.

The paper highlights several variables of the job performance that are affected by independent variables like gender, type of management in the school and the streams of the school teachers. While in the present research the teachers' job performance was reviewed by their respective reporting heads for the future research and analysis, the teachers' performance can be reviewed from the students' perception. This may be a fresh contribution direct from the horse's mouth as students who are in regular touch with their teachers would be able to give a better response on their teaching methodology, interpersonal skills, behavior, discipline and punctuality. Furthermore, parents can be interviewed to understand the teachers' performance in yet another perspective.

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