



The Influence of Principal Leadership Style to the Teacher's Job Performance

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Abstract:

The study aims to bridge the relationship between the principal leadership style and teachers' job performance. The researcher identified the principal leadership as a motivation and style but not completely a form of science. There are several factors why the style of leadership is neglected that may be linked to the physical and external constraints that affect the performance of teachers to their profession. This presents challenges of the principal in bringing changes and development of faculty. The study will help management to enhance the capability of principal on handling challenges and enabling educators to perform with ease.

Keywords: Principal, Principal Leadership Style, Motivation, Physical and External Constraints, Teacher Performance, Profession

I. Introduction

Education is the greatest factor of our life (Wachira et.al 2017). It becomes a body of research for the field of educational leadership on finding answer on the best practices for a leadership style in education. Leadership practices play a crucial role on teacher performance and the school effectiveness which principal's main role. Aghenta (2000) stated the effectivity of the capability of the principal is the utmost concern in education. Principal manages from the lowest – highest grade level in a school year. The Leadership style of the principal is important factor in honing the skills and motivating of its learners. The effectivity of the principal leadership style creates a certain environment to dwell in planning, discipline and motivating to function together with the help of its teachers or faculty. Sybil (2000) implies that the principal style of leadership is being test on personality in a given situation.

According to Nurfirdaus and Hodijah (2018), teacher is one of the spice in education because a good performance of teacher can bring best out from its students in achieving their goals that can be an asset of the school. The success of the teacher is always the key in school endeavour. There is someone behind the teacher's capability to bring all out from the students. Principal should enhance the integrity and the quality of its school.

Either the principal leadership style deals the decision making and development of teachers. Motivation and discipline is significant in productivity. Motivation comes directly for the needs or wants while discipline it to follow a direct path to achieve a common goal. According to Dayanti (2017) Motivation and discipline are important in performing a task.

Efficacy of the leadership is a must in obtaining motivation and discipline. The leadership styles work in a certain situations or organization (Siagian 2002). Social Cognitive theory stressed that learning can be acquired in traditions, norms, and skills. Teachers look directly on their leaders to follow. The Principal Leadership style can be related on the growth of his teachers as per theory in psychoanalysis of Sigmund Freud , people were transferring experiences and emotions from past relationships onto the present.

In a current set up The bombardment of tasks to teachers and a pressure on the change on the learning materials to grasps technology. The deadlines need to beat in limited time. Teacher are being given a punishment for not making it on time and yet never been rewarded. These are the common challenges of teachers and principals working in public and private schools. Principals needs a leadership style that can motivate his teachers or faculty or they have other source of motivation.

I.I Statement of the Problem

1. Does the Principal leadership style have a relationship on the teacher performance?
2. What are the factors that can Principal Leadership Style relate to its teacher?

II. Literature Review / Theoretical Framework

II. I Literature Review

Researchers pursue knowledge on how to prove theories through a research studies for understanding the principal leadership styles and impact to teachers. Researchers are keen in analyzing factors that have a relationship on the growth of education through the Principal Leadership style to teachers. Assumptions were made that the Principal's leadership style has an impact on the teacher's job performance. Teachers and Principal Leadership Style is in challenge on the following situation; lack of knowledge , Working in disadvantage places, teacher effectiveness the relationship between school principals and teachers and a leadership model need for teacher effectiveness

“The leader is characterized by a strong drive for responsibility and task completion, vigour, and persistence in pursuit of goals venture sameness and originality in problem solving, drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decision an action, readiness to absorb, interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behaviour, and capacity to structure social interaction systems to the purpose at hand” (Stodgil 1974). Leaders can be anyone who can blend and initiate change in an environment. Hoy and Miskel (2000) categorized these traits into three groups: personality, motivation and skills that are need in a leadership style that can affects it members.

According to Lepola, Overtoom, Laitinen (2015) the quality and efficacy of teachers can be inform of incentives and bonuses, Teaching experience and expertise (Sun, 2015) , means of

command (OST , 2018 & hannaway et. al 2012) , interpersonal and intrapersonal skills (Reed and Sammons , 2014) , confidence, pedagogy (Liu, 2014) , career oriented, emotions, communication skills , professionalism (Koutruba, 2012)

According to Pink (2016) stated style of motivation that people are being afraid of getting punishment or being excited on getting a reward. it is ununderstandable that everyone is unique and different schema on how they would like to be motivated. As a Principal must have a background knowledge to identify the physiological or psychological needs to motivate his members . He stated that motivation is divided into 3 Autonomy , Mastery and Purpose. Purpose it helps to connect ability to a specific cause. Motivation is divided into two Intrinsic and extrinsic motivation that can be used as a strategy in Leadership to set motivation. Extrinsic motivation is being compensated for what you have done even it is against your will like having Saturday classes on top of your off . Teachers are motivated to work in order to earn unlike your will come to work because you feel it is important day.

Siagnan (2002) states that leadership relies on the flexibility and reliability in certain situations. Effective Principal Leadership strategy is not only limited to teachers but can be observed on the school success (Dotson 2008)

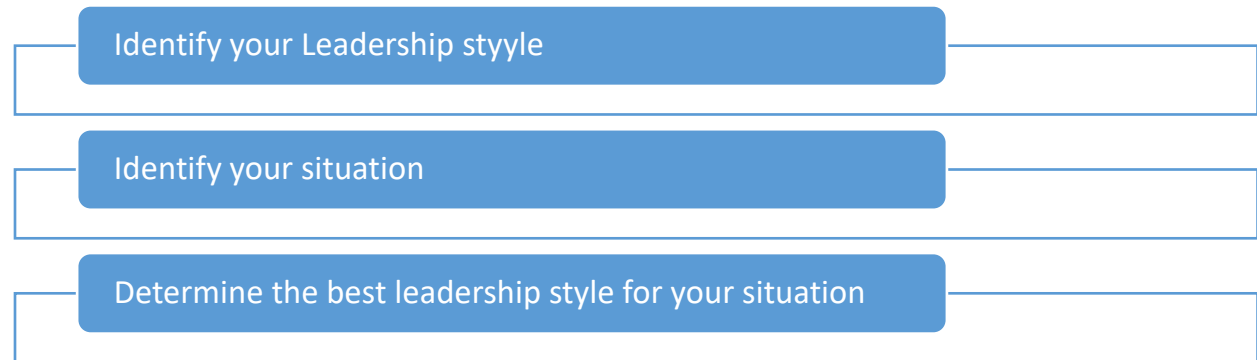
“According to Chance and Chance (2002), contingency theory produces practical application for school leaders.”. The Chance’s believed that understanding contingency theory will help school leaders in several ways. First, this theory helps to identify outside variables that impact a school. ‘Secondly, contingency theory helps to appraise the impact of schools organization structure on responses to external pressures and demands.’. In this theory principal is being versatile in situations from inside and outside. The versatility of the strategy can help teachers to amend or make changes ahead of time.

Spector (1997) states a good principal strategy could easily swayed and follow by teachers. The success of a good strategy will help to set plan ahead of time and helps to provide a good working space(Hallingera and Hell, 1998) while a poor principal strategy it performs a powerless guidelines and relationships that have a negative impact on the performance of the school(Chieffo, 1991)

According to Nkirote, (2020) teachers are the important in cvhilds grow, a motivated teacher could ace and be more than what is expected. Motivation in school is not only important in teaching as well as the management.

Theoretical Framework

Contingency Theory by Fiedler Contingency



Summary & Conclusion

The purpose of this study is to identify the principal leadership strategy to have a relationship on the motivations of the teachers. Questions served as a guide: 1. Does the Principal leadership style have a relationship on the teacher performance? 2. What are the factors that can Principal Leadership Style relate to its teacher?

As per Stodgil (1974) stated the willingness and strong personality in the institutions drives the group. Spector also stated that a good principal strategy can help teachers to build connection. A poor leadership could lead to failure. Pink (2016) highlighted the source of motivation which is purpose. It would be a great help to a principal in his leadership strategy if he would be aware on his environment, people who is with him, or other factors. It was also highlighted by Chance and Chance (2002) that a good leader can help to provide a good strategy if the person will be looking in different aspects.

The important part in a school is having a harmonious relationship between teachers and faculty. Having a strong relationship or working a team it has good impact for learning however providing a stressful environment could lead to anxiety and toxic work environment. As a principal to set a leadership motivation is building connection. Knowing one another helps to build a stimulus or to condition the environment. The school progression will move forward if the principal does not look only his teachers but as well as too the outside or inside of the school.

Factors that can affect the principal leadership style to its teachers are education attainment, skills, capability, professionalism and lack of knowledge. It was also stated that aside from motivation teachers and principals need to set a specific goal or discipline to reach the target. Setting a specific purpose can lead the team to a specific agenda. Principal leadership is not only building connections but a teacher who is looking forward for a change for the growth of the team.

Work satisfaction is a significant factor that affects teachers behavior as well as organizational success. Teacher job satisfaction is significant because it contributes to the study of organizational and teaching effectiveness, which, in turn, contributes to the study of organizational and teaching effectiveness.

It has an effect on students' academic performance as well as their learning. Pedagogical establishments for success

The leadership style of the principal and the morale of the teachers are two critical aspects of secondary school work. Teachers' motivation can be described as a teacher's affective attitude towards their work, It is expected that the teacher will go all out to perform his activities. Their job in a mindset into a meaningful experience and a leadership where everyone is acting a member for a goal



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V Nkirete, R Thinguri - African Journal of Education and Practice, 2020 - iprjb.org

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