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## Effects of Head Teaches' Task-Oriented Behavior on Teachers' Performance at Secondary Level Lahore

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**Abstract:** *This study aimed to illuminate the effects of head teachers' task-oriented leadership style on secondary grade teachers' performance. The head teachers and teachers of the secondary level of Lahore City constituted the population of the study. From this population, 300 teachers and students were selected as samples by stratified random sampling technique. Data was collected by using survey questionnaires. Two self-made questionnaires were developed and used to collect data from teachers and students. Participants were asked to respond to a 5-point Likert scale ranging from '1' indicating strongly disagree and '5' indicating strongly agree in terms of how strongly the head teachers practised task-oriented behaviour. Collected data was analyzed using descriptive and inferential statistics that include mean, percentage, and independent sample t-test and regression analysis. The main finding of the study revealed that head teachers' task-oriented behaviour has a positive effect on teachers' performance at the secondary level.*

**Key Words:** Task-oriented Leadership, Head Teacher, Secondary Level, Teachers' Performance

### Introduction

Rapid advancement in technology and innovation has flipped the world into a different place. Novelty has given a dynamic perspective to every sphere of life including education. In this regard, a heavy responsibility falls on the Head teacher's strong shoulders. He/she not only looks after the maintenance of the school, but they are also trying to improve the teaching of the teachers and their ways of delivering knowledge. The effectiveness of head teachers' performance is a process of measuring the actions, behaviour and style based on the quality of standards of an effective

head teacher. There are various studies conducted on the measurement of the head teachers' performance. Salfi (2011) revealed in his study that effective head teachers have a common and shared vision and a culture of collaboration, fostering support and trust. In the past, many leadership theories were established that replaced the previous one. One of them is the behavioural theory of leadership. It clearly states leader's behaviour affects employees' performance. The behavioural theory of leadership emerged after the trait theory of leadership. Trait theory was inadequate and inclusive for measuring

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leadership discourse (Bass & Stogdill [1990](#); Bolden et al. [2003](#)). However, the behavioural theory of leadership was highly successful in matching the behaviour of the leader. As the theory focused entirely on the leader's behaviour, this theory gained ground by offering a leadership model for organizational employees, which remains its strength; nevertheless, there are also some drawbacks (Derue et al. [2011](#)).

On the other hand, Fred Fiedler was a social scientist who researched personality. Characteristic of leaders in the mid-1960s, He established a model based on basic assumptions about the behavior of task-oriented and relationship-oriented leaders. The model states that there is no critical approach to leadership. Instead, a leader's performance is situational. The two variables "Leadership" and "situational control" are what led to this. In the Pakistani perspective, the Organizational performance of educational institutions has been reduced due to many challenges and problems which start from the gap between planning and proper implementation of many policy reforms in educational institutes. Ramay ([2010](#)) stated in his study that in the last fifteen years, Pakistan has been focusing on the problems of leadership attitudes in educational institutes. Shamsi, Ahas and Imtinan ([2010](#)) pointed out the problem of educational leadership that some leaders cannot act properly with the clarity of purpose and correct definition of work, hence the poor or unsatisfactory organizational performance due to non-coordinated activities.

## Background

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In order to continue the growth in teacher employment, which leads to improved tutoring structures and practices in seminaries, the leadership approach in the academic system, including school institutions, is crucial. Effective leadership has never been more important than it is now, especially in schools (Saleem et al., [2021](#)). Effective leaders are particularly concerned with the long-term growth of their employees, and they foster this growth by using tact and other social skills. It's

not about being "nice" or "understanding," but rather about utilizing personal provocations to foster association-wide change. The strong backing of a leader inspires followers to hold fast to their ideals and persistently negotiate them. Leadership affects how well we live our lives, just as much as our in-laws or blood pressure. In difficult times, which have been common throughout history and are more hazardous than pests, corrupt leaders have been the leading cause of death (Barrett-Baxendale et al., [2009](#)). In fact, we look at elements that are appropriate given the tools at hand. The lives of infamous people throughout history served as the main teaching tool for leadership (Sternberg, [2007](#)).

## Head Teacher as a Leader

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Educational leaders are facilitators and problem solvers who must provide top-notch teaching facilities for quality education. As a result, the leadership of a principal is crucial to the functioning of a school where formal teaching and learning take place to educate the next generation (Williams-Boyd, 2002). The head teacher may serve as an example of how teachers, shareholders, and society participate in education; as such, he should cultivate strong relationships with them to work more effectively in the classroom. To address institutional issues, he must take unwavering yet persistent action (Purinton, [2013](#)). Given that administration is concerned with institutional advancement, leadership is crucial in relation to how important initiative is. It is connected to organizing the institution (school) to achieve common goals. The goal of school authority is to enhance schools via reform. Effective school management is essential to a school's capacity to teach students for success in the future (Leithwood, Day, Sammons, Harris, & Hopkins, [2006](#)). Nsubuga asserted that numerous secondary grade teachers' bad performance is attributable to insufficient top leadership (Nsubuga, [2008](#)). According to IChange (Imhangbe, et al., [2018](#)) how well academy administrators conduct themselves affects teachers' performance either directly or indirectly. Thus, the principal's

leadership in seminaries determines the development of teacher preceptors' career-related advancement (Szeto & Chaeng, 2018). In this research addressing these issues was urgently needed, especially in the context of Pakistan's private elite seminaries. Improved school leadership is currently a primary priority for educational change. In a thorough assessment done in 2010 by academy and quarter directors, 11 legislators, and others, head teacher's leadership was identified as one of the most important difficulties in public academy education. For councils and professions, star leadership was more crucial than powerhouse rates, STEM (wisdom, technology, engineering, and calculation) education, student assessment, and medicine (Simkin, et al., 2010). An important study conducted by academics at the universities of Minnesota and Toronto supported the empirical association between academy leadership and higher student achievement.

## **Teacher**

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A teacher is a person who facilitates learning by providing educational instruction and guidance to students, typically in a school setting. They can also be defined as someone who imparts knowledge, skills and values to others. Teachers play a crucial role in the education and development of individuals and are responsible for helping students grow and reach their full potential. Along with transferring knowledge, teachers play a vital role in influencing pupils' beliefs and attitudes. They aid kids in comprehending the value of respect, accountability, honesty, and other principles necessary for success in life. In order to succeed in the modern world, students need to have the ability to think critically and solve problems. Teachers assist students in this process. They support pupils in developing creative thinking skills and a positive view of life (Liebowitz, and Porter, 2019).

## **Task-Oriented Leadership Style**

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Teaching and learning must be a central component of all policy efforts and reforms for school leaders and managers working in this

atmosphere of change to ensure success. It is also important to recognize, however, that a significant transformation in culture, structure, and procedures is needed for the government's policy of empowering school leaders/managers to meet modern leadership requirements (Barrett-Baxendale & Burton, 2009). Task-oriented leadership is a behavioural strategy where the leader concentrates on the execution of necessary tasks to fulfil specific objectives or attain particular performance benchmarks. This style encompasses various aspects of task management, which involve orchestrating job-related activities, emphasizing administrative responsibilities, overseeing product quality, and preparing financial documentation. Thus, leaders who embrace the task-oriented approach prioritize the accomplishment of important tasks to achieve organizational goals. Notably, these leaders display a distinctive trait by placing less emphasis on employees, who are pivotal agents in goal achievement. Instead, their primary concern revolves around adhering to a predetermined course of action to meet precise organizational objectives (Forsyth and Donelson, 2010).

## **Strengths of Task-Oriented Leadership**

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- A prominent advantage of task-oriented leadership lies in the flawless and punctual completion of all requisite tasks. This capability promotes effective time management among employees.
- Additionally, task-oriented leaders serve as role models for staff members by focusing on essential workplace protocols and the manner in which duties are executed.
- Consequently, they can delegate responsibilities and ensure the timely and productive fulfilment of tasks.
- This leadership style is characterized by clear objectives and well-defined task descriptions.
- Leaders encourage open communication to guarantee a comprehensive understanding of targets by employees.
- They also structure work teams for specific tasks, ensuring team members

have a lucid comprehension of their roles.

- Consequently, this approach proves suitable for meticulously organized work environments, such as manufacturing assembly lines, where repeated execution of well-defined processes yields heightened productivity and quality (Fiedler, [1964](#)).

### Weaknesses of Task-Oriented Leadership

- Conversely, weaknesses of the task-oriented style include the potential for employees to develop a fear of deviating from established rules, leading to diminished creativity, lowered morale, and ultimately, increased turnover.
- When employees become apprehensive about rule-breaking, they might avoid taking risks, stifling innovation.
- Furthermore, highly creative employees might experience demoralization and seek opportunities outside their current organizations to find environments that encourage creativity (Bass, [1990](#)).

### Research Objectives

The study includes the following research questions.

1. To explore the level of head teachers' task-oriented behaviour at the secondary level.
2. To explore the performance of teachers at the secondary level.
3. To find out the effect of head teachers' task-oriented behaviour on teachers' performance at the secondary level.

### Research Methodology

The nature of this study was descriptive, aiming to provide a comprehensive portrayal of the effect of head teachers' task-oriented behaviour on teachers' performance at the secondary level. The population of the study were the group of people with the same properties from which the sample was selected (Saeed et al., [2021](#); Sajjad et al., [2022](#); Shahzad et al.,

[2023a](#), [2023b](#); Siddique, [2020](#); Siddique et al., [2022](#); Siddique et al., [2021](#); Siddique, et al., [2023](#); Siddique, et al., [2023](#); Siddique et al., [2021](#)). The sample was a subgroup of the population which were used to collect the data. The population of this study includes all the public and private secondary grade schools of Lahore city. All the secondary grade teachers and students are included in the study population.

The sample were subgroup of population which were used to collect the data (Akhter et al., [2021](#); Akhter et al., [2021](#); Ali et al., [2021](#); Azeem et al., [2021](#); Faiz et al., [2021](#); Jabeen et al., [2022](#); Kanwal et al., [2022](#); Lakhan et al., [2020](#); Mah Jabeen et al., [2021](#); Munir et al., [2021](#)). The study's sample size was determined using the Cochran formula (1977). The study involved the participation of 100 teachers, comprising both males and females. Additionally, 200 students from secondary grades took part in the study.

### Research Instrument

For the survey research, a self-designed questionnaire was utilized as the instrument. Two distinct questionnaires were created, one for teachers and another for students. In order to assess the level of task-oriented behaviour exhibited by head teachers, four factors were taken into account: communication, time management, discipline maintenance, and goal orientation. Furthermore, to evaluate the performance of 58 teachers, the following factors were analyzed: attitude, communication, discipline, and environment. Cronbach's alpha was employed to assess the reliability of the questionnaires.

### Data Collection

The researcher personally collected data from both public and private sector secondary grade teachers and students. Teachers' opinions were collected via an online survey, whilst students' responses were recorded on paper copies. 3.6 Data Analysis The data analysis process involved the utilization of SPSS (Statistical Package for Social Analysis) computer software. Several statistical techniques were

employed to analyze the data collected. Frequencies and mean scores were computed to examine the distribution and central tendencies of the data. Additionally, an independent t-test was performed to assess the significance of differences between groups. Moreover, regression analysis was conducted to investigate the effects of the independent

variable on the dependent variable. This analytical approach allowed for the examination of the effects and predictive power of the independent variable in relation to the dependent variable. The researcher employed these statistical procedures to gain a comprehensive understanding of the data and draw meaningful conclusions

## Data Analysis

**Table 1**

*Demographic Information of Teachers*

Variable	Frequency	Per cent
Male	50	45.5
Female	50	45.5
Total	100	90.9

The sample of the study was 100 male and female secondary-grade teachers from both public and private schools. 50 male and 50 female secondary grade teachers participated

in this research. The above table represents the percentage of male (45.5%) and percentage of female teachers (45.5%).

**Table 2**

*Mean Score of Level of Head Teachers' Task-Oriented Behaviour*

Variable	Mean	Min	Max	SD
LTB	58.42	47.00	73.00	5.12

*Note: LTB: Level of head teachers' task-oriented behaviour.*

Table 2 shows the mean score of the level of head teachers' task-oriented behaviour. The

mean of head teachers' task-oriented behaviour is  $m=58.42$  ( $min=47$ ,  $max=73$ )  $SD=5.12$ .

**Table 3**

*Percentage of Level of Head Teachers' Task-oriented Behavior*

Statements	SD	D	N	A	SA
Headteacher sets clear and measurable goals	1%	1%	13%	47%	38%
The headteacher delegates tasks effectively to staff members	1%	5%	11%	60%	23%
The headteacher prioritizes tasks based on importance and urgency	0%	5%	27%	51%	17%
Headteacher evaluates progress regularly	5%	10%	16%	43%	26%
Headteachers utilize time and resources effectively	1%	2%	23%	47%	27%
Headteacher sets realistic deadlines	0%	4%	28%	48%	20%
Headteachers prioritize tasks under pressure	3%	7%	18%	47%	25%
Headteacher promotes a reward and punishment system	0%	4%	25%	46%	25%
Headteacher ensure task completion	0%	3%	23%	58%	16%
Headteacher provides regular feedback	3%	6%	19%	48%	24%
Headteachers adjust tasks based on changing	4%	7%	24%	43%	22%

Statements	SD	D	N	A	SA
circumstances					
Headteacher holds teachers accountable	0%	8%	20%	50%	22%
The headteacher creates a positive environment	1%	8%	11%	45%	35%
Headteacher leads by example	1%	1%	22%	58%	18%
Headteacher stays organized	2%	4%	19%	56%	19%

- The first statement shows that 47% of teachers agree, 38% strongly agree, 1% disagree, and 1% strongly disagree whereas 13% of teachers are neutral about "Headteacher sets clear and measurable goals".
- The second statement shows that 60% of teachers agree, 23% strongly agree, 5% disagree, and 1% strongly disagree whereas 11% of teachers are neutral about "Headteacher delegates tasks effectively to staff members".
- The third statement shows that 51% of teachers agree, 17% strongly agree, 5% disagree, and 0% strongly disagree whereas 27% of teachers are neutral about "Headteacher prioritizes tasks based on importance and urgency".
- The fourth statement shows that 43% of teachers agree, 26% strongly agree, 10% disagree, and 5% strongly disagree whereas 16% of teachers are neutral about "Headteacher evaluates progress regularly".
- The fifth statement shows that 47% of teachers agree, 27% strongly agree, 2% disagree, and 1% strongly disagree whereas 23% of teachers are neutral about "Headteacher utilize time and resources effectively."
- The sixth statement shows that 48% of teachers agree, 20% strongly agree, 4% disagree, and 0% strongly disagree whereas 28% of teachers are neutral about "Headteacher sets realistic deadlines"
- The seventh statement shows that 47% of teachers agree, 25% strongly agree, 7% disagree, and 3% strongly disagree whereas 18% of teachers are neutral about "Headteacher prioritize task under pressure."
- The eighth statement shows that 46% of teachers agree, 25% strongly agree, 4% disagree, and 0% strongly disagree whereas 25% of teachers are neutral about "Headteacher promotes reward and punishment system".
- The ninth statement shows that 58% of teachers agree, 16% strongly agree, 3% disagree, and 0% strongly disagree whereas 23% of teachers are neutral about "Headteacher ensure task completion".
- The tenth statement shows that 48% of teachers agree, 24% strongly agree, 6% disagree, and 3% strongly disagree whereas 19% of teachers are neutral about "Headteacher provides regular feedback".
- Eleven statement shows that 43% of teachers agree, 22% strongly agree, 7% disagree, and 4% strongly disagree whereas 24% of teachers are neutral about "Headteacher adjust tasks based on changing circumstances".
- Twelve statement shows that 50% of teachers agree, 22% strongly agree, 8% disagree, and 0% strongly disagree whereas 20% of teachers are neutral about "Headteacher holds teachers accountable".
- Thirteen statement shows that 45% of teachers agree, 35% strongly agree, 8% disagree, and 1% strongly disagree whereas 11% of teachers are neutral about "Headteacher creates a positive environment".
- Fourteen statement shows that 58% of teachers agree, 18% strongly agree, 1% disagree, and 1% strongly disagree

whereas 22% of teachers are neutral about "Headteacher leads by example."

- Fifteen statement shows that 56% of teachers agree, 19% strongly agree, 4%

disagree, and 2% strongly disagree whereas 19% of teachers are neutral about "Head teacher stays organized".

**Table 4**

*Percentage of Effects of Head Teachers' Task-oriented Behavior*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1. Effective delegation of tasks allows teachers to focus on their teaching	2%	4%	18%	50%	26%
2. Clear goals positively impact teachers' performance	0%	0%	17%	57%	26%
3. Head teacher's support and monitoring of school projects improve teacher confidence	0%	4%	20%	43%	33%
4. Head teacher's resolution of conflicts within the school reduces teacher stress	1%	5%	13%	50%	31%
5. The head teacher's addressing of school needs improves teacher job satisfaction	4%	4%	19%	53%	20%
6. A productive and organized work environment improves teachers' efficiency	2%	3%	19%	47%	29%
7. Effective communication with staff, students, and families improve teacher relationships.	1%	5%	15%	46%	33%
8. Evaluation and adjustment of the school's policies and procedures positively impact teacher decision-making.	1%	3%	18%	57%	21%
9. Effective management of the school's resources and finances improves teacher resource utilization	23%	54%	20%	0%	3%
10. Focus on achieving the school's goals and objectives improves teacher alignment and accountability	4%	5%	18%	52%	21%
11. Teachers feel pressured	1%	10%	25%	38%	26%
12. Teacher succeeds in achieving desired learning outcomes on time	5%	15%	19%	50%	11%
13. Teachers are discouraged from sharing their ideas	4%	14%	18%	49%	15%
14. Teachers have higher levels of motivation and productivity	3%	6%	22%	53%	16%
15. Teachers are satisfied with the head teacher's behaviour	4%	6%	38%	28%	24%

- The first statement shows that 50% of teachers agree, 26% strongly agree, 4% disagree, and 2% strongly disagree whereas 18% of teachers are neutral about "Effective delegation of tasks allows teachers to focus on their teaching".

- The second statement shows that 57% of teachers agree, 26% strongly agree, 0% disagree, and 0% strongly disagree whereas 17% of teachers are neutral about "Clear goals positively impact teachers' performance".

- The third statement shows that 43% of teachers agree, 33% strongly agree, 4% disagree, and 0% strongly disagree whereas 20% of teachers are neutral about "Head teacher's support and monitoring of school projects improve teacher confidence".
- The fourth statement shows that 50% of teachers agree, 31% strongly agree, 5% disagree, and 1% strongly disagree whereas 13% of teachers are neutral about "Head teacher's resolution of conflicts within the school reduces teacher stress".
- The fifth statement shows that 53% of teachers agree, 20% strongly agree, 4% disagree, and 4% strongly disagree whereas 19% of teachers are neutral about "The head teacher's addressing of school needs improve teacher job satisfaction".
- The sixth statement shows that 47% of teachers agree, 29% strongly agree, 3% disagree, and 2% strongly disagree whereas 19% of teachers are neutral about "Productive and organized work environment improves teachers' efficiency".
- The seventh statement shows that 46% of teachers agree, 33% strongly agree, 5% disagree, and 1% strongly disagree whereas 15% of teachers are neutral about "Effective communication with staff, students, and families improve teacher relationships."
- The eighth statement shows that 57% of teachers agree, 21% strongly agree, 3% disagree, and 1% strongly disagree whereas 18% of teachers are neutral about "Evaluation and adjustment of the school's policies and procedures positively impact teacher decision making".
- The ninth statement shows that 0% of teachers agree, 3% strongly agree, 54% disagree, and 23% strongly disagree whereas 20% of teachers are neutral about "Effective management of the school's resources and finances improves teacher resource utilization".
- The tenth statement shows that 52% of teachers agree, 21% strongly agree, 5% disagree, and 4% strongly disagree whereas 18% of teachers are neutral about "Focus on achieving the school's goals and objectives improves teacher alignment and accountability".
- Eleven statement shows that 38% of teachers agree, 26% strongly agree, 10% disagree, and 1% strongly disagree whereas 25% of teachers are neutral about "Teachers feel pressured".
- Twelve statement shows that 50% of teachers agree, 11% strongly agree, 15% disagree, and 5% strongly disagree whereas 19% of teachers are neutral about "Teacher succeeds in achieving desired learning outcomes on time".
- Thirteen statement shows that 49% of teachers agree, 50% strongly agree, 14% disagree, and 4% strongly disagree whereas 18% of teachers are neutral about "Teachers are discouraged to share their ideas".
- Fourteen statement shows that 53% of teachers agree, 16% strongly agree, 6% disagree, and 3% strongly disagree whereas 22% of teachers are neutral about "Teachers have higher levels of motivation and productivity".
- Fifteen statement shows that 28% of teachers agree, 24% strongly agree, 6% disagree, and 4% strongly disagree whereas 38% of teachers are neutral about "Teachers are satisfied with head teacher's behaviour".

**Table 5**

*Mean Difference between the Effects of Head Teachers' Task-Oriented Behavior on Teachers' Performance by Gender*

Variable	Mean	SD	Df	t-value	Sig
Male	54.2400	5.0651	88.811	3.881	.000

Female	57.6600	3.628	98
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To measure the effects of head teachers' task-oriented behaviour on teachers' performance at the secondary level an independent t-test was applied. Table 5 shows that the effects of head teachers' task-oriented behaviour on secondary grade teachers by gender. The mean score of male teachers' mean score is (M=54.2400,

SD= 5.0651). Whereas the mean score of female teachers' is (M=57.6600, SD=3.628),  $t(88.811) = 3.881, p=.000$ . The t-value of 3.881 is associated with a degrees of freedom (df) value of 88.811. The p-value (Sig) of .000 is below the commonly used significance level of .05, indicating statistical significance.

**Table 6**

*Demographic Information of Students Gender*

Variable	Frequency	Per cent
Male	100	50
Female	100	50
Total	200	100

A total of 200 students' male (100) and female (100) participated in this study. Students share

their perception of teacher's performance at the secondary level.

**Table 7**

*Demographic Information of Students Grade*

Variable	Frequency	Per cent
Grade 9	100	50
Grade 10	100	50
Total	200	100

Table 7 shows the division of participants by grade. 50 male and 50 female students of grade

9<sup>th</sup> and 50 male and 50 female students of grade 10<sup>th</sup> participated in this study.

**Table 8**

*Teachers' Performance in Students' Perception*

Statements	SD	D	N	A	SA
Teacher creates a positive learning environment	0%	4%	14%	48%	34%
Effectively teaches and engages students in lessons	1%	7%	10.5%	49.5%	32%
Has strong subject knowledge and ability to convey it to students	0%	3.5%	14.5%	41%	41%
Keeps students accountable to meet deadlines	1.5%	10%	13.5%	34.5%	40.5%
The teacher uses various teaching methods and techniques.	7.5%	12%	16%	43%	21.5%
Effectively manages classroom behaviour and maintains discipline.	3%	10.5%	17.5%	37.5%	31.5%
Asses and provides meaningful feedback	3%	10.5%	15.5%	47%	24%
Teacher effectively communicates with students, parents, and colleagues	7.5%	16%	17%	41%	18.5%
Uses technology and other resources to enhance students' learning	5.5%	17%	13%	38.5%	26%

Statements	SD	D	N	A	SA
She/he is always active and energetic in the class	4.5%	12.5%	13.5%	41.5%	28%
The teacher encourages confidence and provides opportunities to speak up in class	7%	12.5%	11.5%	45%	24%
The teacher understands individual student's needs and strengths.	5.5%	9.5%	13.5%	44.5%	27%
Teacher effectively collaborates with other teachers and staff	2.5%	4.5%	10%	47.5%	35.5%
Adapts changes in curriculum and instructional strategies.	3%	10%	17.5%	43%	26.5%
Strictly follow rules	4%	7.5%	15%	46.5%	27%
Encourages student-centred learning	3.5%	8.5%	9%	47%	32%
Promotes independence and self-directed learning	5%	7.5%	13%	48%	26.5%
Effectively use classroom time	6%	6.5%	11%	47.5%	29%
Always self-reflects and continuously improve teaching practices	6.5%	6.5%	18.5%	51%	17.5%
Fosters positive relationships with students.	8.5%	5.5%	14.5%	49.5%	22%

- The first statement shows that 48% of teachers agree, 34% strongly agree, 4% disagree, and 0% strongly disagree whereas 14% of teachers are neutral about "Teacher creates positive learning environment".
- The second statement shows that 49.5% of teachers agree, 32% strongly agree, 7% disagree, and 1% strongly disagree whereas 10.5% of teachers are neutral about "Effectively teaches and engages students in lessons".
- The third statement shows that 41% of teachers agree, 41% strongly agree, 3.5% disagree, and 0% strongly disagree whereas 14.5% of teachers are neutral about "Has strong subject knowledge and ability to convey it to students".
- The fourth statement shows that 34.5% of teachers agree, 40.5% strongly agree, 10% disagree, and 1.5% strongly disagree whereas 13.5% of teachers are neutral about "Keeps students accountable to meet deadlines".
- The fifth statement shows that 43% of teachers agree, 21.5% strongly agree, 12% disagree, and 7.5% strongly disagree whereas 16% of teachers are neutral about "Teacher uses various teaching methods and techniques."
- The sixth statement shows that 37.5% of teachers agree, 31.5% strongly agree, 10.5% disagree, and 3% strongly disagree whereas 17.5% of teachers are neutral about "Effectively manages classroom behaviour and maintains discipline."
- The seventh statement shows that 47% of teachers agree, 24% strongly agree, 10.5% disagree, and 3% strongly disagree whereas 15.5% of teachers are neutral about "Asses and provides meaningful feedback."
- The eighth statement shows that 41% of teachers agree, 18.5% strongly agree, 16% disagree, and 7.5% strongly disagree whereas 17% of teachers are neutral about "Teacher effectively communicates with students, parents, and colleagues."
- The ninth statement shows that 38.5% of teachers agree, 26% strongly agree, 17% disagree, and 5.5% strongly disagree whereas 13% of teachers are neutral about "Uses technology and other resources to enhance students learning".
- The tenth statement shows that 41.5% of teachers agree, 28% strongly agree, 12.5% disagree, and 4.5% strongly disagree whereas 13.5% of teachers are

- neutral about "She/he is always active and energetic in the class".
- Eleven statement shows that 45% of teachers agree, 24% strongly agree, 12.5% disagree, and 7% strongly disagree whereas 11.5% of teachers are neutral about "The teacher encourages confidence and provide opportunities to speak up in the class".
  - Twelve statement shows that 44.5% of teachers agree, 27% strongly agree, 9.5% disagree, and 5.5% strongly disagree whereas 13.5% of teachers are neutral about "The teacher understands individual student's needs and strengths".
  - Thirteen statement shows that 47.5% of teachers agree, 35.5% strongly agree, 4.5% disagree, and 2.5% strongly disagree whereas 10% of teachers are neutral about "Teacher effectively collaborates with other teachers and staff".
  - Fourteen statement shows that 43% of teachers agreed, 26.5% strongly agreed, 10% disagreed, and 3% strongly disagreed whereas 17.5% of teachers were neutral about "Adapts changes in curriculum and instructional strategies"
  - Fifteen statement shows that 46.5% of teachers agree, 27% strongly agree, 7.5% disagree, and 4% strongly disagree
- whereas 15% of teachers are neutral about "Strictly follow rules".
- Sixteen statement shows that 47% of teachers agree, 32% strongly agree, 8.5% disagree, and 3.5% strongly disagree whereas 9% of teachers are neutral about "Encourages student-centred learning"
  - Seventeen statement shows that 48% of teachers agree, 26.5% strongly agree, 7.5% disagree, and 5% strongly disagree whereas 13% of teachers are neutral about "Promotes independence and self-directed learning".
  - Eighteen statement shows that 47.5% of teachers agree, 29% strongly agree, 6.5% disagree, and 6% strongly disagree whereas 11% of teachers are neutral about "Effectively use classroom time.".
  - Nineteen statement shows that 51% of teachers agree, 17.5% strongly agree, 6.5% disagree, and 6.5% strongly disagree whereas 18.5% of teachers are neutral about "Always self-reflects and continuously improve teaching practices".
  - Twenty statement shows that 49.5% of teachers agree, 22% strongly agree, 5.5% disagree, and 8.5% strongly disagree whereas 14.5% of teachers are neutral about "Fosters positive relationships with students

**Table 9**

*Comparison of Teachers' Performance in Students' Perception by Gender*

Variable	Mean	SD	Df	t-value	sig
Male	69.5600	10.432	198	-11.845	.000
Female	83.7900	5.958	157.37		

Table 9 displays the comparison of teachers' performance in the perception of students, specifically by gender. The mean score of teachers' performance according to male students is (M=69.5600, SD=10.432). Whereas teachers' performance in the

perception of female students has the mean score (M=83.7900, SD= 5.958),  $t(157.37) = -11.845$ ,  $p=.000$ . The t-value of -11.845 is associated with a degrees of freedom (df) value of 157.37.

**Table 10**

*Comparison of Teachers' Performance in Students' Perception by Grade*

Variable	Mean	SD	Df	t-value	sig
Grade 9	76.8600	10.22477	198	.236	.814

Variable	Mean	SD	Df	t-value	sig
Grade 10	76.4900	11.91595	193.536		

Table 10 displays the comparison of teachers' performance in the perception of students, specifically by grade. The mean score of teachers' performance according to 9<sup>th</sup>-grade students is (M=76.8600, SD=10.22). Whereas teachers' performance in the perception of 10<sup>th</sup> grade students has the mean score (M=76.4900, SD= 11.91),  $t(193.536) = .236$ ,  $p = .814$ .

## Regression Analysis

### The Problem

- To explore the effects of head teachers' task-oriented behaviour on teachers' performance at the secondary level.

**Table 11**

*Regression Results of Level of Head Teacher's Task-Oriented Behavior on Teachers' Performance*

Hypothesis	Regression Weights	Beta Coefficient	R <sup>2</sup>	F	p-value	Results
H <sub>1</sub>	LTB → ETP	.328	.091	9.802	.000	Supported

Note: \* $p$ -value < 0.05 LTB: Level of head teachers' task-oriented behaviour, ETP: Effects of head teachers' task-oriented behaviour.

The f-value of 9.802, associated with a p-value of 0.000, suggests that the regression model as a whole is statistically significant. This means that the effect of head teachers' task-oriented behaviour on teachers' performance is not likely due to chance. The p-value of 0.000 indicates that the observed relationship is statistically significant at the commonly used significance level of 0.05, providing further support for the hypothesis.

In conclusion, based on the regression analysis, there is a positive and significant effect of head teachers' task-oriented behaviour on teachers' performance. This indicates that head teachers who exhibit a higher level of task-oriented behaviour are likely to have a positive impact on teachers' performance at the secondary level.

### Findings

- Around 60% of teachers agreed that head teachers effectively delegate tasks.

## Hypothesis

- H<sub>1</sub>: There is a significant impact of Head teachers' task-oriented behaviour on teachers' performance at the secondary level.

The hypothesis tests if the head teacher's task-oriented behaviour affects teachers' performance. The dependent variable ETP was regressed on predicting variable LTB to test hypothesis H<sub>1</sub>. LTB significantly predicted ETP,  $F(1) = 9.802$ ,  $p < 0.002$ , which indicates that the LTB has a significant effect on teachers' performance ETP ( $b =$ ).

- Approximately 51% of teachers noted that task-oriented leaders prioritize tasks based on importance and urgency.
- About 50% of secondary grade teachers reported that task-oriented head teachers hold them accountable for their responsibilities.
- Around 58% of teachers perceived that secondary grade principals focus on task completion and meeting deadlines.
- Similarly, 58% of teachers acknowledged that secondary-level head teachers lead by example.
- 56% of head teachers were seen as organized and proactive.
- An independent t-test showed that head teachers' task-oriented behaviour strongly influences teachers' performance at the secondary level, with a significant difference in male and female teachers' perceptions.

- Female head teachers' task-oriented behaviour appeared to have a greater impact on teachers' performance compared to male head teachers.
  - Half of the teachers agreed that effective task delegation by head teachers allows them to focus on teaching.
  - 57% of secondary grade teachers believed that clear goal setting by head teachers positively affects their performance.
  - About 50% of teachers stated that head teachers' conflict resolution reduces stress and promotes a positive environment.
  - 53% of teachers agreed that head teachers addressing school needs enhances their job satisfaction.
  - An independent t-test indicated a significant difference in how male and female students perceive teachers' performance, with female students having a more favourable perception.
  - There was no significant difference in the perception of teachers' performance between 9th and 10th grade students.
  - Regression analysis revealed that the level of head teachers' task-oriented behaviour significantly predicts teachers' performance. Higher task-oriented behaviour in head teachers leads to better teacher performance at the secondary level.
- include teachers' opinions in decision-making processes.
- The study suggests that the influence of head teachers' task-oriented behaviour appears to be more pronounced among female teachers compared to male teachers. This observation aligns with the finding that female teachers displayed good performance. Consequently, it is suggested that task-oriented leadership behaviour should be promoted specifically among female head teachers.
  - To gain a comprehensive understanding of the topic, it is recommended to conduct similar research in other districts and provinces, encompassing various educational levels. This broader scope will provide valuable insights into the applicability and effectiveness of task-oriented behaviour across diverse educational contexts, contributing to a more comprehensive understanding of its impact.
  - In future studies, it's suggested to explore the effects of remaining demographic variables on the observed phenomena. By considering and analyzing additional demographic factors such as age, experience, and educational background, researchers can further explore the nuances and potential moderating effects of these variables on the relationship between task-oriented behaviour and teachers' performance.

## **Recommendations**

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The study suggests the following recommendations:

- The task-oriented behaviour of head teachers has a significant effect on secondary-grade teachers, making it highly recommended for head teachers to adopt this leadership style in order to achieve positive outcomes.
- The study encourages head teachers to embrace task-oriented behavior specifically at the secondary grade level.
- This study suggests that head teachers with task-oriented leadership styles must

## **Conclusion**

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The primary objective of this research was to explore the influence /effect of a head teacher's task-oriented behaviour on teachers' performance at the secondary level in Lahore. Task-oriented leadership, often referred to as hands-off leadership, stands in contrast to authoritarian leadership styles. Each leadership approach has its own advantages and disadvantages. Headteachers with task-oriented behaviour work in a highly organized and structured manner, assigning deadline-

driven projects to keep teachers actively engaged in their work. At the secondary level, students begin exploring their interests and making decisions about their future careers. Teachers' poor performance at this stage directly impacts students' learning outcomes. Conversely, quality teaching and guidance facilitate better learning experiences and assist students in making informed career choices based on their competencies and potential. Hence, the researcher selected secondary-grade students to gather their mature perceptions of teachers' performance. Data was collected from both public and private schools in Lahore, with a total of 200 students (100 males and 100 females) and 100 secondary-grade teachers (50 males and 50 females). A self-made questionnaire was utilized to collect data, and the reliability of the tool was assessed using Cronbach's Alpha. Statistical Package for the Social Sciences (SPSS) was employed for data analysis, employing descriptive statistics

(frequency, percentage, mean, and standard deviation) and inferential statistics (regression analysis) to examine the impact of the head teacher's task-oriented behaviour on teachers' performance. The study results suggest that the task-oriented behaviour of the head teacher has a positive effect on teachers' performance at the secondary level. However, mean scores indicated that the task-oriented behaviour of female head teachers appears to have a stronger effect on teachers' performance compared to their male head teachers. According to students' perceptions, female students view teachers' performance more favourably than their male peers. Collectively, the task-oriented behaviour of head teachers has a positive impact on teachers' performance at the secondary level, and it is recommended that head teachers adopt this leadership style for productivity and effective teaching-learning activities.

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