

Role of University Principals' Leadership Strategies on Teachers' and Management Performance: Mediating Role of Support and Rewards in Australia and Pakistan

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Received: March 22, 2020

Accepted: April 11, 2020

Online Published: April 20, 2020

doi:10.5539/hes.v10n2p145

URL: <https://doi.org/10.5539/hes.v10n2p145>

Abstract

Leadership strategies of principals in educational institutes is considered an important factor in order to increase support and rewards. Universities in Pakistan suffer from the problems of low support and rewards, due to which most of the teachers and management staff members remain dissatisfied with their principals. This study investigated whether transformational or transactional leadership is better for providing support and rewards to teachers and management staff, along with evaluation of principles' leadership qualities. For that, 5-point Likert scale questionnaire was utilised to assess the performance of principals by investigating 75 management and 75 teachers of 3 universities of Pakistan. Critical review approach was used for comparison between Pakistan and Australia. It was found that transformational leadership is much better as compared to transactional leadership, because it improves interaction and support, as observed in Australia. However, teachers and management staff members in Pakistan reported dissatisfaction, when asked about leadership role of their principals. They said that their principals never motivate them, support them nor reward them in contrast to leadership approaches in Australia.

Keywords: transactional leadership, transformational leadership, teachers, management, support, rewards

1. Introduction

Leadership is defined as one of the most important concepts when it comes to maximising workforce capabilities and meeting the organisational goals of the business world. Leadership strategies can significantly influence the performance of the workers if proper attention is given to it. However, with revolutionising forces and changing business world, leadership strategies have also evolved. For example, two of the commonly followed leadership styles are transformational and transactional leadership approach, which received a lot of attention of the scholars in educational field. Transformational leadership approach follows the approach of engaging the workers, by high interaction between the leaders and managers. Whereas, transactional leadership approaches focus on achieving the targets and rewarding the workers when they achieve those targets. These rewards can be incentive-based, or appreciation-based depending on nature of workplace.

With the passage of time, it is observed that many universities and educational institutes in Australia are willing to increase their investments in leadership development, because of its importance in educational institute. According to the research article of Torlak and Kuzey (2019), with the passage of time, the management of different nations including Australia have started to observe that principals of universities is playing an important role in the development of employees. However, in Pakistan lack of attention on employee development, has made it difficult for universities to improve skills of teachers and management staff because it depends on rewards and support during the office hours. Supporting the statement, Yaseen, Ali and Asrar-ul-Haq (2018) wrote that many people face issues in the development of new skills and expertise, because of low leadership support. Therefore, there is a need to follow a leadership strategy by the managers because it is considered a

difficult approach when it comes to meeting the challenges of business world.

In Pakistan, many people are willing to increase their performance, because it has become difficult for them to do it because of low leadership support. In addition, many leadership concepts have evolved in recent times, which has made it even more difficult for leaders of university of Pakistan to resolve the issues of their employees. In an investigation presented by Amin, Ahmed and Soomro (2019), it was reported that more than 50% of the leaders in educational institutes are unaware of leadership support and its importance. Furthermore, due to many leadership concepts emerging in recent times, it has become even more difficult for the management to select the best one of them. For this purpose, this research aims to investigate the best leadership approach which can influence the performance of teachers and management staff by comparing Australia and Pakistan's leadership approaches in educational institutes.

1.1 Objectives of the Study

The objectives of this study are:

- To find out the role of transformational and transactional leadership styles in the development of employees in Pakistan and Australia.
- To check best leadership strategies in Pakistan and Australia which should be adopted by the principals of university to improve teachers' and management performance through support and rewards.

1.2 Research Questions

This research answers the following questions at the end of paper:

1. What is best leadership strategies in Australia and Pakistan which should be adopted by the principals of university to improve teachers' and management performance through support and rewards?
2. What is the best leadership strategies in Australia, which should be adopted by the principals of Pakistan to improve teachers' and management performance through support and rewards?

1.3 Significance

This research study makes significant contributions to available literature by identifying the role of transformational and transactional leadership in motivating the teachers and management staff members. With the help of this study, the management of universities would be able to identify the importance of reward and support by looking at leadership practices followed in Australia. With the help of this study, the leaders of Pakistan would be able to learn new concepts of leadership (transformational and transactional) approaches. This study will explain the problems faced by most of the teachers and university staff members in Pakistan when they want to improve their performance. When searched on internet, no study was found which specifically checked the role of transformational and transactional leadership approaches in the development of new skills and expertise of the management and teachers. Therefore it will become easier for the management to ensure that appropriate leadership approach as used in Australia is adopted.

2. Literature Review

This section of the research paper provides a critical review of the concepts of leadership by observing both theoretical and critical literature review on the topic.

2.1 Theoretical Literature Review

This section explains two leadership approaches, which are being explored by the investigators.

2.1.1 Transformational Leadership

Transformational leadership is one of those leadership approaches in which leaders work for encouraging, motivating and inspiring the workers for creating change and growing their skills and expertise. It depends on following parameters:

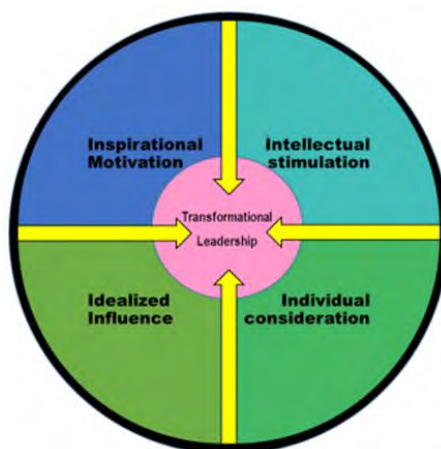


Figure 1. Transformational leadership (Renjith, Renu & George 2015)

This leadership style depends on a number of parameters because it allows the workers to not only motivate themselves but also engage in the responsibilities for growth. This leadership style depends on four parameters, namely inspirational motivation, intellectual stimulation, individual consideration and idealised influence. Inspirational motivation means motivating the workers by involving with them (Renjith, Renu & George, 2015). Intellectual stimulation demands the understanding of different behaviours, which are shown by the workers to their managers. By looking at those behaviours, leaders should be capable to understand the problems being faced by their workers and how they can be eradicated. Individual consideration in this leadership style depends on considering the performance of all the workers individually and resolving them through individual attention rather than collective (White, 2018). While, idealised influence demands that leaders act as the role model for his followers, and motivate them for carrying out their responsibilities.

2.1.2 Transactional Leadership Style

Transactional leadership style is considered as one of the leadership approaches, which is developing with a rapid pace, and this leadership strategy depends on following parameters.



Figure 2. Transactional leadership style (Management Books, 2019)

Transactional leadership depends on many parameters, however, its main focus is on rewarding and motivating the workers by assigning the workers with a task and rewarding them, when they complete. In this leadership style, the leaders follow a style, which depends on compliance with the followers, who work on assigned tasks. According to the research article of Khan and Jabeen (2019), with the passage of time, transactional leadership depends on different parameters such as rewards and punishment if assigned task is not completed by the employee. This leadership more or less depends on leadership style of the managers and how they can use those leadership styles for the development of their workers. This leadership has a drawback that it does not give the performers reward if they are not working according to the requirements.

2.2 Critical Literature Review

This section of the paper presents a critical review of the concepts of leadership in university context and how it can be used for the development of both teachers and management staff members.

2.2.1 Impact of Leadership Practices of Principals in Educational Institutes on Teachers' Performance

With the passage of time, many leadership approaches have evolved, because many people are willing to increase their skills and leadership approaches due to its importance. According to the research of Torlak and Kuzey (2019), leadership skills of the principals was based on reaching out to the followers, however, it has changed now with the passage of time. For example, previously, principals used to follow leadership principals which were focussed on the development of employees through training program. However, in educational institutes, support and rewards are also equally important for both teachers and management staff members. On the other hand, Yaseen, Ali and Asrar-ul-Haq (2018) reported that educational institutes are willing to modify their performance by working on the development of their teachers and management by providing them incentives. This has become equally important in educational institutes to provide not only motivational support but also training to the workers.

Leadership practices in educational institutes significantly influence the performance of teachers and management, therefore, it is necessary that they both are focussed by universities. Amin, Ahmed and Soomro (2019) reported that most of the educational institutes around the world are focusing on the development of their workers, due to which it has become important that these workers should also be provided with monetary rewards by their principals. Supporting the statement, Khan and Jabeen (2019) wrote that leadership also demands that leaders are always there to support their workers, in both educational institutes, because it would be a difficult task for them to increase their engagement if rewards and recognitions are not there.

2.2.2 Role of Leadership Practices of Principals in Educational Institutes on Management Performance

If leadership practices of the principals in educational institutes are critically evaluated, it is observed that transformational leadership has comparatively number of votes when compared with transactional leadership approach. For example, Amin, Ahmed and Soomro (2019) reported that transformational leadership demands engagement. When principals engage with management people, they produce more efforts, and ultimately their performance improves. On the other hand, in transactional leadership, if assigned tasks are not achieved, it becomes difficult for the followers to motivate themselves and increase their performance. Contradicting with the statement, Khan and Jabeen (2019) wrote that transactional leadership is much better in management development in universities, because it allows them to engage their workers in various responsibilities and reward them when they achieve them. But this leadership does not focus on incentives or support, and the follower is required to take all the actions on his own.

Leadership practices of the principals and top management in higher educational institutes are also necessary to elevate the performance of management and its standards. For example, in public universities of Germany, all the management staff members are provided with feedback by their principals or top management (Khaliq et al., 2016). This is necessary because it provides assistance to management staff members to understand their strengths and weaknesses regularly. They recommended transformational leadership style to be followed by the followers in this scenario because it is considered the most important when it comes to supporting staff members individually. However, Naheed and Mohsin (2018) argued that management people are not willing to develop their skills in most of the educational institutes of Pakistan, due to low or no leadership support by the management.

2.2.3 Impact of Support and Rewards on teachers' and Management Performance in Educational Institutes

If the educational institutes are working on rewarding their management and teachers, it would become easier for them to elevate the overall education standard. Khaliq et al., (2016) tried to come up with arguments on leadership support provided by the leaders to their followers and how it can be improved. According to their findings, most of the educational institutes in Pakistan do not focus on rewarding their management staff members, due to which education level of Pakistan is far behind other European universities. Supporting the findings, Khan (2016) also wrote that leadership support by the managers and principals is very necessary, and this depends on many factors. Support and presence of leader can be called the important factors contributing to the development of management and teachers because it is significantly difficult for the management to look into the problems faced by them.

In an investigation by Zhao and Wei (2019), it was argued that many teachers in educational institute expect from their management that they will be rewarded when they want to work hard. When the teachers and management team members are rewarded regularly, it becomes easier for them to remain motivated and work with dedication to educational institutes. Nonetheless, Sadun, Bloom and Van Reenen (2017) added that teachers are not capable enough to remain motivated and dedicated unless the management evaluates their performance regularly and ensure that hard-working teachers and management team members are regularly evaluated, and

rewarded on good performance.

2.3 Hypothesis

This research paper tests the following hypotheses:

H1 – The role of transformational leadership and transactional leadership among principals is positively related to good teachers' performance in educational institutes.

H2 – The role of transactional leadership and transformational leadership of the principals is positively related to management's performance in educational institutes.

H3 – Transformational leadership skills are comparatively better than transactional leadership in terms of rewards for improving teacher's performance.

H4 - Transformational leadership skills in Australia are comparatively better than transactional leadership followed in Pakistan in terms of rewards for improving management's performance.

3. Data Collection and Method of Analysis

This investigation made use of mixed method approach. The quantitative approach was used for collecting data from questionnaire in Pakistan, while qualitative data was obtained from research articles, books and online authentic sources in the context of Australia.

3.1 Research Population and Sample Size

The population of this study is the first part analysed here which aims to explain the number of respondents selected for the investigation. The topic of this study is depending on number of parameters, which include leadership, support and rewards given to the teachers by the principal of a university. The population of this university depends on 3 different universities (1 in Lahore, 1 in Faisalabad, 1 in Karachi). The population of these universities is more than 20,000 students, and management staff members collectively. Out of this population, the sample selected after following convenience sampling method is 150 (50 from each university). The following distribution of respondents will provide a better idea of respondents.

Table 1. Sample size

University name	Selected sample of teachers	Selected sample of management team	Total
Pakistan Air Force – Karachi Institute of Engineering and Technology (PAF-KIET)	25	25	50
University of Engineering and Technology (UET), Lahore.	25	25	50
Government College University (GC) Faisalabad	25	25	50

On the other hand, the qualitative data in Australia was collected through literature review methodology, and articles published during 2016-2020 were only selected for review, to increase validity and reliability of investigation. The articles were selected from Google Scholar, and 10 research articles were selected for review and comparison with Pakistan.

The sample size of this study was divided equally into three universities in order to assess, which university is best when it comes to managing teachers and management staff members.

3.2 Data Collection Methods

This paragraph explains data collection methods used for investigation. There are many types of data collection methods available for both quantitative and qualitative results, however, this study only makes use of survey and critical literature review method. Quantitative data was collected through quantitative survey tool, named as 5-point Likert scale questionnaire, while qualitative data for Australia was collected through articles, websites and newspaper. The scales on quantitative scale can be observed below:

1 = Strongly agree

2 = Agree

3 = neutral

4 = disagree

5 = strongly disagree

Reason behind not selecting qualitative method in Pakistan for investigation was because it was hard to find data related to variables, as no other study was carried out in Pakistan investigating all the variables of this investigation. The questionnaire was divided into four different sections according to hypothesis, which includes:

- Transformational leadership and transactional leadership to improve teachers' performance.
- Transformational leadership and transactional leadership to improve management performance.
- Comparison of transformational and transactional leadership skill to improve the teachers' performance.
- Transformational leadership skills of principals' comparison with transactional leadership for improving management performance.

Each of the above was assessed through 3 statements, resulting in 12 total number of questions to be assessed for testing the hypothesis. The respondents were given ample time to fill out the questionnaire before filling out the questionnaire.

3.3 Data Analysis Methods

The data used for analysis are also available in quantitative and qualitative form, however, it is necessary that all of them are checked according to the requirements. In this study, quantitative and qualitative methods of data analysis were selected. One of them is carrying out descriptive analysis by presenting the frequencies of the results obtained. This method of analysis was recommended by Kumar (2019) because they provide results in the form of percentages. Frequency makes it easier to understand the results by looking at the number of respondents and presenting them in the form of values. While second method of data analysis is presenting the results in the form of bar charts. These bar charts will assist in understanding the number of each option marked by the respondents. This analysis method makes it easier to understand the positive and negative responses.

While qualitative data for Australia was collected through articles and authentic websites available online, so that comparison can be done. Critical literature review methodology was applied for comparison.

3.4 Research Validity and Reliability

In order to increase research validity and reliability of the research findings, this study contacted all the respondents before the survey, which helped in obtaining mutual consent with them and data collection became easier to obtain. This method of assessment was also selected because it is easier to understand. The response of all the respondents was also evaluated by observing their attitude during the survey. They were ensured that their responses will not be used for any other purpose except for this survey.

While qualitative data was collected from authentic sources only, such as articles published during 2016-2020 were only selected. In addition, qualitative sources were selected from Google Scholar website, because it is considered an authentic source for qualitative data collection hence making it easier to collect data.

3.5 Philosophy

Research philosophy selected for the investigation was realism approach because this philosophy demands the use of real arguments and statistics to be presented by the scholars. In addition, this philosophy ensures that all the respondents present the real arguments and statistics relevant to the objectives. The context of this study is also checking leadership approaches which should be used by principal of universities when they want to improve the performance of their teachers and management staff members by evaluating their current practices.

4. Results

4.1 Overview

This section of the research paper is divided into five different sections, which are characterised based on the hypotheses and at the end one section is for review and comparison with Australia. Each hypothesis is individually evaluated with the correct statistics in the form of frequency tables and bar charts:

4.2 Results of the First Hypothesis

The first hypothesis was:

- The role of transformational leadership and transactional leadership among principals is positively related to good teachers' performance in educational institutes.

The questions inquired for this hypothesis were:

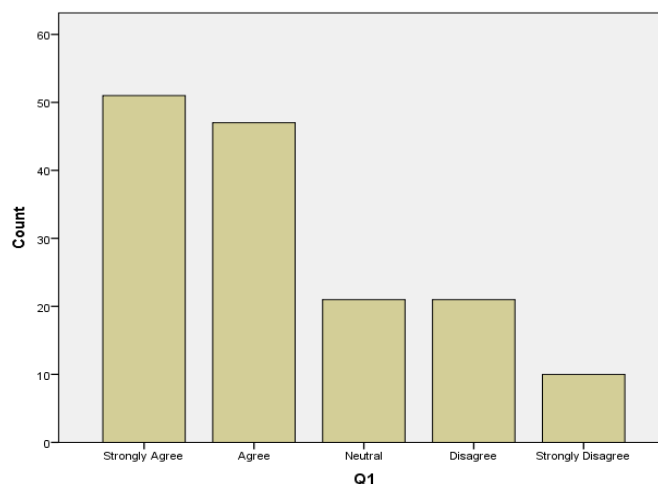
Q1 - Both transformational and transactional leadership approach is beneficial for good performance of teachers in educational institutes.

The results of the above questions were observed in the following fashion:

Table 2. Frequency table of first question

		Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	51	34.0	34.0	34.0
	Agree	47	31.3	31.3	65.3
	Neutral	21	14.0	14.0	79.3
	Disagree	21	14.0	14.0	93.3
	Strongly Disagree	10	6.7	6.7	100.0
	Total	150	100.0	100.0	

Table 3. Bar chart of first question



The responses received above show that all the respondents support transformational and transactional leadership style, by saying that both these leadership approaches can be used for improving performance of teachers. More than 34% strongly agreed, while 31.3% agreed with the statement.

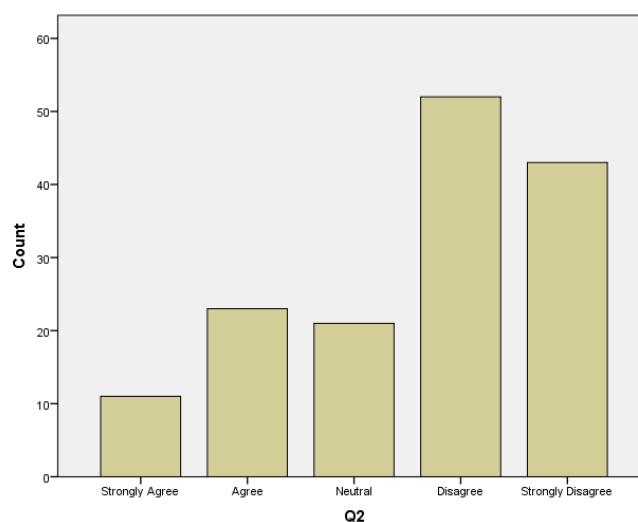
The second statement responses can be observed in the table and chart below:

Q2 - You are satisfied with leadership practices of your principal because they improve overall performance of teachers in educational institutes.

Table 4. Frequency table of second question

		Q2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	7.3	7.3	7.3
	Agree	23	15.3	15.3	22.7
	Neutral	21	14.0	14.0	36.7
	Disagree	52	34.7	34.7	71.3
	Strongly Disagree	43	28.7	28.7	100.0
	Total	150	100.0	100.0	

Table 5. Bar chart of second question



The question depicted interesting results because it can be observed that most of the teachers are dissatisfied with the leadership practices of their principles. Only 7.3% strongly agreed while 15.3% agreed with the statement that they are satisfied with leadership practices of their principles. 34.7% disagreed and 28.7% strongly disagreed.

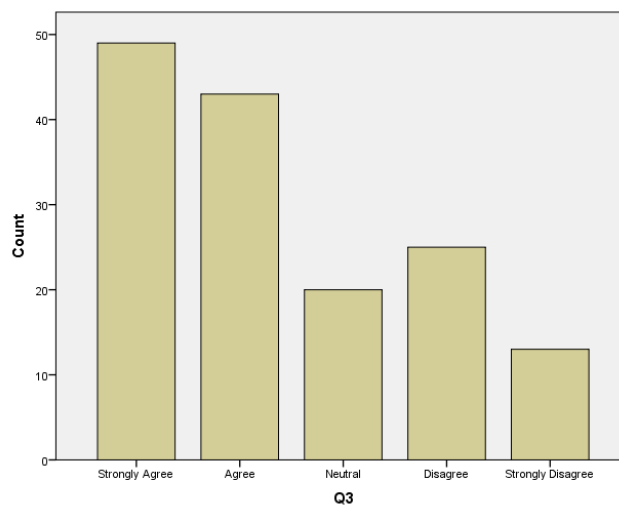
The responses to third statement were collected in the following fashion:

Q3 – Both transactional and transformational leadership approaches can be used for improving the performance of teachers in educational institutes.

Table 6. Responses to third question

		Q3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	49	32.7	32.7	32.7
	Agree	43	28.7	28.7	61.3
	Neutral	20	13.3	13.3	74.7
	Disagree	25	16.7	16.7	91.3
	Strongly Disagree	13	8.7	8.7	100.0
Total		150	100.0	100.0	

Table 7. Responses to third question



The statement aimed to investigate whether both leadership styles can be used by the management of educational institutes to improve performance. 32.7% and 28.7% strongly agreed and agreed with the statement, while 16.7% and 8.7% disagreed and strongly disagreed with the statement.

The third question results show that people are supporting the statement that both transactional and transformational leadership approaches are supported by the respondents. More than 32.7% strongly agreed, while 28.7% agreed with the statement. The ratio of disagreeing is significantly low with 16.7% disagreeing and 8.7% strongly disagree.

4.3 Results of Second Hypothesis

The second hypothesis was based on the following statement:

The role of transactional leadership and transformational leadership of the principals is positively related to management's performance in educational institutes.

The first question inquired of the respondents was:

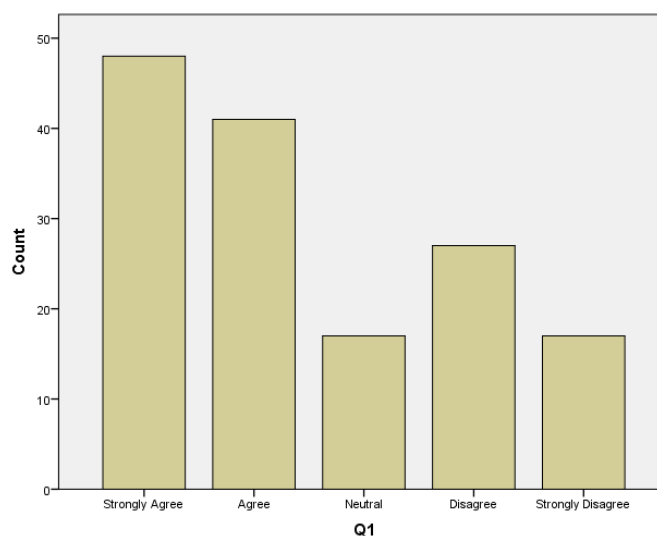
Q1 - Transformational leadership is beneficial for educational institutes because it improves management performance through rewards and support.

The results obtained can be found in the table below:

Table 8. Question 1 analysis

		Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	32.0	32.0	32.0
	Agree	41	27.3	27.3	59.3
	Neutral	17	11.3	11.3	70.7
	Disagree	27	18.0	18.0	88.7
	Strongly Disagree	17	11.3	11.3	100.0
Total		150	100.0	100.0	

Table 9. Results of question 1



The results obtained show that transformational leadership is supported by many respondents because 32% and 27.3% strongly agreed and agreed with the statement. Only 18% and 11.3% of the respondents disagreed and strongly disagreed with the statement.

The second question investigated of the respondents was:

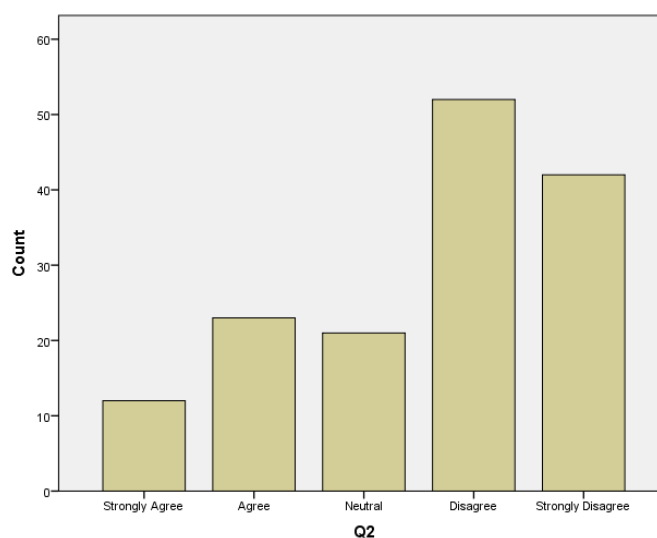
Q2 - The role of transactional leadership by the principal is good in motivating and engaging the management department people.

Following results were obtained:

Table 10. Results to second question

		Q2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	8.0	8.0	8.0
	Agree	23	15.3	15.3	23.3
	Neutral	21	14.0	14.0	37.3
	Disagree	52	34.7	34.7	72.0
	Strongly Disagree	42	28.0	28.0	100.0
Total		150	100.0	100.0	

Table 11. Results of question 2



The question depicted that role of principal in investigated educational institutes is not beneficial because 34.7% and 28.0% of the respondents marked disagreed and strongly disagreed mark. Only 8.0% and 15.3% strongly agreed and agreed with the statement.

The third question inquired of the respondents was:

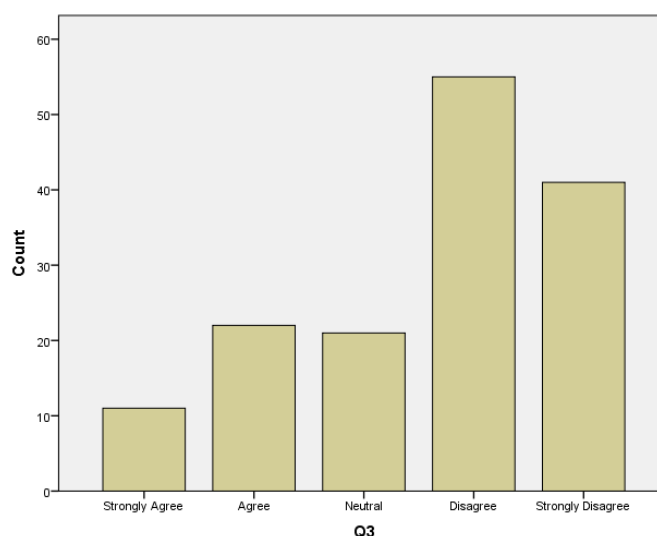
Q3 - You are satisfied with leadership style of your principal when it comes to motivating management staff members through individualized consideration.

The results have been observed in the following fashion:

Table 12. Results of third question

		Q3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	7.3	7.3	7.3
	Agree	22	14.7	14.7	22.0
	Neutral	21	14.0	14.0	36.0
	Disagree	55	36.7	36.7	72.7
	Strongly Disagree	41	27.3	27.3	100.0
Total		150	100.0	100.0	

Table 13. bar chart of third question



The results obtained indicate that most of the management staff members in investigated educational institutes are dissatisfied with leadership approach of their principles. 36.7% and 27.3% of the respondents disagreed and strongly disagreed with the statement. Only 22% of the respondents marked agreed and strongly agreed with the statement.

4.4 Results of Third Hypothesis

The third hypothesis inquired of the respondents was:

H3 – Transformational leadership skills are comparatively better than transactional leadership in terms of rewards for improving teacher's performance.

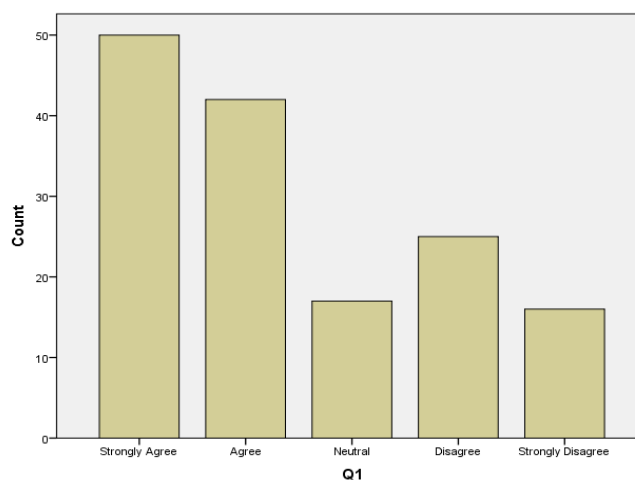
The first statement inquired was:

Q1 – Transformational leadership is comparatively better than transactional leadership because of rewards.

Table 14. Question 1 (Hypothesis 3)

		Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	33.3	33.3	33.3
	Agree	42	28.0	28.0	61.3
	Neutral	17	11.3	11.3	72.7
	Disagree	25	16.7	16.7	89.3
	Strongly Disagree	16	10.7	10.7	100.0
Total		150	100.0	100.0	

Table 15. Question 1 - Hypothesis 3



33.3% and 28% of the respondents strongly agreed and agreed with the statement that transformational leadership is better than transactional leadership when it comes to rewarding. Only 16.7% and 10.7% of the respondents stated disagreed and strongly disagreed against the statement.

The second statement inquired was:

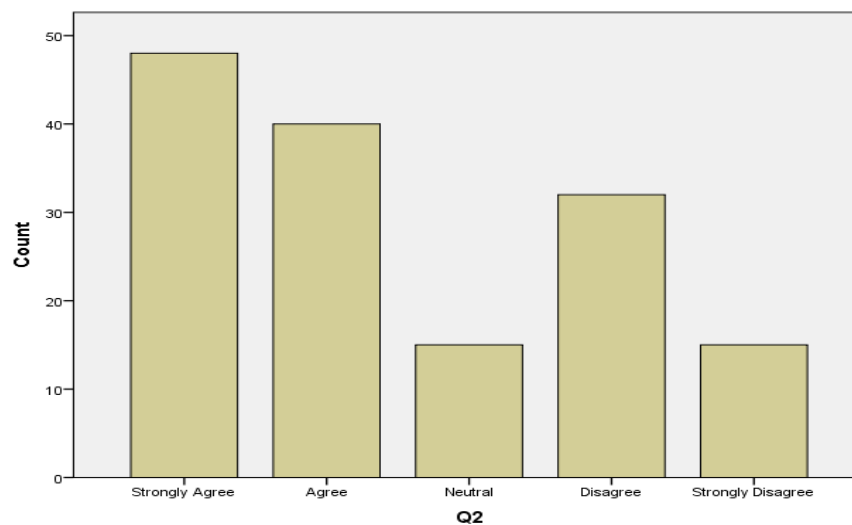
Q2 – Transformational leadership creates supporting platform for teachers, as compared to transactional leadership style.

Following responses have been recorded:

Table 16. Question 2 - Hypothesis 3

		Q2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	32.0	32.0	32.0
	Agree	40	26.7	26.7	58.7
	Neutral	15	10.0	10.0	68.7
	Disagree	32	21.3	21.3	90.0
	Strongly Disagree	15	10.0	10.0	100.0
Total		150	100.0	100.0	

Table 17. Question 2 - Hypothesis 3 (bar chart)



The results can be used to state that transformational leadership supports engaging and supporting platform for teachers when compared to transactional leadership. 32% and 26.7% of the respondents strongly agreed and agreed with the statement that transformational leadership is better than transactional leadership in terms of increasing support. Only 31.3% of the overall sample disagreed or strongly disagreed.

The third statement inquired of the respondents was:

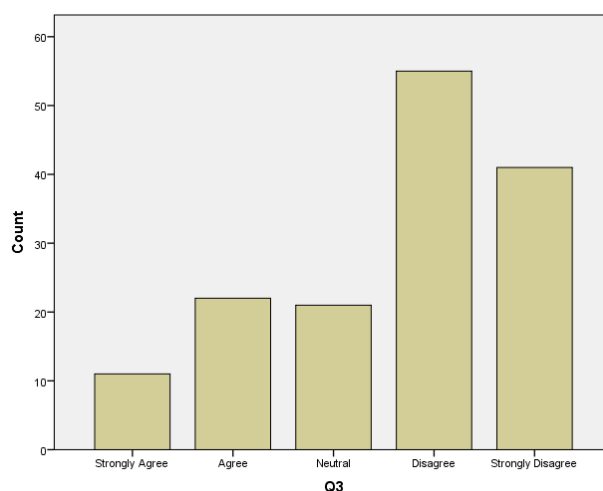
Q3 – Transformational leadership is used by the principal for both increasing collaboration and rewards to improve teachers' performance.

The results were recorded in the following fashion:

Table 18. hypothesis 3 - question 3

		Q3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	7.3	7.3	7.3
	Agree	22	14.7	14.7	22.0
	Neutral	21	14.0	14.0	36.0
	Disagree	55	36.7	36.7	72.7
	Strongly Disagree	41	27.3	27.3	100.0
	Total	150	100.0	100.0	

Table 19. Hypothesis 3 - question 3 (bar chart)



36.7% and 27.3% of the respondents disagreed and strongly disagreed with the statement, that transformational leadership approach is not used by the leaders. Only 7.3% and 14.7% of the respondents said that transformational leadership is followed by the principals. Hence, it can be observed that these teachers are not satisfied with leadership practices of their principles.

4.5 Results of Fourth Hypothesis

The fourth hypothesis investigated was:

H4 - Transformational leadership skills in Australia are comparatively better than transactional leadership followed in Pakistan in terms of rewards for improving management's performance.

The first statement inquired of the respondents was:

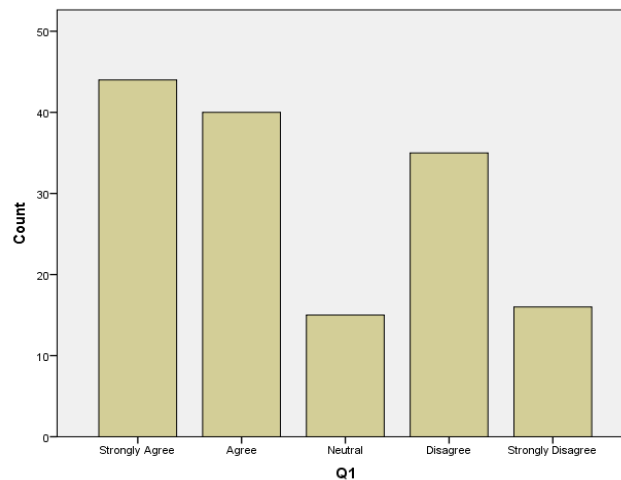
Q1 – Transformational leadership is comparatively better than transactional leadership because of rewards to improve management performance.

Following responses were recorded against this question:

Table 20. Hypothesis 4 - question 1

		Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	44	29.3	29.3	29.3
	Agree	40	26.7	26.7	56.0
	Neutral	15	10.0	10.0	66.0
	Disagree	35	23.3	23.3	89.3
	Strongly Disagree	16	10.7	10.7	100.0
	Total	150	100.0	100.0	

Table 21. Hypothesis 4 - question 1 (bar chart)



The responses recorded show that 29.3% and 26.7% strongly agreed and agreed (respectively) with the statement that transformational leadership is better than transactional leadership when it comes to rewarding the management. However, 23.3% and 10.7% disagreed and strongly disagreed (respectively) with the statement.

The second statement inquired was:

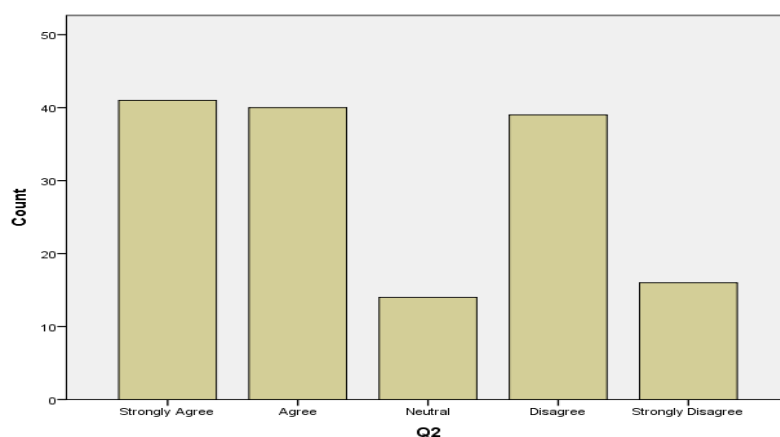
Q2 - Transformational leadership creates supporting platform for management, as compared to transactional leadership style.

The responses received can be found below:

Table 22. Hypothesis 4 - question 2

		Q2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	41	27.3	27.3	27.3
	Agree	40	26.7	26.7	54.0
	Neutral	14	9.3	9.3	63.3
	Disagree	39	26.0	26.0	89.3
	Strongly Disagree	16	10.7	10.7	100.0
	Total	150	100.0	100.0	

Table 23. Hypothesis 4 - question 2 (bar chart)



The responses received show that transformational leadership style is more supported by the respondents as compared to transactional leadership. 27.3% strongly agreed and 26.7% agreed with the statement that transformational leadership creates an engaging platform for the management. Only 36.7% of the respondents disagreed with the statement.

The third question inquired of the respondents can be found below:

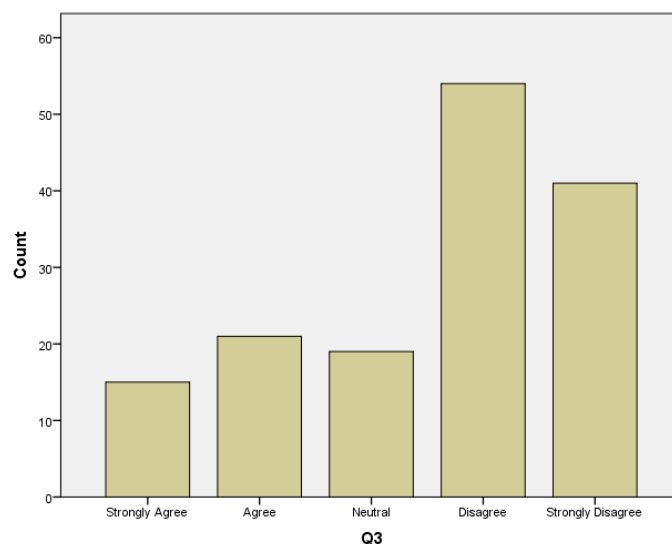
Q3 – Leadership skills used by the principals for both increasing collaboration and rewards to improve management's performance support collaboration and rewarding attitude.

The responses received show following statistical results:

Table 24. Hypothesis 4 - question 3

		Q3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	10.0	10.0	10.0
	Agree	21	14.0	14.0	24.0
	Neutral	19	12.7	12.7	36.7
	Disagree	54	36.0	36.0	72.7
	Strongly Disagree	41	27.3	27.3	100.0
Total		150	100.0	100.0	

Table 25. Hypothesis 4 - question 3 (bar chart)



The responses received above show that most of the respondents are unhappy with the leadership skills of their principal because they do not focus on support and incentives. Only 10% strongly agreed and 15% strongly disagreed with the statement that leadership skills of principal are adequate. On the other hand, respondents disagreeing were 95 out of 150. Hence it can be argued that supporting and rewarding attitude is not present among the principals of universities.

4.6 Summary of Hypothesis Results

Table 26. Summary of hypothesis

Hypotheses	Accepted or Rejected
H1 – The role of transformational leadership and transactional leadership among principals is positively related to good teachers' performance in educational institutes.	Accepted
H2 – The role of transactional leadership and transformational leadership of the principals is positively related to management's performance in educational institutes.	Accepted
H3 – Transformational leadership skills of the principal are comparatively better than transactional leadership in terms of rewards for improving teacher's performance.	Accepted
H4 - Transformational leadership skills in Australia are comparatively better than transactional leadership followed in Pakistan in terms of rewards for improving management's performance.	Accepted

4.7 Comparison with Australia

The leadership strategies followed in other nations such as in Australia are considered the most effective, because the number of students in Australia are always on the rise. According to the research article of Blackmore (2019), most of the leaders working in educational institutes of Australia follow transformational leadership style, and because of that reason their management team members remain engaged in the activities with motivation. In transformational leadership style, the employees and management team members can easily coordinate with their upper management due to open door policy. For example, Heikka et al., (2019) and Walker, Hughes and Farquhar (2018) found that university management of Melbourne is famous all around the world because the management there is very collaborative and ensures that international and local students are given top service by the management. Hence, it is also the reason, behind lack of educational developments in Pakistan, because management team member rarely collaborate.

The best leadership styles as recommended by the investigation of Walker, Hughes and Farquhar (2018) and Roberts et al., (2016) followed commonly in educational institutes of Australia is democratic also known as transformational leadership. Transactional leadership allows the management of the educational institute to decrease collaboration between the team members hence resulting in lack of teamwork. Supporting the statement, McCaffery (2018) and Nuttall, Thomas and Henderson (2018) wrote that educational institutes should encourage collaboration between principals and management team members, because sometimes management staff members face issues which can only be resolved through collaboration. Based on the arguments observed, transactional leadership style is based on task completion only, and lack of collaboration makes this leadership ineffective in educational institutes, which is reason it is not followed by educational institutes of Australia.

After carrying out investigation in Australian educational institutes, Heikka et al., (2019) reported that most of the educational institutes in Australia take role of principles very seriously and ensure that open-door policy is followed in all the institutes. This is the reason teachers develop their skills in a comparatively better pace when provided with motivational support from their principals.

When comparison of educational institutes of Australia is done with Pakistan, it has been observed by Dopson et al., (2019) that principals regularly carry out internal audits in all the departments to check their performance. If a department or management team is not performing well, training or warning is generated. Due to this regular check and balance, educational institutes of Australia perform to their peak. In Australia, the investigation of Esen, Bellibas and Gumus (2018) and Rowley et al., (2018) reported that monetary rewards are offered by more than 50% of the educational institutes to encourage growth of this firm. Hence it can be said that one more reason behind exceptional management quality is the fact that rewards and recognition are considered an integral part of the educational institutes by the principles. Therefore, it can be stated that support and rewards by principals to teachers and management positively influence their performance and increases their motivation level.

5. Conclusion and Recommendations

The role of principals in educational institutes is considered important when it comes to improving the performance of the management staff members and teachers. In Pakistan many educational institutes are operating for a long time period. For that purpose, it is necessary to evaluate, whether teachers and management staff members are satisfied with the leadership approaches of their principal. This study selected the two most common leadership approaches named transformational and transactional leadership approaches for comparison between Australia and Pakistan. The research was carried out with assistance of 5-point Likert scale questionnaire in three different universities of Pakistan and critical review of leadership practices in Australia with comparison between two nations.

The study carried out investigation and found that most of the teachers and management staff members support transformational leadership style and wants it to be followed. However, in Australia transformational leadership is followed whereas in Pakistan it lacks. The respondents of quantitative questionnaire argued that support and rewards for teachers and management team are necessary, however, this practice is rarely followed in universities. They argued that principal in their universities do not support them neither they have an adequate platform for rewarding when they work hard. However, they recommended the use of transformational leadership for their principals, because according to them, this leadership style is much beneficial as compared to transactional leadership. It can be concluded that leadership in Australia is much better as compared to Pakistan, because people supported their principals for providing reward and support during academic education.

5.1 Recommendations

If the arguments of respondents are observed, it is recommended that transformational leadership practices should be followed. Transformational leadership is appropriate when it comes to analysing the performance of each teacher and management staff because it demands interaction and support by the leader. On the other hand, transactional leadership is good when it comes to presenting the rewards on good performance. However, this leadership is weak in terms of providing support to teachers and management staff members.

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