

ROLE OF ISLAMIC LEADERSHIP: EFFECT OF HEAD TEACHER TRANSACTIONAL LEADERSHIP STYLE ON TEACHERS' PERFORMANCE AT ELEMENTARY LEVEL

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**ROLE OF ISLAMIC LEADERSHIP: EFFECT OF HEAD TEACHER
TRANSACTIONAL LEADERSHIP STYLE ON TEACHERS'
PERFORMANCE AT ELEMENTARY LEVEL**

Muhammad Javid, Muhammad Tahir Khan Farooqi, Rashid Latif

Abstract

Transactional leadership style is the general way through which a leader behaves toward his subordinates to attain objectives. It plays a very important role in the success of an organization. The main objective of this attempt was to examine the effects of the head teachers' transactional leadership style on teachers' performance at the elementary level schools. The study was quantitative and descriptive. The target population of this study was comprised of all male and female elementary school teachers in the province of Punjab, while the accessible population of the study was comprised of all male and female elementary school teachers in Sahiwal Division. A sample of 343 teachers was selected through the convenience sampling technique (192 males and 151 females). The cross-sectional survey was used to collect data through the multifactor leadership questionnaire (MLQ) and the teachers' performance evaluation scale (TPES) from elementary school teachers. The collected data were tabulated and analyzed through SPSS software for both descriptive and inferential statistical approaches. The researcher applied t-test and ANOVA for comparison, Pearson for relationship, and regression for measuring the effects of head teacher transactional leadership style on teachers' performance at the elementary level. The main findings of the study revealed that there was a significant effect of the head teacher's transactional leadership style on teachers'

performance at the elementary school. Moreover, contingent reward and management by exception (active) were positively correlated with all teachers' performance subscales, and management by exception (passive) was negatively correlated with all teachers' performance subscales.

KEYWORDS: Transactional Leadership Style, Multifactor Leadership Questionnaire, Teachers' Performance Evaluation Scale.

1. Introduction:

Effective leadership styles can significantly impact an organization's or team's performance. Various leadership philosophies may produce varying results and performance levels. Islamic leadership encompasses both the worldly and spiritual facets, making it a universal leadership style that is currently the subject of ongoing exploration. By encouraging excitement and optimism, the balance between these two elements positively affects employee happiness inside the company and contributes to its success. An employee perceives an Islamic leader as one who is accountable, equitable, and straightforward¹.

Leadership in Islam:

In the contemporary world, Islamic leadership values remain applicable. By incorporating these ideas into their leadership philosophies, Islamic leaders can benefit both society and their followers. A society that is peaceful and harmonious must respect justice, consultation, accountability,

¹ Meiyani, E., & Kusuma, A. H. P. (2019). The Relationship Between Islamic Leadership on Employee Engagement Distribution in FMCG Industry: Anthropology Business Review. *Journal of Distribution Science* 17(5), 19-28.

humility, compassion, and mercy, all of which can be fostered by Islamic leadership.

Islamic Leadership Principles:

Islam bases its leadership on a number of precepts that come from the Quran and the Sunnah (teachings) of the Prophet Muhammad (PBUH).

Among these guidelines are:

1. Justice: An essential tenet of Islamic leadership is justice. Regardless of a person's background, nationality, or religion, leaders have a duty to treat everyone with justice and equality. Islamic leadership demands that leaders be impartial and devoid of bias toward any person or organization.
2. Consultation: Another fundamental tenet of Islamic leadership is consultation. Before making any decisions, leaders must confer with their followers to get their thoughts and feedback. The relationship between the leader and their followers is strengthened as a result of this. In Surah Baqra, Allah provides information to angels regarding the creation of humans and grants them the ability to provide input.
3. Accountability and Responsibility: Islamic leadership necessitates that leader accept accountability for their deeds and choices. Leaders need to be receptive to input and criticism from their followers and exhibit transparency.
4. Humility: An integral part of Islamic leadership is humility. Leaders need to maintain their humility and avoid letting their authority or position of power feed their ego. They should always act with humility and compassion toward their followers, never forgetting that they are Allah's servants.
5. Compassion and Mercy: These are two of Islam's basic tenets, and a leader should exhibit both of them. Islamic leaders ought to be merciful and compassionate toward their adherents, particularly the weaker or more

marginalized ones².

The existence of a leader is vital in any organization³. A leader's role is to set the future direction and goals, to be a change agent, a negotiator, and a coach⁴. In a school setting, leadership is the mechanism by which a leader makes decisions, controls, and supports the activities of instructors to reach the desired destinations and objectives. Teachers' work performance is determined by their accomplishments and outputs, and it occurs when instructors do their jobs successfully and efficiently within a specific time frame. Many studies show that transactional leadership style and employee performance are positively associated, and transactional leadership style had a significant beneficial correlation with staff productivity after evaluating workers in Pakistan's FMCG business⁵. The majority of research has concentrated on the association between approaches to leadership, efficiency, and organizational culture. However, because all of these investigations have been conducted from a Western point of view, more study of these factors from a Pakistani perspective is

² Ghaffar, A. (2023). <https://www.linkedin.com/pulse/leadership-skill-islamic-perspective-abdul-ghaffar>

³ Asbari, M. (2020). Is transformational leadership suitable for future organizational needs? *International Journal of Social, Policy and Law*, 1(1), 51-55.

⁴ Wulandari, R. D., Supriyanto, S., Qomaruddin, M. B., Damayanti, N. A., & Laksono, A. D. (2020). Role of leaders in building organizational readiness to change-Case study at public health centers in Indonesia. *Probl Perspect Manag*, 18(3), 1-10.

⁵ Kalsoom, Z., Khan, M. A., Zubair, S. S. (2018). Impact of Transactional Leadership and Transformational Leadership on Employee Performance: A Case of FMCG Industry of Pakistan. *Industrial engineering letters*, 8(3), 23-30

required to bridge the empirical, theoretical, and methodological gaps. As a result, this study looked into how the performance of elementary teachers was affected by the transactional leadership style used by the head teacher.

2. Review of Related Literature

2.1 Leadership

Leadership has been an extensively debated topic that has caught the interest of many researchers and philosophers⁶. Leadership is the practice of obtaining influence over others while empowering, stimulating, and monitoring their responsibilities to attain organizational or group goals.

2.2 Educational Leadership

Educational leadership is a purely pedagogical expression that relates to an organizational head's professional behavior and practice as a leader and mentor to educators in an educational institution to reach predefined objectives and goals⁷. Educational leadership demands the presence of an innovative and skilled person or team of individuals who work together to attain the purpose and goals⁸.

2.3 Transactional Leadership Style

Burn established transactional leadership in 1978, and exchanges between

⁶ Hawkins, H. (2021). *Between Harvard and America: The Educational Leadership of Charles W. Eliot*. Plunkett Lake Press.

⁷ Qian, H., Walker, A., & Li, X. (2017). The west wind vs the east wind: Instructional Leadership model in China. *Journal of Educational Administration*, 55(2), 186-206.

⁸ ULSIDO, T. Y. (2022). *School Leadership Effectiveness and Students' Academic Achievement in Secondary Schools of Hawassa City Administration Sidama Regional State, Ethiopia* (Doctoral dissertation, HU).

leaders and their followers comprised two behaviors: dependent reward and management by exception⁹. Bass (1988) classified management by exception into two categories: active management by exception and passive management by exception¹⁰.

2.3.1 Contingent Reward

The concept of contingent reward was discovered as a transactional leader's method to boost employee engagement and performance¹¹. A leader's contingent reward behavior has been identified as one of the key variables in increasing organizational performance¹².

2.3.2 Management by Exception (Active)

Management by exception (active) is the second transactional leadership behavior. A transactional leader exhibits management-by-exception active behavior when he regularly watches employees and mediates to solve problems that emerge. Active management by exception means that the leader observes the performance of the followers, monitors deviations

⁹ Hilton, S. K., Arkorful, H., & Martins, A. (2021). Democratic leadership and organizational performance: the moderating effect of contingent reward. *Management Research Review*, 44(7), 1042-1058.

¹⁰ Hilton, S. K., Arkorful, H., & Martins, A. (2021). Democratic leadership and organizational performance: the moderating effect of contingent reward. *Management Research Review*, 44(7), 1042-1058.

¹¹ Puni, A., Mohammed, I., & Asamoah, E. (2018). Transformational leadership and job satisfaction: the moderating effect of contingent reward. *Leadership & Organization Development Journal*, 39(4), 522-537.

¹² Hilton, S. K., Arkorful, H., & Martins, A. (2021). Democratic leadership and organizational performance: the moderating effect of contingent reward. *Management Research Review*, 44(7), 1042-1058.

from the rules and regulations, anticipate followers and issues, takes actions based on the performance of the followers, and makes corrections to resolve problems¹³.

2.3.3 Management by Exception (Passive)

Leaders that use passive management by exception do not become involved in problem-solving unless the problem is serious. Leaders stand back and intervene only when a crisis becomes too serious¹⁴.

2.4 Teacher Performance

Teachers are important variables in educational quality and learning outcomes because they influence individuals' educational advancement¹⁵. A teacher's performance is defined as the quality and degree of output towards the progress and enhancement of the educational system. Teacher performance refers to instructional strategies that are linked to instructor effectiveness and result in successful learning.

2.5 Essential Elements of the Teachers' Performance Evaluation Program

Following are the essential elements of the teachers' performance evaluation (GOP, 2012). According to¹⁶, six fundamental aspects of

¹³ Odumeru, J. A., & Ifeanyi, G. O. (2013). Transformational vs transactional leadership across Contexts Business. *Organization Development Journal*, 29(3), 51– 60.

¹⁴ Odumeru, J. A., & Ifeanyi, G. O. (2013). Transformational vs transactional leadership across Contexts Business. *Organization Development Journal*, 29(3), 51– 60.

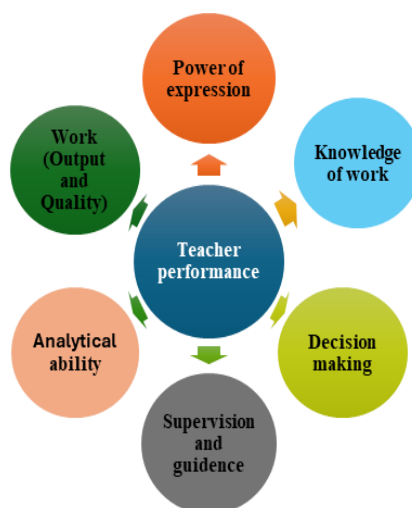
¹⁵ Werang, B. R., & Lena, L. (2014). Relationship between principal's leadership, school organizational climate, and teachers' job performance at state senior high schools in Merauke regency–Papua–Indonesia. *International Journal of Education and Research*, 2(6), 635-640.

¹⁶ Farooqi, M. T. K., Ahmed, S., & Ashiq, I. (2019). Relationship of

teachers' performance are as under.

Figure 1

Fundamental Aspects of Teacher Performance



2.5.1 Power of Expression

It was the power of expression that investigated and displayed hidden connections between the artist and his works. The instructor's tone and pitch of voice should be modified during the lesson. It is thought that instructors who thoroughly present their lectures pique their students' interest.

2.5.2 Knowledge of Work

Every profession in the world necessitates certain information, abilities, and anxieties. Teachers' job knowledge includes a variety of components, such as subject mastery, instruction and understanding regarding learning

Perceived Organizational Support with Secondary School Teachers' Performance. *Bulletin of Education and Research*, 41(3), 141-152.

codes, and instructional preparation and delivery of content¹⁷.

2.5.3 Decision-Making Ability

The primary focus of teachers' careers is decision-making. According to Shahzad¹⁸, making decisions is an important part of a teacher's job. Teacher-set objectives, making content selections, following evaluation procedures, managing time, and making instructional judgments are examples of these decisions.

2.5.4 Supervision and Guidance

Supervision and guidance are essential components of school education that are linked to the achievement of school learning outcomes. Supervision refers to the improvement of the teaching and learning process as well as the improvement of the instructor¹⁹. An excellent teacher is always ready to assist students with topic choices, homework, psychological and emotional issues, and learning challenges. Successful completion of learning objectives demands virtuous supervision.

2.5.5 Analytical Ability

Analytical ability is concerned with applying logical thought and critical

¹⁷ Fabbian, C., & Carney, E. Z. (2016). Instructional planning for the Italian writing curriculum: the University of Illinois at Chicago's experience. *Italica*, 581-615.

¹⁸ Shahzad, M. N. (2014). *The relationship between organizational climate and teachers' performance at secondary school level in Punjab*. (Unpublished M.Phil. thesis). University of Education Lahore.

¹⁹ Adu, E. O., Akinloye, G. M., & Olaoye, O. F. (2014). Internal and external school supervision: Issues, challenges and way forward. *International Journal of Educational Sciences*, 7(2), 269-278.

thinking to knowledge to obtain more pertinent details from it²⁰. Interactive learning is a beneficial strategy for improving instructors' analytical abilities as well as their performance.

2.5.6 Work (Output and Quality)

Quality principles are at the center of education. Only an experienced and competent instructor can guarantee an excellent education. Students of unqualified instructors perform lower than students of qualified and licensed educators²¹.

3. Research Methodology

The current study was planned to investigate the effects of the head teacher transactional leadership style on teachers' performance at the elementary level. Research methodology is a procedure that guides the investigator from beginning to conclusion on questions about how the study should be carried out and critical steps to be taken²².

2.1 Objective of the Study

The major objective of the study was to examine the effects of elementary schools' head teachers' transactional leadership styles on the teachers' performance of their respective schools. Moreover, the effects of elementary schools' head teachers' transactional leadership styles on the

²⁰ Nazim, F. (2016). Principals' transformational and transactional leadership style and job satisfaction of college teachers. *Journal of Education and Practice*, 7(34), 18-22.

²¹ Nougaret, A. A., Scruggs, T. E., & Mastropieri, M. A. (2005). Does teacher education produce better special education teachers? *Exceptional Children*, 71(3), 217-229.

²² Quintana, L., & Hermida, D. J. (2020). A Comparative Analysis of Undergraduate Thesis Courses in Canadian and Argentine Univers. *International Journal of Research and Review*, 7(4), 30-37.

teachers' performance of their respective schools will also be determined on the base of demographics.

2.2 Hypotheses of the Study

H₀₁: There is no significant effect of the head teacher transactional leadership style on teachers' performance at the elementary school level.

H₀₂: There is no significant effect of contingent reward on teachers' performance at the elementary school level.

H₀₃: There is no significant effect of management by exception (active) on teachers' performance at the elementary school level.

H₀₄: There is no significant effect of management by exception (passive) on teachers' performance at the elementary school level.

H₀₅: There is no significant difference in teachers' performance based on gender.

H₀₆: There is no significant difference in teachers' performance based on their experience in the current school.

H₀₇: There is no significant difference in teachers' performance working in rural and urban elementary schools.

H₀₈: There is no significant difference in teachers' performance based on their professional qualifications.

3.1 Research Design

The overall plan for achieving research objectives is known as the research design²³. The research design for this study was quantitative and descriptive in nature. The study was quantitative, and the cross-sectional

²³ Saunders, M. N., & Bezzina, F. (2015). Reflections on conceptions of research methodology among management academics. *European Management Journal*, 33(5), 297-304.

survey method was utilized to gather data from the respondents. Survey study design uses questionnaires to request responses from various groups of individuals who vary in the variable of interest²⁴.

3.2 Population of the Study

Fraenkel and Wallen²⁵ define a population as “a group of individuals with specific characteristics from which study results can be generalized.” The target population of this study was comprised of all male and female government elementary school teachers in the province of Punjab, while the accessible population of the study was comprised of all male and female elementary school teachers in Sahiwal Division.

3.3 Sample and Sampling Technique

Due to the large scattered population, it would not be feasible for researchers to gather data from the entire population due to time and financial restrictions. For this reason, researchers use non-probability convenience sampling techniques that allow representative data to be collected within a given time and at a given cost. Taherdoost²⁶ asserts that determining the sample size is crucial for any empirical investigation attempting to determine the total population. The given table depicts the

²⁴ Ball, J. E., Bruyneel, L., Aiken, L. H., Sermeus, W., Sloane, D. M., Rafferty, A. M. (2018). Post-operative mortality, missed care and nurse staffing in nine countries: *International journal of nursing studies*, 78(2), 10-15.

²⁵ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate education research* (Vol. 7, p. 429). New York: McGraw-Hill.

²⁶ Taherdoost, H. (2017). Understanding of E-Service Security Dimensions and its Effect on Quality and Intention to Use. *Information & Computer Security*, 25, 535-559.

details of the selected sample.

Table 1

Statistics for the Selected Sample

District	Male Teachers	Female Teachers	Total
Sahiwal	65	47	112
Okara	75	63	138
Pakpattan	62	41	103
Total	192	151	343

3.4 Instrument of the Study

Data were collected with the help of two instruments:

3.4.1 Teachers' Performance Evaluation Scale (TPES)

The Teachers' Performance Evaluation Scale (TPES), developed by Muhammad Nadeem Shehzad and Dr. Muhammad Tahir Khan Farooqi (2013), was used to measure the performance of elementary school teachers. The coefficient of reliability of TPES was 0.964. Because it allowed researchers to understand how teachers assessed their level of professional performance.

Table 2

Factor Wise Distribution of the Items of TPES

Serial #	Name of Factors	Items Serial #
1	Power of Expression	1,7,13,24,25,41,42,43
2	Knowledge of Work	2,8,14,23,26,38,39
3	Analytical Ability	3,9,15,22,27,37,40
4	Supervision and Guidance	4,10,16,21,28,34,35

5	Ability to Take Decision	5,11,17,20,29,33,36
6	Work (Output and Quality)	6.12,18,19,30,31,32

3.4.2 MLQ-5X Scale

The tool used by the researcher to measure the independent variable was the multifactor leadership questionnaire (MLQ 5x Short), which Avolio and Bass used in their study on transformational and transactional leadership styles in 2004²⁷. The MLQ-5X also includes three scales for transactional leadership. The reliability coefficients (Cronbach alpha) for the subscales of transactional leadership (contingent reward, active management by exception, and passive management by exception) varied .67 to .94.

Table 3

Factor Wise Distribution of the Items of MLQ 5x Short

Serial #	Name of Factors	Items Serial #
1	Contingent Reward	1,2,3,4
2	Management by Exception (Active)	5,6,7,8
3	Management by Exception (Passive)	9,10,11,12

3.5 Data Collection

The researcher collected the data by making personal visits to different conveniently selected elementary schools of Sahiwal Division and also on

²⁷ Oino, I., & Asghar, S. (2018). Leadership styles and job satisfaction. *Market Forces, Journal of Management, Business and Economics*, 13(1).

line through a Google form.

4. Data Analysis and its Interpretation

Table 4

Mean of Transactional Leadership Style and Teachers' Performance

Variables	N	Mean	Std. Deviation
Transactional Leadership Style	343	3.82	.413
Teachers' Performance	343	4.33	.669

Table 4 indicates the descriptive statistics of the head teacher's transactional style and elementary teachers' performance. Each variable had 343 responses. Analysis revealed that the head teacher's transactional leadership style and teachers' performance had a mean value of 3.82 and 4.33, respectively.

4.1 Testing of Null Hypothesis

Linear Regression Model

Table 5

Effect of Transactional Leadership Style on Teachers' Performance

Hypothesis	Regression Weights	Beta Coefficient	R-squared	F-value	P-value	Hypothesis Supported
H₀₁	TLS → TP	.285	.081	30.129	.000	No

a. Predictors: Transactional Leadership Style

b. Dependent Variable: Teachers' Performance

Table 5 shows that there was a significant correlation between the variables, with a significant value ($P\text{-value} = 0.000 < 0.05$). The coefficient of determination (R-square) value was 0.081, which means that the transactional leadership style causes an 8% change in the dependent variable. Furthermore, the β value was 0.285, which determined that when

the transactional leadership style increases by one unit, teachers' performance also increases by 0.28 units. Therefore, **H₀₁** was rejected.

Table 6

Effect of Contingent Reward on Teachers' Performance

Hypothesis	Regression Weights	Beta Coefficient	R-squared	F-value	P-value	Hypothesis Supported
H₀₂	CR → TP	.456	.208	89.308	.000	No

a. Predictors: Contingent Reward

b. Dependent Variable: Teachers' Performance

Table 6 depicts that there was a significant correlation between the variables, with a significant value (P-value = 0.000 < 0.01). The coefficient of determination (R-square) value was 0.208, which means that the contingent reward causes a 20% change in the teachers' performance. Furthermore, the beta coefficient value was ($\beta = 0.456$). Hence, it was concluded that when contingent rewards increase by one unit, teachers' performance also increases by 0.45 units. Therefore, **H₀₂** was rejected.

Table 7

Effect of Management by Exception (Active) on Teachers' Performance

Hypothesis	Regression Weights	Beta Coefficient	R-squared	F-value	p-value
H₀₃	MBE(Active) → TP	.438	.192	81.073	.000

Table 7 displays the regression model results. The P-value was 0.000 < 0.01, indicating a significant correlation between variables. The value of R-square was 0.192, which indicates that the independent variable (management by exception (active)) changes the dependent variable (teachers' performance) by 19%. Furthermore, the beta value was positive

($\beta = 0.438$). Hence, it was concluded that when management by exception (active) increases by one unit, teachers' performance also increases by 0.43 units. Therefore, the null hypothesis **H₀₃** was rejected.

Table 8

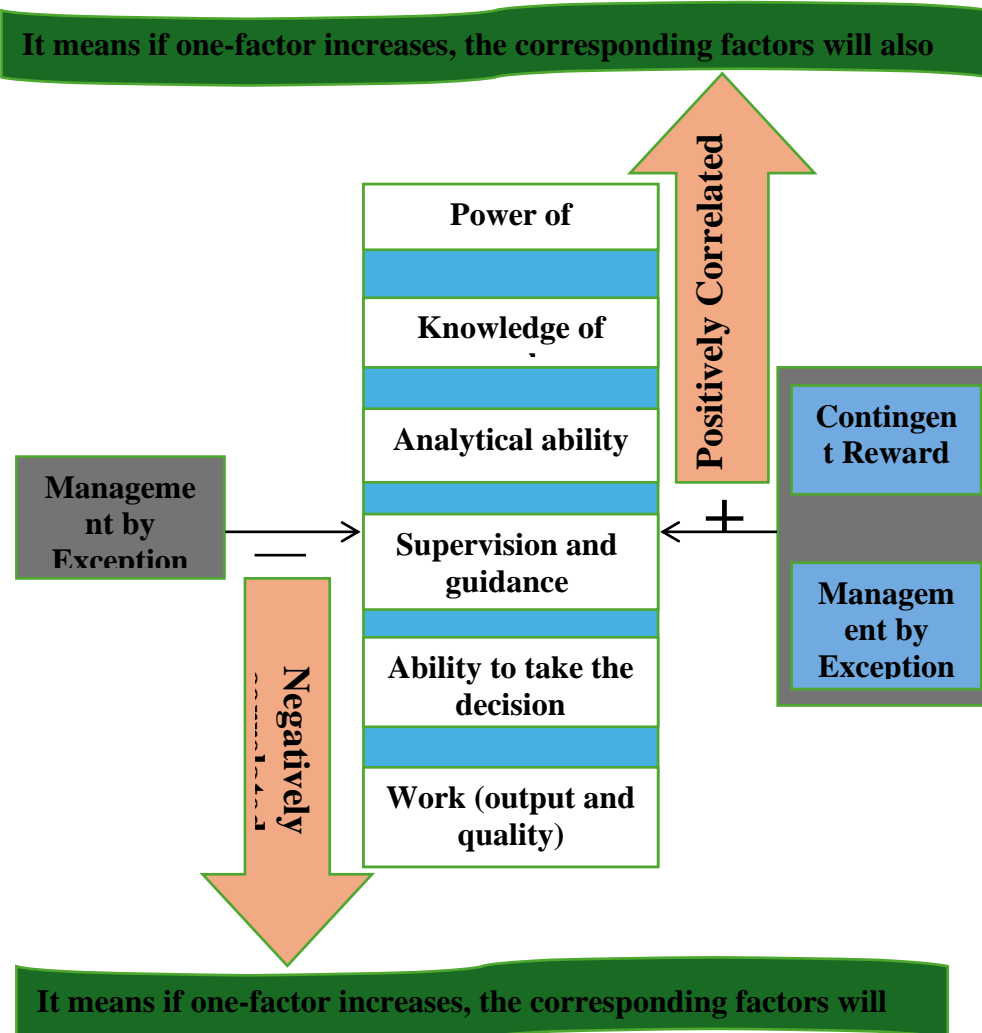
Effect of Management by Exception (Passive) on Teachers' Performance

Hypothesis	Regression Weights	Beta Coefficient	R-squared	F-value	P-value
H₀₄	MBE(Passive) → TP	-.318	.101	38.248	.000

Table 8 elaborates that the P-value was $0.000 < 0.01$, indicating a significant correlation between variables. The value of the R-square was 0.101, which indicates that the independent variable changes the dependent variable by 10%. Furthermore, the beta value was negative ($\beta = -0.318$), which indicates a low negative effect of the independent variable on the dependent variable, and it was determined that when management by exception (passive) increases by one unit, teachers' performance decreases by 0.31 units. Therefore, the null hypothesis **H₀₄** was rejected.

Figure 1

A visual representation of the relationships between the variables



Source: (Farooqi et al., 2015)

Table 9

Differences in Teachers' Performances Based on Gender

Gender	N	Mean	SD	t-value	df	Sig.
Male	192	4.37	.700	1.387	341	.167

Female	151	4.27	.625
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A t-test for an independent sample was performed to compare male and female teachers' performance. The null hypothesis **H₀₅** was accepted because Table 9 showed that the $t(341) = 1.387$ was not significant at $p = 0.167 > 0.05$. As a result, it was determined that there was no difference between male and female teachers' performance.

Table 10

Differences in Teachers' Performances Based on Their Experience in Current School

Experience in Current School	N	Mean	SD	df	F	Sig.
1-5 Years	89	4.34	.549	4 338 342	.816	.516
6-10 Years	131	4.40	.633			
11-15 Years	63	4.26	.714			
16-20 Years	36	4.25	.833			
More than 20 Years	24	4.22	.868			

The ANOVA test was used to compare teachers' performance' based on their tenure at their current school. The null hypothesis **H₀₆** was accepted because Table 10 showed that the F-value (.816) was not significant at $p = 0.516 > 0.05$. As a result, it was determined that there was no difference in teachers' performance based on their experience at the current school.

Table 11

The Difference in Teachers' Performance Based on Locality

Location	N	Mean	SD	t-value	df	Sig.
Rural	179	4.27	.734	-1.760	341	.079
Urban	164	4.40	.587			

Table 11 depicts that the $t(341) = -1.760$ was not significant at $p = 0.079$

> 0.05 . Hence, it was determined that there was no difference between teachers' performance working in rural and urban elementary schools because, as a result, the null hypothesis **H₀₇** was accepted.

Table 12

Difference in Teachers' Performance Based on Professional Qualification

Professional Qualification	N	Mean	SD	t-value	df	Sig.
B. Ed	210	4.29	.646	-1.448	341	.118
M. Ed	133	4.40	.703			

A t-test for an independent sample was done. The null hypothesis **H₀₈** was accepted because table 12 showed that the $t(341) = -1.448$ was not significant at $p = 0.118 > 0.05$. As a result, it was determined that there was no difference in teachers' performance based on professional qualification.

5. Finding and Discussion

According to the study's findings, there was a significant effect of the head teacher's transactional leadership style on teachers' performance at the elementary school level. These findings, supported by the findings of the study conducted by²⁸ and other findings given by²⁹ which suggest that

²⁸ Wachira, F. M., Gitumu, M., & Mbugua, Z. (2017). Effect of Leadership Styles on teachers' performance in public secondary schools in Kieni West Sub-County. *International Journal of Humanities and Social Science Invention*, 6(8), 72-86.

transactional leadership styles are positively correlated with employee performance. Transactional leadership had a beneficial impact on staff productivity. After analyzing employees in Pakistan's FMCG industry, Kalsoom et al.³⁰ found that transactional leadership style had a substantial positive link with staff productivity.

It was also inferred from the result that there was a significant effect of contingent rewards on teachers' performance at the elementary school level. These findings corroborated³¹ research, which looked at the impact of contingent incentives on employee engagement.

The result of this study asserted that there was a significant effect of management by exception (active) on teachers' performance at the elementary school level. These results are in line with those of the research

²⁹ Rasool, H. F., Arfeen, I. U., Mothi, W., & Aslam, U. (2015). Leadership styles and its impact on employee performance in the health sector of Pakistan. *City University Research Journal*, 5(1), 97- 109.

³⁰ Kalsoom, Z., Khan, M. A., Zubair, S. S. (2018). Impact of Transactional Leadership and Transformational Leadership on Employee Performance: A Case of FMCG Industry of Pakistan. *Industrial engineering letters*, 8(3), 23-30

³¹ Jilani, E. M., & Juma, M. D. (2015). Contingent rewards as a strategy for influencing employee engagement in manufacturing companies: A case study of Williamson Tea Kenya Limited. *International Journal of Business and Commerce*, 4(5), 20-59.

by³². Management by exception (active) is one of the transactional leadership factors that have a positive impact on employee performance.

In light of the findings of this research, there was a negative impact of management by exception (passive) on teachers' performance at the elementary school level. These results validated those of a study by Raveendran³³ concluded that management by exception (passive) is ineffective in improving worker performance.

6. Conclusions

From the study's findings, the following conclusions were drawn:

1. It has been determined that the head teacher's transactional leadership style has a significant effect on teachers' performance at the elementary school level.
2. According to the analysis, it was concluded that contingent reward and management by exception (active) had a positive correlation with teachers' performance, whereas management by exception (passive)

³² Torlak, N. G., & Kuzey, C. (2019). Leadership, job satisfaction and performance links in private education institutes of Pakistan. *International Journal of Productivity and Performance Management*.

³³ Raveendran, T., & Finance. (2021). Does transactional leadership style predict the performance of development officers? *Sri Lanka Journal of Business Studies*, 1(1), 1-15.

had a negative correlation with teachers' performance.

3. It has been inferred that there were no significant differences in the performance of the teachers based on their demographic variables.

7. Recommendations

Based on the findings of the current investigation, the researcher has made the following recommendations:

1. The scope of related studies may extend to other provinces of Pakistan.
2. It was recommended to apply transactional leadership styles in many educational contexts, including schools, colleges, and universities. This kind of study should serve as the foundation for professional education, particularly teacher education.
3. This research was descriptive and quantitative; therefore, it was recommended that other researchers conduct studies in which they use other data collection techniques such as interviews and observations.



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