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Global Sociological Review

p-ISSN:2708-2091
e-ISSN:2708-3586

GSR

GLOBAL SOCIOLOGICAL REVIEW

HEC-RECOGNIZED CATEGORY-Y

VOL. X ISSUE I, WINTER (MARCH-2025)

Double-blind Peer-review Research Journal

www.gsrjournal.com

© Global Sociological Review

DOI (Journal): 10.31703/gsr

DOI (Volume): 10.31703/gsr.2025(X)

DOI (Issue): 10.31703/gsr.2025(X-I)

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Article title

Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level

Abstract

Examining the impact of the head teacher's delegative leadership style on elementary school teachers' performance was the primary goal of this study. A survey was conducted to gather data using the delegative leadership style questionnaire and the teacher's performance evaluation scale from 405 primary school teachers (233 males and 172 females), who were conveniently picked from the Sahiwal Division. The linear regression, t-test, and ANOVA were applied to find out the effect and significant differences between different factors. The study's main conclusions indicated that elementary school teachers' performance was significantly impacted by the head teacher's delegative leadership style and that there was no significant difference in elementary school teachers' performance according to their gender and experience at the current school but a significant difference in their performance according to their location and professional qualifications. It was recommended that elementary school head teachers consider a delegative leadership style model.

Global Sociological Review

p-ISSN: 2708-2091 e-ISSN: 2708-3586

DOI(journal): 10.31703/gsr

Volume: X (2025)

DOI (volume): 10.31703/gsr.2025(X)

Issue: I Winter (March-2025)

DOI(Issue): 10.31703/gsr.2024(X-I)

Home Page

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Volume: (2025)

<https://www.gsrjournal.com/Current-issues>

Issue: I-Winter (March -2025)

<https://www.gsrjournal.com/issue/10/1/2025>

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Submission

<https://humaglobe.com/index.php/gsr/submissions>

Keywords: Delegation Leadership Style, Teachers' Performance, Elementary School Teachers' Demographic Variables

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Pages: 115-122

DOI:10.31703/gsr.2025(X-I).11

DOI link: [https://dx.doi.org/10.31703/gsr.2025\(X-I\).11](https://dx.doi.org/10.31703/gsr.2025(X-I).11)

Article link: <http://gsrjournal.com/article/effects-of-head-teachers-delegative-leadership-style-on-teachers-performance-at-elementary-level>

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Pdf link: <https://www.gsrjournal.com/jadmin/Auther/31rv1olA2.pdf>

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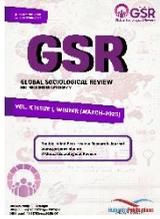


Citing this Article

11	Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level		
Authors	Rashid Latif Muhammad Tahir Khan Farooqi Muhammad Javid	DOI	10.31703/gsr.2025(X-I).11
		Pages	115-124
		Year	2025
		Volume	X
		Issue	I

Referencing & Citing Styles

APA	Latif, R., Farooqi, M. T. K., & Javid, M. (2025). Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level. <i>Global Sociological Review</i> , X(I), 115-124. https://doi.org/10.31703/gsr.2025(X-I).11
CHICAGO	Latif, Rashid, Muhammad Tahir Khan Farooqi, and Muhammad Javid. 2025. "Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level." <i>Global Sociological Review</i> X (I):115-124. doi: 10.31703/gsr.2025(X-I).11.
HARVARD	LATIF, R., FAROOQI, M. T. K. & JAVID, M. 2025. Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level. <i>Global Sociological Review</i> , X, 115-124.
MHRA	Latif, Rashid, Muhammad Tahir Khan Farooqi, and Muhammad Javid. 2025. 'Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level', <i>Global Sociological Review</i> , X: 115-24.
MLA	Latif, Rashid, Muhammad Tahir Khan Farooqi, and Muhammad Javid. "Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level." <i>Global Sociological Review</i> X.I (2025): 115-24. Print.
OXFORD	Latif, Rashid, Farooqi, Muhammad Tahir Khan, and Javid, Muhammad (2025), 'Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level', <i>Global Sociological Review</i> , X (I), 115-24.
TURABIAN	Latif, Rashid, Muhammad Tahir Khan Farooqi, and Muhammad Javid. "Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level." <i>Global Sociological Review</i> X, no. I (2025): 115-24. https://dx.doi.org/10.31703/gsr.2025(X-I).11 .



Title

Effects of Head Teachers' Delegative Leadership Style on Teachers' Performance at Elementary Level

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Abstract

Examining the impact of the head teacher's delegative leadership style on elementary school teachers' performance was the primary goal of this study. A survey was conducted to gather data using the delegative leadership style questionnaire and the teacher's performance evaluation scale from 405 primary school teachers (233 males and 172 females), who were conveniently picked from the Sahiwal Division. The linear regression, t-test, and ANOVA were applied to find out the effect and significant differences between different factors. The study's main conclusions indicated that elementary school teachers' performance was significantly impacted by the head teacher's delegative leadership style and that there was no significant difference in elementary school teachers' performance according to their gender and experience at the current school but a significant difference in their performance according to their location and professional qualifications. It was recommended that elementary school head teachers consider a delegative leadership style model.

Keywords: Delegation Leadership Style, Teachers' Performance, Elementary School Teachers' Demographic Variables

Introduction

The existence of a leader is vital in any organization (Asbari, [2024](#)). A leader's role is to set the future

direction and goals, to be a change agent, a negotiator, and a coach (Wulandari et al., [2020](#)). Effective leadership is critical for the advancement of both teachers and society. Delegative leadership is a



technique in which the manager delegates responsibilities and obligations to team members while maintaining ultimate accountability for the outcome. Teachers are important variables in educational quality and learning outcomes because they influence individuals' educational advancement (Maliqi & Hyseni, 2022). Teacher performance evaluation is the most fundamental responsibility in human capital management (Sahalessy & Lessil, 2021). 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 (Andriani et al., 2018). The performance of teachers determines the value of education, its techniques, and its programming. Many studies show that DLS and employee performance are positively associated. Stronge (2018) argues that teacher effectiveness is critical to achieving academic targets and achievements. Leadership is thought to be important in organizations to improve the effectiveness of those who follow (Ibrahim & Daniel, 2019). DLS had a significant beneficial correlation with staff productivity after evaluating workers in Pakistan's FMCG business (Fraihat et al., 2023). Most studies have focused on the relationship between leadership styles, effectiveness, and organizational culture (Xenikou, 2022). 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 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 delegative leadership style used by the head teacher.

Objectives of the Study

1. To investigate the head teacher's delegative leadership style at the elementary level.
2. To examine teachers' performance at the elementary level.
3. To evaluate the influence of the head teacher's delegative leadership style on teachers' performance at the elementary level.
4. To analyze the influence of the head teacher's delegative leadership style on teachers'

performance, taking into account their demographic features.

Literature Review:

Concept of Leadership and Educational Leadership

Leadership has been an extensively debated topic that has piqued the interest of many researchers and philosophers (Hawkins, 2021). Leadership is described as a person who can guide others to attain a goal based on their unique strengths. Leadership is a crucial variable in analyzing organizational outcomes and employee behaviors (Jufrizen et al., 2023). 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 goals (Rodriguez et al., 2023). It is the procedure of utilizing the energy sources, abilities, and skills of all stakeholders within a learning institution, including management, instructional, and support staff, students, and parents, to achieve defined goals and objectives (Maki, 2023). Educational leadership demands the presence of an innovative and skilled person or team of individuals who work together to attain the purposes and goals (Javid et al., 2023).

Delegation Leadership Style

Delegative leadership style (DLS) involves the head teacher entrusting decision-making and responsibilities to their team members (Sahito et al., 2023). In this approach, the head teacher allows staff to make choices and solve problems independently. While this can promote autonomy and innovation, it requires a capable and motivated team. The head teacher still maintains oversight but relies on the expertise of their staff to manage tasks and projects. This leadership style is ideal for encouraging innovative thinking and imaginative thinking within a team. It enables employees to take responsibility for their jobs, make choices, and build problem-solving abilities (Sous & Rocha, 2019). DLS must be judicious in when and to what extent they are representative, ensuring that the team is well-furnished for the task.

Teachers' Performance

Teachers' performance is described as their capacity to deal with school difficulties and work properly in their daily routines at school. Teacher performance comprises regular and timely reporting, lesson planning, classroom management, problem-solving, and the use of strategies to promote student learning (Pollock & Tolone, [2020](#)).

Crucial Components of the Program for Teachers' Performance Evaluation

Teachers' performance evaluation is still a big concern in the education system. It appears that evaluating the effectiveness of instructors is difficult. It is also beneficial to instructors' professional development and growth. The flawless implementation of curricular and extracurricular activities is a vital duty for teachers (Makhsin & Ilias, [2016](#)). GOP (2012) defined six fundamental aspects of teachers' performance: the power of expression, work knowledge, analytical capacity, supervision and direction, decision-making ability, and work output and quality (Javid et al., 2019).

Research Gap

Many studies have been conducted globally; nevertheless, there is a lack of studies conducted in Pakistan. As an underdeveloped nation with a system of education that requires modifications and enhancements to catch up with other developed countries, it is appealing to point out that very few researchers have attempted to research head teachers' DLS and their effects on teachers' performance. No research has been done at the government elementary school level in Pakistan, despite the fact that several studies have been done at the secondary and upper secondary levels. This research sought to address the information deficiency in the literature about DLS and its impact on the performance of primary school instructors.

Hypotheses of the Study

1. H₀₁: The head teacher's delegative leadership

style does not significantly impact teachers' performance at the elementary school level.

2. H₀₂: There is no substantial difference in instructors' performance attributable to gender.
3. H₀₃: There is no substantial difference in instructors' performance attributable to their experience.
4. H₀₄: There is no significant difference in teachers' performance working in rural and urban elementary schools.
5. H₀₅: There is no significant difference in teachers' performance based on their professional qualifications.

Research Design

The study was quantitative in nature, and data was gathered using a survey approach. When researchers want to collect data from a large number of people, they use the survey approach (Khoa et al., [2023](#)).

Population, Sample, and Sampling Technique

The target population included all male and female elementary school teachers in the Punjab province. The researcher could not realistically reach every member of the population. As a result, the researcher chose a sample for the study using a non-probability convenience sampling technique. There were 405 ESTs in the study's sample (233 men and 172 women).

Instruments of the Study:

Demographic Variables Information Performa (DVIP)

The researcher developed a questionnaire using DVIPs to gather information on the characteristics of teachers, including their gender, locality, educational background, and tenure at their current institution.

Teachers' Performance Evaluation Scale (TPES)

Teachers' performance was evaluated using the Teachers' Performance Evaluation Scale (TPES), which was created by Dr. Nadeem Ahmad (2013) with a 0.964 reliability coefficient. Because it allowed researchers to understand how teachers assessed their level of professional performance.

Delegative Leadership Scale

To determine the DLS of the head teacher, the researcher used a self-developed delegative leadership scale.

Validity and Reliability of Research Instruments

The goal of validation is to determine whether the research instruments are appropriate for the subject of study, whether they cover all necessary components, and whether they follow a systematic pattern that is well organized (Aithal & Aithal, 2020). The instruments' validity was affirmed via consultations with the study supervisor and subject-matter experts. Their feedback led to some things being removed and certain item descriptions and locations being

modified. A pilot study was done prior to the questionnaire statements actually being administered. Twenty-five (25) non-sample teachers were used in the researcher's questionnaires for this purpose. Teachers were given questionnaires, and statistical analysis was done on their answers. The calculated significance of the Cronbach alpha coefficient was 0.917, demonstrating the highest level of reliability for each item statement in the survey.

Data Collection Procedure

In addition to using a Google Form questionnaire, the researcher personally visited many Sahiwal Division assessable primary schools to gather data.

Data Analysis Procedure

The following statistical methods were applied:

Mean, median, and SD	Mean, median, and SD were used to examine the data's characteristics.
Pearson 'r'	The Pearson 'r' was used to calculate the correlation between the variables.
Regression	The influence of the independent variable on the dependent variable was examined by regression analysis.
Independent-sample T-test	Comparing two subgroups of a categorical variable was accomplished via the use of an independent-sample t-test.
ANOVA test	When comparing the means of three or more groups, it is possible to determine whether or not there are any significant differences between them.

Data Analysis and its Interpretation

Table 1

The mean of Delegative Leadership Style (Factors)

Factors	N	Mean	Std. Deviation
Decision-Making Process	405	4.43	.635
Communication	405	4.52	.563
Trust and Empowerment	405	4.64	.548
Support and Resources	405	4.75	.531

Table 1 describes the descriptive statistics for the DLS (factors). Each variable had 405 responses. According to analysis, the head teacher's DLS has the following mean values: decision-making process (mean = 4.43),

communication (mean = 4.52), trust and empowerment (mean = 4.64), and support and resources (mean = 4.75).

Table 2

Mean of Teachers' Performance (Factors)

Variables	N	Mean	SD
Power of expression	405	4.39	.628
Knowledge of work	405	4.37	.634
Analytical ability	405	4.36	.635
Supervision and guidance	405	4.34	.637
Ability to make decision	405	4.37	.641
Work output and quality	405	4.33	.649

Table 2 describes the descriptive statistics for the teachers' performance (factors). The analysis exposes the mean values of teachers' performance (factors), respectively: power of expression (mean = 4.39),

knowledge of work (mean = 4.37), analytical ability (mean = 4.36), supervision and guidance (mean = 4.34), ability to take decisions (mean = 4.37), and work output and quality (mean = 4.33).

Testing of Null Hypothesis

Table 3

Effect of Delegative Leadership Style on Teachers' Performance

Hypothesis	Regression Weights	Beta Coefficient	R-squared	F	P	Hypothesis Supported
H ₀ 1	DLS → TP	.405	.164	79.027	.000	No

- a. Predictors: Delegative Leadership Style (DLS)
- b. Dependent Variable: Teachers' Performance (TP)

According to the findings of the regression model, which are shown in Table 3, the independent variable is responsible for 16.4% of the variation in the dependent variable. The P-value for the model is 0.000, which is less than 0.05, and the R-squared value

is 0.164. Given that the beta coefficient value was 0.405, it may be concluded that DLS is effective in enhancing teacher performance. With each additional unit of DLS, the performance of the instructor increases by 0.40 units.

Table 4

Relationship and Regression between the Factors of DLS and Factors of Teachers' Performance

Factors of Teachers' Performance	Factors of Delegative Leadership Style			
	Decision-Making Process	Communication	Trust and Empowerment	Support and Resources
Power of expression	p-value = .000 r-value = .412** R ² = .170 β = .412	p-value = .000 r-value =.366** R ² = .134 β = .366	p-value = .000 r-value = 198** R ² = .039 β = 198	p-value = .000 r-value = .115** R ² = .013 β = .115
Knowledge of work	p-value = .000 r-value= .459** R ² = 0.210 β = 0.459	p-value = .000 r-value = .409** R ² = .168 β = .409	p-value = .000 r-value = .212** R ² = .045 β = .212	p-value = .001 r- value = .117** R ² = .014 β = .117

Factors of Teachers' Performance	Factors of Delegative Leadership Style			
	Decision-Making Process	Communication	Trust and Empowerment	Support and Resources
Analytical ability	p-value = .000 r-value = .458** R ² = .210 β = .458	p-value = .000 r-value = .421** R ² = .178 β = .421	p-value = .000 r-value = .185** R ² = .034 β = .185	p-value = .000 r-value = .104** R ² = .011 β = .104
Supervision and guidance	p-value = .000 r-value = .452** R ² = .205 β = .452	p-value = .000 r-value = .415** R ² = .173 β = .415	p-value = .000 r-value = .191** R ² = .037 β = .191	p-value = .000 r-value = .098** R ² = .010 β = .098
Ability to make a decision	p-value = .000 r-value = .439** R ² = .193 β = .439	p-value = .000 r-value = .392** R ² = 0.154 β = 0.392	p-value = .000 r-value = .184** R ² = .034 β = .184	p-value = .000 r-value = .090** R ² = .008 β = .090
Work (output and quality)	p-value = .000 r-value = .451** R ² = .203 β = .451	p-value = .000 r-value = .407** R ² = .166 β = .407	p-value = .000 r-value = .188** R ² = .035 β = .188	p-value = .000 r-value = .096** R ² = .009 β = .096

Table 4 displays the regression analysis and association between the six elements of teacher performance and the four DLS components. Every component was significantly and favorably correlated with every other factor ($p = .000 < .01$). All elements of delegative

leadership (decision-making process, communication, trust and empowerment, support, and resources) positively influence all aspects of teachers' performance.

Table 5

Differences in Teachers' Performances Based on Gender

Gender	N	Mean	SD	t-value	df	Sig.
Male	233	4.39	.620	1.180	403	.239
Female	172	4.32	.623			

To compare the performance of male and female teachers, a t-test was conducted for an independent sample. Table 5 indicated that $t(403) = 1.180$ was not

significant at $p = 0.239$, which is more than 0.05, hence supporting the null hypothesis H02.

Table 6

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

Experience in Years	N	Mean	SD	Df	F	Sig.
1 to 5	89	2.43	1.181	Total=404	1.545	0.010
6 to 10	164					
11 to 15	73					
16-20	47					
More than 20	32					

The performance of teachers was evaluated by the analysis of variance (ANOVA) test. Table 6 indicated that the F-value (1.545) was significant at $p = 0.010$,

which is less than 0.05, resulting in the rejection of the null hypothesis H03.

Table 7

The Difference in Teachers' Performance Based on Locality

Location	N	Mean	SD	t-value	df	Sig.
Rural	192	4.21	.408	-4.741	403	.000
Urban	213	4.49	.739			

The performance of teachers in rural and urban elementary schools was compared using a t-test for an independent sample. Table 7 revealed that $t(403) = -$

4.741 was significant at $p = 0.000 < 0.05$. Therefore, the null hypothesis H04 was rejected.

Table 8

Difference in Teachers' Performance Based on Professional Qualification

Professional Qualification	N	Mean	SD	t-value	df	Sig. (2-tailed)
B. Ed	249	4.32	.599	-1.500	403	.134
M. Ed	156	4.42	.653			

To compare teachers' performance based on professional qualifications, a t-test was done. The null hypothesis H05 was accepted because Table 8 showed that the $t(403) = -1.500$ was not significant at $p = 0.134 > 0.05$.

DLS had a favorable influence on worker productivity.

Finding and Discussion

The following discussions were drawn based on the conclusion of the present research study:

The study's findings indicated that the performance of elementary school teachers was greatly influenced by the head teacher's Distributed Leadership Style (DLS). A positive link was shown between the performance of elementary school teachers and the head teacher's DLS. Thus, based on statistical analysis, the null hypothesis—that the head DLS style has no discernible impact on teachers' performance—was rejected. These results imply a positive correlation between DLS and employee performance, which is corroborated by the results of the study piloted by Kalsoom et al. (2018) and additional findings provided by Xenikou (2022). Manullang and Rajajuguk (2016) discovered that

Conclusions and Recommendations

The results of the current investigation indicate that the head teacher's DLS significantly improves elementary school teachers' performance and that delegative leadership was positively correlated with all aspects of teachers' performance. The study indicates that there was no substantial disparity in instructors' performance attributable to gender and experience at the present institution, but there was significant variation in teachers' performance based on professional qualifications and locality.

1. The DLS was a gray area of interest. The scope of related studies may extend to other districts of Punjab province and other provinces.
2. It was suggested that DLS be implemented throughout many educational settings, including schools, colleges, and universities, and that this research should underpin professional education, especially in teacher training.

3. Given the descriptive and quantitative characteristics of this study, it is advised that future researchers use other methodologies for data collection, including interviews and observations.
4. The research may be replicated with an expanded sample size to validate the findings.

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