

EFFECT OF TRANSFORMATIONAL LEADERSHIP AND WORKPLACE ENVIRONMENT ON JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS

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Abstract

The world is changing drastically and the contributions of personnel involved in the educational setting are changing at an unbelievable pace. The academic success of learners depends on the success of transformational leadership, workplace environment, and job performance of teachers. The major objective of the current study was to determine the effect of transformational leadership and workplace environment on the job performance of secondary school teachers. The sample of the study consisted of 327 public sector secondary school teachers from Lahore selected through a simple random sampling technique. The data were collected through structured questionnaires applying Google Forms and survey methods. The Pearson correlation and regression were applied to explore the relationship and effect between transformational leadership and workplace environment on teachers' job performance. The findings of the study revealed that there was a moderate and significant association between transformational leadership and workplace environment on teachers' job performance. The school administration may contribute in nurturing teachers' leadership skills through providing supportive teaching-learning environment to improve teachers' job performance.

Key Words: *Job performance, transformational leadership, workplace environment*

INTRODUCTION

Transformational Leadership (TL), Workplace Environment (WE), and Job Performance (JP) are allied constructs. Leadership is the capacity to plan, organize and implement the activities to obtain the goals of the institutions. Leadership refers to the act of persuading people so that they make an effort willingly to obtain the organizational goals (Kouzes & Posner, 2024). Workplace is a place to perform teaching tasks and duties through mutual understanding for obtaining goals of the institution. Every institution has specific purposes that obtain through the effective involvement of employees in tasks completion. Educational leadership plays explicit role in providing effective workplace environment to the personnel involved in teaching learning process for influential job Performance. Educational leadership motivates teachers to increase their performance that influence students' academic achievements through effective learning process (Leith wood & Jantzi, 2005).

Transformational leadership is a process that changes and transforms of peoples (Northouse, 2021). Transformational leadership involves leaders influence subordinates to enhance morals and motivation. Leaders inspire subordinate teachers, playing a crucial role in institutional stability. Transformational leadership positively affects job performance and outcomes. It is considered a popular and successful leadership style today, positively interacting with job performance. Transformational leadership facilitate learning process and helps leaders achieve role clarity, and thus developing their leadership identities. Role clarity among school leaders is achieved through individual learning activities and engagement in institutions (Aas et al., 2020; Burns, 1978; Bass, 1985; Danielson, 2017; Schwarz, 2017).

Performance is the process of execution tasks and achieving optimal results for an institution. Job performance (JP) represents the value of performance occurrence over time, contributing to institutional success. Teacher performance is inductive for meeting international standards, requiring effective executive of tasks to achieve optimal goals. Performance encompasses work behaviors over time, with staff contributing to institutional goals throughout the workday (Motowidlo et al., 2003; Inayatullah & Jehangir, 2002). Teachers who are professionally specialized and pay attention at workplace. So, they are inspired and in turns gratified. The results of the institutions are gained through highly professionalized teachers. Teacher job performance (JP) is affecting school consequences which are measured through perceiving teacher actions in class room. Teacher job is very important in determining institution success and outcomes. It is necessary to adopt the new change with educational upgradation (Inayatullah & Jehangir, 2002; Adejumbi & Ojikutu, 2013; Hutabarat, 2015). Teacher job performance (JP) is the core target in institution. It is important for teachers to attain the aims of institution. Teacher job performance is associated with students' outcomes. Poor job performance of teachers effects the outcomes of students. It is important to focus on teachers' institutional culture, job satisfaction and positive work place environment to enhance the teachers' job performance quality. Teachers work performance is measured as apparent actions of teachers relevant to institutional objectives. The essential influencer affecting teacher job performance is workplace environment (Inayatullah & Jehangir, 2002; Adejumbi & Ojikutu, 2013; Cook, 2008).

The accomplishment of mind satisfaction mostly depends upon the democratic working environment and the self-status of job. Workplace environment (WPE) impacts employee performance to a great extent. Teachers working in such educational environment have great impacts on job. It is quality of job motivation and subsequence performance. The positive environment brings a great success to the institution and enhances job period (Chandrasekar, 2011; Inayatullah & Jehangir, 2002).

Research Objectives

1. To determine the relationship of transformational leadership and workplace environment with job performance of secondary school teachers.
2. To determine the effect of transformational leadership and workplace environment on job performance of secondary school teachers.

Theoretical Framework

The theoretical framework is an interrelated constructs connectivity based in a specific theory which provides a worldview to comprehend underlying phenomena. The theoretical framework of this study explores how transformational leadership and work place environment influence on the teachers job performance. Transformational Leadership was applied for theory elaborate the importance of leaders idealized influence, inspirational motivation, intellectual stimulation and individualized consideration possessing self-awareness, transparency, ethical behavior, and a clearly defined mission, which in turn fosters trust and enhances employee performance. Working climate focuses on the positive environment of the school and institution to motivate the teachers' and employees to focus on their professional skills to achieve the educational goals and objectives successfully. Transformational Leadership theory originated by Burns (1978) was applied for assessing leadership skills of heads and teachers. Social exchange theory formulated by George Homans (1958) and later advanced by others philosophers was applied for workplace environment. The Homans theory was concerning the person's conduct in societal connections and how societal constructions together with influence, position, guidance, communication and fairness are vital to know these communal organizations. The Goodman

and Svyantak (1999) theory was applied for the dependent variable, job performance in this study which probes the factors influencing job performance.

LITERATURE REVIEW

A leader guides, inspire, and directs a group towards common goals. The leader is responsible for setting vision, coordinating, decision making, and motivating to achieve collective goals of the organization. Successful leaders cultivate followers' leadership skills to ensure organizational success (Rus et al., 2010).

Transformational Leadership

Transformational leadership is a leadership that facilitates the redefinition of people's mission and vision, a renewal of their commitment and restructuring of their systems for their goal accomplishment (Leith wood & Jantzi, 2005). Transformational leadership plays catalytic role in transforming educational climax. Leaders take leadership responsibility inside and outside the classroom. Leaders refine the skills of their followers, support, and motivate them in collective improvement, work enhancement and initiative for school reforms (Warren, 2021). Effective leadership is directive, supportive, and facilitative in task performance of the organization. A leader strengthens emotional bound with their followers for developing inspirational motivation to develop self-esteem among colleagues to improve outcomes of the institutions. Educational leaders follow leadership approaches and techniques to enhance students' knowledge, skills, behavior, integrity, and competency. The leaders perform group activities, workshops, lesson planning, and organize educational dialogues and reflective critique. The work of the leader is to stimulate colleagues to improve their teaching-learning process (Mangin & Stoelinga, 2009; Collinson, 2012; Davis, 2009; Cotton, 2003).

Leadership refers to the action taken for persuading the group about the work that they have done and helped them to achieve their objective (McLaurin, 2008; Snart, 2010). Leadership is the ability to influence and lead followers towards obtaining mutual goals. The process of creativity and spurting teachers' in achieving predictable objectives is recognized as leadership. Leadership is an emotional connection between leader and followers that validate fruitful results of the institution. Leaders design workable vision and resilient coordination for achieving institutional goals (Bohn & Grafton, 2002; Bolden, 2004; Kouzes & Posner, 2024; Spillane et al., 2003).

Leadership emphasizes on the essentials of personal competencies, ethical tendency and energetic action taking necessity for educational improvement at school setting. Transformational leadership helps to build strong bound between leader and their employees ensure reliable mutual trust and cooperation among teachers to transform educational institutions. Transformational behavior in leaders empowers teachers to promote change in attaining institutional goals in their working environment. Leaders contribute in improving interpersonal relations with the teaching faculty through instilling spirit for achievements of school goals (Advani, 2015; Aloysius, 2017; DeVaries et al., 2002).

Transformational leaders inspire followers through self-interest that roots in the exchange relation and reward expectation. Transformational leadership elevates the followers to an optimum stage of performance. To meet the needs and provides democratic working environment for achieving set objectives. Transformational leadership provides fascinate force and commitment to achieve the institutional goals (Eliophotou Menon & Lefteri, 2021; Khanin, 2007; Smulyan, 2016).

Idealized influence describes leaders who act as strong role model for followers. These leaders have a great standard of moral and ethics that count the leader to do accurate doings (Northouse, 2021). The follower's belief them and have big respect for their leaders. The idealized factor measure to components attributional and behavioral component. Attributions made by

followers based on perception of their leaders and behavioral component refers to the observation of leader's behavior. Idealized influence is the quality and trait of the leaders such as personal belief, strong conviction, high level of energy and self-confidence pertaining to good leaders. These leaders are in search of getting powerful positions by depicting higher level of assertiveness for other teachers. The success of the transformational leadership is possible if the teachers' feel the heat of idealized influence and individualized consideration and the teachers accept the leadership as a role model. Idealized influence leaders play an admired role model which is contending by followers. Transformational Teacher leaders are powerful to create an influence to develop more trust and confidence in teaching staff (Bellibaş et al., 2021; Khan et al., 2022; Northouse, 2021).

Inspirational motivation refers to inspiration and motivation to commit to and a part of the shared vision in the organization. Leaders motivate followers to do more efforts to gain interests (Northouse, 2021). Inspirational leaders inspire staff to create attractive working environment in achieving their optimum results. Leaders inspire employees to become adoptive and support to achieve the institutional goals. They provide enthusiastic attitude to the institution's future goals. This type leadership encourages followers and motivates them to be committed with their goals. Transformational Teacher leader influences their staff, beliefs and behaviors regarding their role and responsibilities. It also empowers the teachers to recognize their abilities to fulfill institutional goals. Transformational Teacher leaders exhibit positive behavior when goals are in articulation with ideology, high expectations' communication arises the motivation of achievement, an idealized future vision is introduced (Riggio et al., 2004; Hyseni Duraku & Hoxha, 2021; Zhu et al., 2012).

Intellectual stimulation stimulates followers to be creative and innovative to challenge their own beliefs and values as well as those of the leader and the organization. This encourages followers to think and engage them in careful problem solving. Transformational leaders act as motivator to fulfill the new ideas needs of followers to inspire academicians. Transformational leaders support to promote team work, and positive outcomes at the workplace for better performance. In this way, teachers' feel obligated to the educational institute and are ready to put extra efforts for achieving institutional objectives (Northouse, 2021; Simic et al., 2022).

Individualized consideration refers the leaders listen the need of the followers carefully and provide a supportive climate. These leaders treat each employee in a caring way (Northouse, 2021). Leaders pay individual consideration of faculty members, understand their development needs and handle all teachers as per their uniqueness. These leaders empower and elevate the teachers in an effort to use their maximum potential and develop them in full capacity. Following this leadership style academic advisors and supervisor allocate their time for coaching and mentoring their subordinates which promote self-development among the teachers. They considerate teachers' needs as individual members rather than as a group, unveil their potential abilities by providing aspiration to individuals (Simic et al., 2022).

Workplace Environment

Workplace environment is a set of common perceptions regarding the rules, performs, and procedures that an institution recompenses, assistance, and guesses. The workplace environment is the prime concerning issue to run the institution. But many institutions fail to understand the importance of the workplace environment and thus suffer a lot. These types of institution are considered as internally weak. A better WE ensures perfect output of the result. Educational Institutions need to ensure better environment for the teachers to keep them away from the situations which hinder goals and enable the employees to work on their full potentials (Taheri et al., 2020; Berdicchia et al., 2022).

Environment dimensionality is an additional methodological problem in working climate investigation that is needed to be addressed. There are inconsistency and lack of agreement among scholars regarding the use of construct of workplace environment. WE focused on the global components of work environment which later on partly shifted to specific place (Marin-Spiotta et al., 2022; Tian et al., 2020). There is a harmony in the works, that school head and staff members want to extend the macro-contextual and micro-contextual effects on their work, knowledge and skills to recognize their educational institution and headship roles. The headship culture programme is to assist the leaning procedure and assist the school leaders to achieve role clarity and develop leadership identity. The research showed that leadership gained through investigation into role expectation and group coaching. Leaders improve role clarity through taking part in their work environment and together with the school leaders take part in the leadership learning programs (Aas et al., 2020; Aas & Paulsen, 2019).

Communication is exchange of ideas, feelings, knowledge, information and experience within school environment or outside school boundary. The principal as the chief executive of secondary school communicates with students, teaching staff and stakeholders on daily basis. Some mental philosophies describe personal communiqué services, intergroup communiqué skills, communal skills and related skills are the part of the communication (Whaley & Sumter, 2013; Ndidi & Alike, 2018). Career development is considered as significant determinants for employees. It concluded the larger gap within the teachers' career development the higher are the outcomes of the job performance. Job growth is an enduring procedure of making for, existence, and continuously choosing from the numerous professions presented by the societal order. It spreads through an individual's lifecycle. As to individual career development is of immense importance to the upcoming professional career progress of the one (Spencer, 2021; Chen et al., 2004).

Job Performance

Performance allows for variation attributes to difference in, characters measured in selection programs, contribution in physical activity and growth, experience to motivational interferences and doings, and situational restraints and opportunities. Employee performance is an important tool in the development of the institution. The realization of performance comes into the understanding that it forms a core element of accomplishing the institutional objectives successfully. The performance level of teachers determines the job dedication. Each institution has a strong vision and mission achieved through the actual performance of the staffs. Thus, JP of the teachers has a great influence for the actual growing of the institution (Bhat & Bashir, 2016; Hashim & Shawkataly, 2017; Dinantara, 2019; Shafiq & Hamza, 2017).

JP involves the person's ability of working while striving to attain their goals, identifying, and fulfilling the standards of goals as given by the institution. JP is Teacher's capacity to meet their job tasks and meeting the required standards of educational institutions. Teacher's work performance is imperative variable in the accomplishment of an educational institution. Teachers are the backbone of every institution, and the work they do is to achieve the goals of the institution's (Aung et al., 2023; Fernandes et al., 2023).

Teachers' performance is determined by measuring them in accordance with the actual needs of the institution and is regarded as their maximum output following the completion of several professional activities that define institution vision and mission. The intuitional goals, which are based on its mission and vision, are either directly or indirectly fulfilled when goals are effectively attained. Teachers involve in a variety of everyday actions demanding mental and knowledgeable capabilities and "softer" societal and expressive services that let them to progress their specialized praxis and pupils' academic engagement and learning. Hence, these easier skills are strictly related to job performance in the schooling environment. Academic

methods to soft skills in the workplace propose that teachers' capacity to improve significant association depends mostly on their dimensions to pay attention well (Fernandes et al., 2023; Dinantara, 2019).

Task performance varies from job to job, whereas task performance is about to the proficiency with which activities are accomplished. Thus, task performance depends upon the skills, knowledge, and ability of teachers. Task performance is mainly related to Teacher's empowerment. The contextual performance is related to the items that explains the role of Teacher's leadership. Task performance is Teacher's role performance that reflects how teachers perform their duties required by the job. Engaged teachers more vigilantly and more focused on their work tasks, and thus, engagement is related to task performance (Hosie & Nankervis, 2016; Mahama & Cheng, 2013).

The set of teachers' conduct, skills, and information which assist them in receiving on a social basis engaged for carrying out core tasks is called contextual performance. Contextual performance contains the manners which donate in the direction of emerging Teacher's environment and commitment with the institution, tenacious interest, tasks' agreeing, supporting, adjoining with contemporaries and serving or defending the performance. Contextual performance belongs the triumph of association with the assistance of effectual institutional center in which mental and societal aspects are involved. Contextual performance establishes additional character of performances as an inhabitant (von Feigenblatt, 2023; Çalışkan et al., 2022).

JP is defined as the total expected institution's worth in relation to specific instances of behavior in which an individual is involved at a particular point in time. Boorman and Motowidlo first introduce the concept of job performance theory in 1993. The following concept is encompassed by this definition: Performance is a characteristic that concerns behavior. Performance is a composite of various behavior s over time, valued by their contribution to the institution. Differentiation arises from how these behaviors are expected to influence the institution success (Borman & Motowidlo, 1997).

Performance has institutional values, distinct from task performance. Employment frame works allow the various contribution to the institution success. Task performance refers to the specific behavior that an employee performs, defined and measure. These behaviors focus on how an individual meets the expectations and requirements of the job. This includes tasks completed within deadlines (Griffin et al., 2007; Lopez-Cabarcos et al., 2022).

When individuals positively impact interpersonal and task motivation, these effects spread to the group level. Collaboration and self-esteem within the group enhance individual's behaviors thereby enhancing group performance. These dynamic helps establish organizational norms and a supportive environment, ultimately influencing overall performance across the institution (Uraon & Gupta, 2021). Meta-analysis result reported that transformational leadership influence school teachers' job performance (Firmansyah et al., 2022).

Studies related to transformational leadership, and workplace environment on job performance of secondary school teachers are reported below. A study was design by Albuni and Aslamiah, (2022) to analyze the effect of transformational leadership of the school head and teachers on their job performance in Indonesia. The study was quantitative based on the correlational research design. The data was collected through questionnaire through proportionate random sampling technique. Pearson correlation and path analysis were used to analyze the data. The result of the study revealed transformational leadership had moderate effect on teachers' performance.

A study was designed by Sirait et al., (2021) to explore the effect of TL on JP of the public schools of the Banjarbaru, Indonesia. The study was descriptive correctional base on survey

method. The sample of 115 teachers was selected through a simple random sampling technique. The data was collected through a questionnaire. The regression analysis was used to interpret the collected data. The results of the study revealed that transformational leadership has significant influence on JP and WE. The results of the study reported that principal TL influence on workplace environment and teacher performance.

Another study was designed by Usman and Haryadi, (2023) to analyze the effect of transformational leadership on job performance in, Indonesia. The study was quantitative based on correlational research design. The data was collected through observation and questionnaire using simple random sampling technique. A sample of 40 teachers was collected through slovin formula. The data was analyzed through applying correlational and multi regression. The result of the study showed transformational leadership had positive and significant effect on job performance of the staff.

Another study was constructed by Andriani et al., (2018) SMK Palembang, Indonesia. The study was quantitative and based on correlational research design. A sample of 193 teachers was collected through simple random sampling technique. Questionnaire was used to collect data. Data was analyzed using correlational and multiple regression analysis by using SPSS. The results showed that transformational leadership had a positive and significant effect on teachers' performance.

RESEARCH METHODOLOGY

Research methodology is a path through which study is carried out to find the solution of the problem (Creswell, 2017). Finding out how transformational leadership and workplace environment were affecting teachers' job performance in Lahore was the primary goal of this study. Research methodology contains information such as research design, population and sampling, instrumentation, collection of data, ethical considerations and data collection according to research objectives. Research design is a strategy and procedures that makes the decisions from comprehensive assumptions towards detailed methods for data collection and analysis. The current study research was quantitative based on the correlational research design. The subset of population is called sample. All public sector secondary school teachers were the sample of this research. A sample of 327 respondents was selected from district Lahore through a simple random sampling technique. Transformational Leadership Questionnaire for teachers (TLQT) of Bass and Avolio (1994) and Workplace environment Questionnaire for teachers (WEQT) of New Man (1997) and Job Performance Questionnaire for teachers (JPQT) of Goodman and Svyantak (1999) were adopted for this study. Five points Likert scale was used for data collection. The data was collected from public sector male and female secondary schools of district Lahore, Pakistan. The researcher used two channels to collect data from teachers; physically visited to selected schools, and through Google link-generated form through WhatsApp groups. Researchers was aware of how, where and when to conduct data from the participants. Informed consent, anonymity, and confidentiality and voluntarily of participation were used as ethical consideration before and after conducting research.

DATA ANALYSIS

Data analysis is process for examining information and procedures for explanation of outcomes to draw conclusions (Panday & Panday, 2021). The data collected was analyzed using SPSS through descriptive statistics such as mean, standard deviation, and inferential statistics such as Pearson correlation and multiple regression analysis.

Table.1. Descriptive Analysis for Transformational Leadership, Workplace Environment and Job Performance

Variables	Means	Standards
Transformational Leadership	3.38	1.11
Workplace Environment	4.04	1.41
Job Performance	3.28	1.10

Table 1 demonstrated that mean and standard of the transformational leadership statement were 3.38 and 1.11. Further, Workplace Environment, M=4.04 and SD=1.41 respectively. Furthermore, Job Performance, M=3.28 and SD=1.10 respectively. Therefore, it was recommended that respondents were agreed with all the statements regarding TL, WE and JP.

Table.2. Reliability of Transformational Leadership, Workplace Environment and Job Performance

Variables	Dimensions	Items	Cronbach Alpha
Transformational Leadership	04	25	.910
Workplace Environment	05	20	.920
Job Performance	02	15	.912

Table 2 showed that factor loading was utilized in order to assess the loading of each variable. The statistical values indicated that loading of all the variables were greater than 0.6 which showed the items were considered as moderate to conduct this study about TL, WE and JP.

Table.3. Relationship of Transformational Leadership and Workplace Environment with Job Performance

Variables	TL	WE	JP
Transformational Leadership	1		
Workplace Environment	.277**	1	
Job Performance	.270**	.335**	1

** Correlation is significant at the 0.01 level (2-tailed)

Table 3 revealed the correlation of transformational leadership and workplace environment with job performance, Pearson Correlation was utilized. The statistical findings indicated that there was moderate relationship of TL and WE with JP of teachers, the r values were .277, .270 and .335 respectively.

Table.4. Effect of Transformational Leadership and Workplace Environment on Job Performance

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Transformational leadership	.021	.192	3.43	.00*
	Workplace environment	.011	.282	5.04	.00*

Dependent Variable: JP

Table 4 to analyses the consequence of transformational leadership and workplace environment on Job performance of teachers. The results of Regression Analysis indicated that TL and WE had moderate consequence on JP with beta values of .192 and .282 respectively.

Findings

1. The findings revealed all participants were satisfied with all the items of transformational leadership, workplace environment and job performance.
2. In order to compute the loadings were conducted to assess each item. The threshold values were greater than 0.6 which showed the items were considered as moderate to conduct this study about transformational leadership, workplace environment and job performance.
3. The findings showed that transformational leadership and workplace environment had moderate association with JP with r values .270 and .335.
4. The results showed that TL and workplace environment had significant effect on JP with r values .192 and .282.

Conclusion

This research concluded on the bases of the findings that the role of school's heads and healthy workplace environment play crucial role in JP to meet the set goals. The findings showed that respondents were well aware about the variables of this study such as; TL, workplace environment and JP. Additionally, there was a moderate relationship of all the dimensions of TL with JP. Further, there was a moderate relationship of all the dimensions of workplace environment with JP. Furthermore, there was a moderate relationship of TL with JP. There was a moderate relationship of WPE with JP. Further, there was a significant relation of TL and WPE on JP. There was a moderate effect of all the dimensions of TL on JP. There was a moderate consequence of all the dimensions of WPE on JP. Additionally, TL and workplace environment had moderate effect on JP of teachers. Overall, TL and WE had moderate correlation with JP and have significant effect on job performance.

Discussion

On the behalf of findings of this research that transformational leadership plays a vital role for the augment of job performance of teachers. Moreover, the TL and effective workplace environment motivate the workers for the development of employees' performance. This study is beneficial for the new researches who want to conduct further study in the same area and field. Moreover, it is considered as stepping stone for the adaptation of supportive leadership style according to the situation through updated strategies and techniques. Therefore, future research be conducted with other variables which enhance the job performance of academic faculty.

The success of students depends upon the leadership qualities of teachers, better workplace environment, and job performance of teachers. The current research revealed transformational leadership plays vital role in the development of teacher's leadership qualities. The research revealed that head teachers have to play multi-role to gain the goals and objectives of the educational institution. The current study explores the head teachers work as catalysts to boost up the skills of the subordinates, make them energize for better performance and to gain goals, aims and objectives of the institutions. The research revealed the heads of the institutions influence their followers by their knowledge skills, positive activities and work performance. TL enhances the moral and motivation of the teachers to get close to the institutional goals. The leadership capability's ability of the head teachers determines and maintained the stability of the institutions.

The current study revealed the TL and WE have moderate relationship and effect on the secondary school teachers. The TL qualities of the head teachers influence the subordinates. The results showed the capabilities of the head teachers have moderate effect on the teacher's performance. Another research was conducted in Africa. The study reported that TL had positive effect on the JP of teachers. The study recommended institution has to enhance the TL

skills to improve the teachers' skills (Dialoke & Ogbu, 2018). Another study was done in Nigeria. The findings of the study revealed workplace environment has significance effect on the JP of the teachers. The study recommended the institution enhance the TL skills of the teachers and provide effective environment to gain the goals of the institution (Olujuwon et al., 2021). The results of the current study revealed that Workplace environment has moderate effect on the JP of the teachers. There is dire need to provide better workplace environment to attain the interest of the institution.

Recommendations

Based on the results of the current study, it is recommended that, transformational leadership and workplace environment play significant role to enhance the teacher's performance. It is recommended that,

- The teachers may focus on their teaching skills to command on subjects. Because it directly effects their job performance and achievements of the institutions as well.
- The government may give special attention to school's education department by increasing budget, cluster and pay much attention to all the necessary requirements need for conducive workplace environment within the classroom.
- Policy makers may arrange training courses both for school leaders and teachers time to time, provide opportunities to refresh their knowledge and skills.
- Training institutions provide training to the heads and teachers to improve the leadership abilities. Head teachers provide effective workplace environment that teachers do their job in a best way to achieve the institutional goals and objectives.

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