

## EFFECT OF SHARED LEADERSHIP OF SCHOOL HEADS ON TEACHERS' JOB PERFORMANCE

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### ABSTRACT

*Leaders play a pivotal role in transforming the educational world to improve teacher performance. Shared leadership boosts institutional learning climates in which members learn from each other to improve work effectiveness. Shared leadership focuses on team learning to improve the overall performance. Furthermore, shared leadership is focused on change-oriented and future focused. This showed that shared leadership influence job performance of the staff. Team effectiveness increases the job performance of teachers, and performance is associated with teamwork; the collective goals can only be attained when every member of the team take participate with soul and mind. The major objective of this study is to determine the effect of shared leadership on the job performance of secondary school teachers in Lahore. Whereas 300 respondents sample were selected through a simple random sampling technique. A Self-structured questionnaire was adapted to collect the data through the survey method. The findings of this study revealed that there was a significant association of all the dimensions of shared leadership of heads with job performance of teachers. Moreover, there was a moderate effect of shared leadership on teachers' job performance. This study is beneficial to adopt innovative techniques and strategies for the betterment of educational institutions.*

**Keywords:** Job performance, shared leadership, teaching faculty

### Introduction

The leadership arrivals bring change for workers, hence enhancing their performance. Leadership is the act of persuasion to convince the activities performed by group for achieving the objectives. Teacher leadership qualities influence students' academic performance. Leaders motivate their subordinates in the right direction to improve their potential through an effective learning process (Aung et al., 2023). The concept of Teacher leader evolved from a set of behaviors and skills to an ongoing process across many contexts within the field of education. A teacher as a leader is the name of teaching, professional skills and collaborative process. Leadership is the capacity to plan, organize, and implement the activities to achieve the goals of the institution. Every institution has strong purposes that can only be gained through the effective contribution of the employees and the positive environment of that institution. Additionally, the performance of the teaching staff shows their commitment to their job. The idea of workplace environment varies from time to time, but the actual concept is developed by mutual understanding, rewarded work, and the objectives of the institution. Leadership refers to the act of persuading people so that they make an effort willingly to obtain the organizational goals (Bhat & Bashir, 2016).

Shared leadership is a modern approach where leadership is distributed among members. It works through voluntary cooperation and interaction, valuing the competencies of everyone involved. The core idea is to distribute leadership qualities and a participative perspective where teachers interact. It recognized that leadership is both a matter of leaders and the specific situation. Shared leadership success relies on mutual trust and knowledge sharing. Shared leadership exchanges ideas to boost skills and knowledge (Pearce & Sims, 2002).



Shared leadership recognizes that collective intelligence is greater than what any single person knows. While not brand new, educators are actively exploring this idea. It is seen that shared leadership is replacing distributed leadership, and focusing on a truly participating environment in schools. Many believe this is the best approach for a school setting. However, often, feels it still just boils dejected the activities and behaviors of the school rather than truly shared whole school efforts (Cox et al., 2003). Shared leadership is rooted in collaboration, mutual respect, and collective growth. It is believed that true progress stems from empowering every team member to contribute ideas, take initiative, and lead from where they stand. By fostering an environment of trust and open communication, cultivate a culture of openness and decision-making passion and purposes (Cox et al., 2003; Pearce & Sims, 2002).

The performance of teachers is the success of any educational institution. Employees play a vital role, ensuring that academic and institutional objectives are met. Their effectiveness directly affects the quality of education and students' outcomes. By contributing their skills and knowledge, teachers help institutions achieve their goals. Thus, their performance is a key determinant of overall institutional success (Aung et al., 2023). The performance of teachers is pivotal to the success of any educational institution. Educators play a vital role, ensuring that academic and institutional objectives are met. Their effectiveness directly affects the quality of education and students' outcomes. By contributing their skills and knowledge, teachers help institutions achieve their goals. Thus, their performance is a key determinant of overall institutional success (Aung et al., 2023).

Job performance is the total expected value that an individual's behaviors contribute to the organization over an explicit time frame of work. It is basically an aggregated property of behaviors; it is not based on a single action but a collection of discrete actions carried out by the staff. A critical distinction is made between mere conduct and performance. Therefore, while teachers' actions are the observable input, their job performance is ultimately measured by the expected positive outcomes, and the extent to which those actions are calculated to the institutional goals and achievement (Akporehe & Asiyai, 2023). The job performance of a teacher measures how effectively teachers complete their assigned tasks. It is closely linked to their job appreciation and individual attributes. A high level of satisfaction and recognition boosts performance. Personal qualities, skills, and characteristics also play a significant role. Thus, teachers' performance is essential for the overall success of the institutions (Bin & Shmailan, 2015).

Task performance of teachers measures how effectively teachers complete their assigned tasks. It is closely linked to their job appreciation and individual attributes. A high level of satisfaction and recognition boosts performance. Personal qualities, skills, and characteristics also play a significant role. Thus, teachers' performance is essential for the overall success of the institutions (Bin & Shmailan, 2015). Contextual performance is a performance of employees to institutional truthfulness, responsibilities, and willingness. The employees do his duty with enthusiasm and passion because their hard working reduces the time for doing a certain task. The previous studies explored conceptual performance, which moved all over intellectual and community factor that assist employee (Bhat & Bashir, 2016).

Shared leadership by school heads has a significant and positive influence on teachers' job performance. Head actively involves teacher in decision making and promote a collaborative environment, teachers feel more empowered and motivated. This sense of inclusion fosters stronger engagement and commitment to their roles, enhancing both individuals and collective performance. It also encourages professional development, as

teachers are more likely to take initiative and embrace growth opportunities when they are part of shaping school policies and practices. Shared leadership cultivates better communication and teamwork among educators, resulting in a more supportive and effective teaching environment. By fostering a culture of shared leadership and trust and shared responsibilities of heads, the full potential of teaching staff and the quality of education can be elevated (Bin & Shmailan, 2015; Hammersley et al., 2008; O'Toole et al., 2002).

### **Research Objectives**

1. To determine the relationship between shared leadership of head and job performance at secondary schools.
2. To evaluate the effect of shared leadership of head on job performance at secondary schools.

### **Literature Review**

Leadership in education shapes minds, nurtures talents, and creates a conducive learning environment. Leadership inspires others to pursue them with passion and commitment. In an educational context, strong leadership ensures that students, teachers, and administrators are aligned towards meaningful growth. Leadership plays an essential role in enhancing the job performance of secondary school teachers. Leaders inspire and motivate teachers by fostering a shared vision, encouraging innovation, and providing individual support. Leadership is valued and motivated to perform their best. Leadership boosts teachers' professional development, engagement, and confidence to take the initiative in significant decision that make them close to the institutional goals. Leadership directly affects the job performance of teachers (Herman & Chiu, 2014; Wijayanti et al., 2020; Akporehe & Asiyai, 2023). Leadership centers around the exchange process where leaders' behaviors influencing their subordinates, enhancing morale and motivation. Leaders inspire employees, playing a pivotal role in maintaining institutional stability and existence. In today's context, leadership significantly influences job performance and outcomes, demonstrating its role in achieving institutional success and fostering a learning environment (Herman & Chiu, 2014).

### **Shared leadership**

Shared leadership (SL) is an energetic, communicating influences process where group members lead one another to attain common and institutional goals. This greatly improves institutional learning by establishing a culture wherein members learn from one another in order to do better. SL utilizes team reflexivity, encouraging reflection and communication of the team members concerning their goals, strategies, and working processes to ensure that they are best suited for the current situation. Ultimately, this participation enhances the quality of team decisions and performance outcomes (Fu et al., 2020). Shared leadership explains how an individual's confidence in their ability to perform specific tasks and attain specific goals influences the final outcome. Expectation of their efficacy has an effect on action, effort, and persistent behaviors in relation to the task when faced. Shared leadership focused on application in the academic purpose and task performance. Shared leadership continued to make a positive with job performance by increasing team cohesiveness, commitment, and involvement. Self-efficacy shared leadership enhances perception of control and successful outcomes, as well as the application of different strategies while performing tasks. Shared leadership not only affects the performance but also impacts the tasks. Shared leadership motivates individuals to do the job in the best way. Shared leadership motivates an individual to attain the job goals (Locke & Latham, 2002).

Shared leadership, along with related ideas like collective and distributive leadership, was introduced in 1980, centering on the core principles of distributing leadership responsibilities among an institution's members. Over the decades, three main characteristics have been defined: first, distributed responsibilities, moving influence away from just a few people. Second, SL is dynamic in nature; leadership roles are not fixed but are contingent upon the specific tasks at hand and varying skills and capabilities of the institutional staff. Thirdly, it promotes and allows numerous institutional members to take on leadership roles rather than select a few (Fu et al., 2020).

Shared leadership (SL) fosters a helpful environment where teachers are inspired to co-lead and reciprocally affect each other toward a mutual goal. This builds team trust, creating a feeling of psychological safety that empowers teachers to take proactive actions without needing explicit instructions. This leads to the new concept of staff performance. Thus, shared leadership is focused on change-oriented and future focused. This showed that shared leadership influence job performance of the staff (Fu et al., 2020). So, it is essential for the institution that is fronting tasks carried out by varying tasks according to the changing and updating of the system. The new generation staff has a strong desire to actively participate in performing their assigned task and duties. This is only done to involve all the staff in the decision-making process through shared leadership. Thus, a supportive mechanism and training on leadership skills are more important, as it enhances staff engagement and team leadership. Shared leadership posters skills, motivate staff woks the essential of the educational institution (Fu et al., 2020).

### **Dimensions of Shared Leadership**

#### **Team Effectiveness**

Team effectiveness (TE) depends on two main factors: how well the team performs its tasks and how viable the team is for the future. This means looking at both current and future success. Shared leadership plays an important role in team tasks, as it encourages all members to contribute their knowledge and work together to reach common goals, which improves performance. The goal of shared leadership is to motivate everyone to participate in achieving these goals. When team members influence each other, it helps the team function better, builds respect, and increases trust. Effective teams can improve teachers' job performance, and strong performance is linked to teamwork. Achieving collective goals requires every team member to be fully involved (Wu & Cormican, 2021; Choi et al., 2017; Drescher et al., 2014). Shared leadership brings energy to teams. Members who take part in shared leadership show positive traits and often act together in ways that support the group. This group action is a deliberate effort to influence each other's behavior to encourage the desired actions. Sometimes, actions are taken to ensure everyone follows the group's expectations (Wood, 2005). In this approach, teachers have the power to make decisions about the curriculum based on what students and the community need, since teachers understand students' needs best. Teachers are encouraged to focus on these needs and can use all available resources to create effective plans. Teachers and students often work together on tasks over several years to build strong relationships (Lambert, 2002).

#### **Satisfaction**

Satisfaction in job performance refers to the sense of fulfillment and morale employees feel at work. Shared leadership means distributing leadership responsibilities among team members rather than concentrating them in a single leader. When leaders practice shared leadership, teachers feel empowered and valued, which increases their job satisfaction. This

mutual respect raises morale and enhances fulfillment. Shared leadership strengthens satisfaction and trust when individual trust aligns with the needs of the group, making teamwork feel easier. A culture of satisfaction develops when leadership roles are distributed. As a result, staffs feel a greater sense of belonging and are more motivated to participate in decision-making and problem-solving (Robert & You, 2013; Shane Wood & Fields, 2007).

### **Decision making**

Decision-making plays a vital role in shared leadership to achieve the goals of the institution. However, research concerning several elements of shared leadership in the realm of educational institutions reveals mixed results. Teams and shared leadership behavior is positively associated with decision-making, performance (Harris et al., 2007). Boardman's (2001) study on shared leadership in Tasmanian schools revealed a significant gap, with leaders being more positive about the model than their teachers. The study uncovered struggles over decision-making power, which raised concerns about the feelings of manipulation that teachers experience when forced to contribute without declaration their ideas considered and implemented. The resulted highlighted a pitfall, as an advantage of shared leadership is supposed to be the diversity of thoughts and talent across all the team (Miles & Watson, 2007). Kezar (1998) experienced that leadership teams often submitted to shared thinking when members were unsuccessful in fully holding the values of developmental alterations and encouraging multiple opinions. Avoiding groupthink, a and clear communication are paramount for effective shared leadership decision making. Furthermore, for shared leadership and teamwork to truly succeed, it is critical that group members understand their individual roles and do not underestimate the complexity inherent in this collaborative leadership structure (Cristofaro et al., 2023). Team members with enhanced decision-making and handled problem influencing their particular role inside the team using this capacity to share leadership. Team members displaying leadership traits feel implied permission to resolve issues they come across without instant supervisory guidance. As a result, team members sharing in leadership address issues directly affecting their job rather than depending on providing support. It is essential to remember that shared leadership exhibit shared decision making with members' cooperation (Wood, 2005).

### **Commitment**

Commitment is an important tool in shared leadership as it contributes to setting goals. Commitment in shared leadership significantly enhances job performance by fostering trust and collaboration. When team members are committed, they take ownership of their tasks and strive for excellence. Shared leadership empowers individuals to contribute ideas and make perfect decisions. It encourages accountability across all levels. Commitment increases accountability and motivates teachers to perform in the best way (Alghamdi, 2024; Han et al., 2018).

### **Support**

Support is another dimension of shared leadership. Every institution needs support to attain its goals. The responsibility of the head is to support teachers and motivate them that they perform in the best way. Shared leadership, together construct and propose their tasks and equally assist in the feedback. Shared leadership is basically mutual support and trust, moving away from top to bottom. Shared leadership empowers and supports the staff by distributing the responsibilities, ensuring that team success is a collective achievement (Morgeson et al., 2010; Dinnocenzo et al., 2016).

### **Job Performance**

Performance enables variation to account for differences in character in selection programs, contribution to physical activity and development, experience to motivational interference and action, situational constraints, and possibilities. Staff performance is a key element in the growth of an institution. The attainment of performance comes into the realization that it constitutes a central aspect of achieving the institutional goals effectively. The actual performance of teachers is used to determine the job commitment. Every institution has a clear vision and mission that is obtained through the actual performance of staff. Performance involves categorizing an employee's performance, aligning it with organizational goals and objectives (Amin et al., 2014). Its purposes are to assess job performance, help teachers improve their efficiency, and thus benefit both individuals and institutions (Dar et al., 2014). The main goal of performance evaluation is to improve individuals' performance according to approved standards, enhance motivation, identify training needs and foster growth; this is closely linked to job performance (Abutayeh & Al-Qatawneh, 2012).

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 the institution's 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. The role ambiguity influence on work performance, and staff performance improves when they contribute to the institutional goals. The school heads are not only aware of their teachers' professional development requirements, but also create and deliver programs for the improvement of teachers' skills and subject knowledge.

Job performance entails the individual's capability of working while attempting to achieve their goals, finding, and meeting the standards of goals as provided by the institution. Job performance is the teacher's capability to accomplish their job responsibilities and fulfilling the specified standards of educational institutions. Teaching and learning are the two main primary goal of the schools. Being the foundation of society, they facilitate development. School administrators advise and assist teachers in executing their duties towards meeting this general goal. Job performance reflects teachers' effectiveness in performing a specific task. Job performance is associated with the level of energy with which a teacher performs designed tasks, which defines behavior, encourage personal to invest more energy to heap appropriate behavior and determine overall job performance. Job occupation is the potential of people who perform work to achieve the goals through average performance as framed by the institution. Individual who invests one into work to facilitate the institution at large and the staff within Job performance as a dual-aspect concept, as it syndicates teachers' performance with the teachers' necessities as assumed by the institution. Non-task presentation is also denoted as contextual performance.

### **Dimensions of Job Performance**

#### **Task performance**

Task performance refers to the efficiency with which an employee completes activities that directly benefit the institution. Task performance is related to the proficiency with which activities are completed; therefore, task performance differs from institution to institution. Task performance is mainly related to teachers' empowerment. The contextual performance is related to the items that explains the role of the teacher's leadership. Task performance is Teacher's role performance that reflects how teachers perform their duties required by the job. Engaged teachers are more vigilant and more focused on their work tasks, and thus, engagement is related to task performance. TP covers a person's contributions to institutional

performance, refers to activities that are formal reward systems, and addresses the requirements as specified in job descriptions. TP consists of activities that transform materials into goods and services by the organizations or allow for the efficient functioning of the organization. Thus, task performance covers the fulfillment of the requirements that are required by employees of the institutions (Edeh et al., 2023).

### **Contextual performance**

Contextual performance (CP) is a combination of dissimilar belongings together with faithfulness and determination. Contextual performance plays a vital role in the effectiveness of the institutions. In accordance with the performance theory, performance is a substitute for conduct that comprises the witnessed actions achieved by the public (Alvesson & Einola, 2019). Contextual performance and task performance are distinct sets of behavior, each contributing separately to organizational success (Van Scotter et al., 2000). Contextual performance enhances organizational efficiency by incorporating psychological and social factors. It includes extra-role behaviors such as volunteering, helping colleagues, and supporting the organization, as well as being a good organizational citizen. These behaviors complement task performance by fostering a positive and collaborative work environment, ultimately leading to improved workplace outcomes (Edeh et al., 2023). CP consists of conduct that contributes to institutional performance but assists the institution. CP is different from TP in actions not properly part of the work explanation. It subsidizes institutional performance by serving task performance (Edeh et al., 2023).

### **Theory of Shared Leadership**

A theoretical framework is the foundation of the research study. It provides the structure that supports the entire research. It consists of theories and concepts relevant to the research topic that assist in defining the effect and relationship between variables. A theoretical framework is essential because it provides a structured way to understand and analyse a research problem. It helps the study direction, ensures consistency in findings, and connects new research to existing knowledge without a framework; research is scattered, lacking a clear foundation. The theoretical framework of this study explores the relationship between shared leadership and the teacher's performance at the secondary school level. Furthermore, shared leadership and teachers impact the teacher's performance at the secondary school level. Head empowerment allows one to acquire knowledge and skills, as well as values, habits, beliefs, and attitudes; it also opens doors to endless learning opportunities.

Shared leadership theory reimagines the concept of leadership as a collective process rather than a singular role. Instead of one person holding all the decision-making power, leadership is distributed among team members based on their expertise, contributions, and the evolving needs of the group. This model encourages active participation, mutual trust, and shared responsibility, resulting in higher engagement and creativity. While it fosters collaboration and empowers individuals, it can also present challenges such as role ambiguity and slower decision-making. Nonetheless, shared leadership is increasingly valued in dynamic, team-oriented environments where adaptability and diverse perspectives are essential for success (Pearce et al., 2008; Abutayeh & Al-Qatawneh, 2012).

Shared leadership theory significantly influences job performance by fostering a collaborative and empowering work environment. When leadership responsibilities are distributed among team members, individuals feel more valued and engaged, which enhances their motivation and commitment to tasks. This sense of ownership leads to improved problem-solving, innovation, and responsiveness, especially in dynamic or complex projects. Moreover,

shared leadership allows team members to leverage each other's strengths, resulting in more effective decision-making and execution. However, its success depends on clear role definitions, a supportive organizational culture, and strong communication. While shared leadership can elevate performance, it must be carefully implemented to avoid confusion and inefficiencies that could hinder results (Pearce et al., 2008; Lambert, 2002; Sungu et al., 2019).

### **Social Exchange Theory**

Social exchange theory is used to understand the behavior of employees in the workplace. The concept began in the early 1920s. This is considered one of the best theoretical concepts to understand the workers' boldness in the institutional workplace. It describes the relationship between the head, staff, and their workplace. George Homans developed this theory in 1958, and it was later advanced by other philosophers. The main concern of Homans was concerning the person's conduct in societal connections and how societal constructions, together with influence, position, guidance, communication, and fairness, are vital to understand these communal organizations. The term "social exchange" is typically recognized for describing the collective procedures and inter-group relations that become advanced among the persons at work in any institution. As per social exchange theory, community connection involves relationships that are maintained when individuals find satisfaction in their affiliation. This mutual trust allows both groups to work hard. This concept can be extended to achieve optimal job performance, and it serves as a mechanism for providing considerate and respectful responses in various situations, as typically expected within official contexts. Additionally, individual and organizational goals can be achieved with the help of suitable social exchange relations where all the individuals or group members are interdependent on each other.

### **Research Methodology**

The research design serves as a structured strategy for collecting and meticulously analyzing data, ensuring a systematic approach to understanding the phenomenon under study (Creswell et al., 2011). Quantitative and correlational research design was applied in this study to address the issues effectively. This design was chosen to accurately identify and analyze relationships between variables. The population of this study encompasses individuals, objects, or items with specific characteristics that the researcher intends to examine. A Subset of the population is called a sample (Singh & Masuku, 2013). Sampling techniques are methods used to select a subset of a population to study and analyze, ensuring that the conclusion can be generalized to the whole group (Singh & Masuku, 2013). So, a sample of 300 respondents was selected from the district Lahore through a simple random sampling technique to collect data. For this study, both structured questionnaires were used as an instrument for data collection. The questionnaires were composed of two components (Appendix-B). First component, the Shared leadership questionnaire was self-structured, and the idea was taken from the book (Pearce & Conger, 2000), and Job Performance was adopted from Goodman and Svyantek (1999).

Moreover, the validity and reliability of the questionnaire were also measured. Validity is a degree of the questionnaire as to what it is supposed to be measure (Gray, 2014). Validity, on the other hand, concerns whether a measurement accurately reflects what it is intended to measure. A valid test effectively assesses the concept it claims to evaluate. These are various forms of validity: content validity that ensures that the test covers all aspects of the concept, and criterion validity, which examines how well the measurement predicts outcomes related to the construct. Validity refers to the accuracy and trustworthiness of findings. It ensures that the study truly measures what it intends to measure. Maintaining validity is essential for producing

credible and impactful research. If validity is compromised, the conclusions drawn might not be meaningful. External validity assesses whether findings can be generalized to other settings, construct validity examines whether the study accurately measures the concept, and content validity checks whether the research covers all aspects of the research. The questionnaire will be validated by educational experts. Reliability refers to the consistency and stability of a measurement over time. A reliable test and instrument produce the same results when applied multiple times in the same conditions. There are different types of tests, such as test-retest reliability, which assess consistency across time, and high reliability indicates that a tool is dependable and minimizes random errors in measurement. Reliability of the questionnaire was analyzed through Cronbach’s Alpha by using SPSS, which was greater than the 0.7 threshold value. Reliability is necessary for validity; a reliable test is still if consistency measure irrelevant. Therefore, both reliability and validity are considered credible for meaningful findings. Additionally, data was collected by questionnaire through survey methods whereas, five points 1. SDA to 5 The SA Likert scale was adopted for the instrument. After gathering the data, it was entered into the spreadsheets using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, including the mean, standard deviation, and factor loading, were used to summarize the data. Inferential statistics, such as Pearson correlation and regression tests, were applied to analyze the proposed research objectives.

**Data Analysis and Interpretation**

**Table 1**

*Descriptive analysis of the study variables*

<i>Statements</i>	<i>M</i>	<i>SD</i>
Team Effectiveness	3.59	1.06
Support	3.88	1.01
Decision-Making	3.65	1.03
Commitment	3.86	1.08
<b><i>Shared Leadership</i></b>	<b><i>3.75</i></b>	<b><i>1.04</i></b>
Contextual Performance	3.96	1.02
Task Performance	4.02	1.23
<b><i>Job Performance</i></b>	<b><i>3.99</i></b>	<b><i>1.16</i></b>

The statistical values show that the mean of the dimensions about shared leadership was ranged from 3.65 to 3.88, and the overall  $M = 3.75$ ,  $SD = 1.04$  and mean of the dimensions about job performance was ranged from 3.96 to 1.02 and the overall  $M = 3.99$ ,  $SD = 1.16$ . Therefore, it was recommended that respondents agree with all the dimensions of the study variables.

**Table 2**

*Relationship between the dimensions of shared leadership of head with job performance*

<i>Variables</i>	<i>1</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>Team Effectiveness</i>	-				
<i>Support</i>	.383**	-			
<i>Decision making</i>	.401**	.336**	-		
<i>Commitment</i>	.499**	.349**	.418**	-	
<i>Job Performance</i>	.434**	.348**	.379**	.307**	-

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

Pearson correlation analysis was used to explore the association between the dimensions of shared leadership of head and job performance. The results showed a moderate association across all factors of shared leadership with job performance, evidenced by the correlation coefficients: .434, .348, .379, and .307. These values suggested a consistent, strong relationship, highlighting the influence of the dimensions of shared leadership on the job performance of teachers.

**Table 3**

*Relationship of shared leadership of head with job performance*

Variables	1	2
Shared leadership	-	
Job Performance	.371**	-

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

To assess the correlation of shared leadership of the head with job performance, Pearson Correlation was utilized. The statistical findings indicated that there was a moderate relationship of shared leadership of head on job performance, with an r value .371 respectively.

**Table 4**

*Effect of dimensions of shared leadership of head on job performance*

DV	Constructs	SE	B	t	p
Job Performance	(Constant)				
	Team Effectiveness	.24	.449	1.89	.05*
	Support	.14	.341	2.41	.05*
	Decision making	.18	.407	2.16	.01*
	Commitment	.09	.302	3.04	.00*

To evaluate the consequence of all the dimensions of shared leadership of head on job performance. The results of regression analysis showed the dimensions of shared leadership of the head had a moderate and significant effect on job performance of teachers, with beta values of .449, .341, .407, and 3.02, respectively.

**Table 5**

*Effect of shared leadership of head on job performance*

DV	Constructs	SE	B	t	p
Job Performance	(Constant)				
	Shared Leadership	.17	.368	2.23	.00*

Dependent Variable: JP

To assess the effect of shared leadership of the head on job performance of teachers, the results of regression analysis indicated that the head had a moderate and significant effect on job performance with a beta value of .368 respectively.

### Conclusion

This study concluded on the grounds of the results that the shared leadership of the head is necessary to attain job performance (JP) goals. The findings revealed that respondents were cognizant of the variables of this study, such as shared leadership and job performance. Moreover, there was a moderate relationship of all the dimensions of shared leadership with JP. Moreover, there was a moderate relationship of shared leadership with JP. There was a moderate effect of all the dimensions of shared leadership of head on JP. Additionally, shared

leadership of the head had a moderate effect on the job performance of teachers. Finally, shared leadership of the head had a moderate effect on job performance.

The results of this study were endorsed by previous research. For instance, Fu et al (2020) conducted a study in Guangzhou, China, to explore the effect of shared leadership on the job performance of the staff. The data was collected from 301 participants through a questionnaire. To check the effect multi regression test was applied. The analysis showed that shared leadership had a positive influence on job performance. Moreover, Carvalho et al (2020) conducted a study to explore shared leadership in educational institutions in Brazil. The data was collected through a questionnaire. The data was collected from 96 schools and 1000 teachers. The results of the questionnaire were put into software. That showed a positive effect.

### **Discussion and Recommendations**

This study highlights the importance of shared leadership of heads in improving the job performance of teachers. By creating a supportive and optimistic environment, improve employees' performance and contribute to the success of the educational institution. This study is helpful for new researchers to delve deeper into this topic, providing a solid reference for future investigations. Additionally, it suggests insights into how shared leadership of head be adjusted and refined in response to evolving circumstances, ensuring they remain relevant and effective.

The study explores the impact of shared leadership on secondary school teachers' performance. This study is helpful for administrative teachers to enhance their job performance for a better teaching and learning process. The research is a valuable contribution to the field of educational shared leadership and teachers' development that how shared leadership influences the job performance of heads. The research insights to improve professionalism in the schools. Strengthening shared leadership practices leads to more motivated and effective teaching, ultimately benefiting students as well.

The outcomes of the present research are helpful to the educational administration to concentrate on teachers' shared leadership style and job performance. This study helps the policy makers to improve the leadership qualities of secondary school administrative and teachers to maintain a good school environment to get the goals and objectives of the institutions. Further, the educational institutions arrange training sessions for teachers to get the best results. This study helps teacher education institutions to make training session for teachers to improve their teaching, professionalism, leadership, and knowledge skills.

The findings benefit higher authority personnel in educational institutions by enhancing management professionalism and supervision across sectors. Additionally, the research outcomes provide heads of department with literature on the relationship between transformational leadership and teachers' empowerment, linking it to teachers' performance in schools. The research is valuable for higher authorities to appreciate and implement ideas that improve teachers' performance at the secondary level. The conclusion aimed to assist school management in organizing continuous seminars for faculty staff to fulfill the mission and vision of secondary schools.

The study recommended the following recommendations.

- The researchers conduct micro level studied to improve shared leadership of head and teachers' job performance.
- Analyze shared leadership at the school level regularly to improve the job performance of teachers.

- Training may be organized to raise awareness among both heads and teachers of shared leadership.
- The head and teachers use online learning skills to improve their performance.
- The policy makers may arrange sessions both for heads and teachers to refresh their educational and leadership skills.

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