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Effect of Educational Leadership on Attitudes and Performance of Academic Staff Working in Government Polytechnics of Himachal Pradesh (India)

1.Suneel Kumar , 2.Megha Mehta

1.Suneel Kumar, Research Scholar, Lovely Professional University ,Punjab.

2.Dr. Megha Mehta, Associate Professor, Lovely Professional University ,Punjab.

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Abstract:

Education is crucial for a country's sustainability and economic growth. Institute principals ensure effective teaching, curriculum, and capacity development, contributing to the educational system's success. This study investigates the effect of educational leadership on the attitudes and performance of academic staff working in Government Polytechnics of Himachal Pradesh, India. Researchers collected the data from the 284 respondents (40 H.O.D.s, 19 Sr. Lecturers, and 225 Lecturers) with the help of a structured questionnaire distributed through Google Forms and random sampling techniques. Principle component analysis (P.C.A.) and structural equation modeling (S.E.M.) with the help of STATA (statistical software for data science) deployed by researchers for the analysis of the data. It was observed that educational leadership had a positive and significant impact on academic staff attitudes but had no noticeable impact on faculty performance. The results also indicate no significant correlation between staff performance and leadership when the moderating effect is examined. Researchers also concluded that gender was shown to have a negative correlation with faculty members' performance. In contrast, educational attainment was found to have a positive correlation with faculty performance, and more qualification was connected with higher performance. The findings of this study are expected to contribute to the existing literature on educational leadership and provide valuable insights for policymakers, administrators, and educational leaders in Government Polytechnics and similar institutions. By understanding the relationship between educational leadership, staff attitudes, and performance, educational institutions can implement effective leadership strategies to foster a positive work environment, enhance staff motivation and satisfaction, and ultimately improve the quality of education and staff/student outcomes. This is the first study to provide a comprehensive analysis of educational leadership's effect on academic staff's attitudes and performance.

Keywords: Educational Leadership, Academic Staff, Attitude, Performance, Government Polytechnics, Himachal Pradesh.

1. **Introduction**

Every nation recognizes education as essential to its progress. Spending on education is acknowledged as a crucial element of development strategy, leading to increased production, decreased poverty, and healthier lifestyles (Garwe, 2012; Kasalak et al., 2022; Singh & Ryhal, 2021; Stankovska et al., 2017). In response to a system that has undergone significant change over the past ten years, education leaders are adopting globalization, community leadership, social justice, and aspects of their private and professional relationships (Krasnoff, 2015). Educational executives face difficulty in fostering community support via community leadership since recent reforms have brought attention to the requirement of communities to understand classrooms and institutions (Macbeath & Cheng, 2008; Ridwan, 2021). "Transformational Leadership Theory" is one of the major theories that has attempted to explain how followers are affected by the behaviors of leaders. According to this notion, transformational leaders benefit their followers because they can motivate people to take action based on a shared vision by coordinating their aims and vision with the needs and aspirations of the followers (Trigueros et al., 2020).

The impact of educational leadership techniques on growth, teacher professional learning, capacity, and learning has been the theme of new studies over the subsequent years (Aquino et al., 2021; Drago-Severson, 2012; Hallinger et al., 2017, 2019; Li et al., 2017; Liu et al., 2016). Additionally, there has been a noticeable increase in the interest shown by area academics in researching the relationship between educational leadership and teacher development (Bush, 2013; Hairon & Tan, 2017; Haiyan et al., 2017; Hallinger et al., 2017, 2019; Li et al., 2017; Liu et al., 2016; Somprach et al., 2017; Wang, 2016).

The last 20 years have seen a significant amount of productive school research focused on investigating the connection between institution principals' leadership style and improving organizational performance (Oyugi & Gogo, 2019). Whenever the concept of leadership is brought up in the literature about educational research, the first people who immediately come to mind are the institution and its executives (Cogaltay & Karadag, 2016). It is evident that educational leadership research concentrates not only on the qualities of a successful leader; the institution's output is also considered a type of organization. Numerous aspects, including organizational trust, fairness, dedication, performance, success, corporate culture, organizational environment, work satisfaction, organizational commitment, and burnout, are studied concerning leadership (Cogaltay & Karadag, 2016; Karaoağ, 2009; Singh & Ryhal, 2021; Toker, 2011). However, there is still a dearth of knowledge regarding leadership in higher education (Alonderiene & Majauskaite, 2016). Many scholars examining the connection between various organizational factors and leadership may also be found in the worldwide literature (Cogaltay & Karadag, 2016; Griffith, 2004; Lok & Crawford, 2004; Zopiatis & Constanti, 2010). Academic staff members are a critical resource in higher education institutions and are crucial to accomplishing the establishment's goals (van Dierendonck, 2011). Partnerships and disparities in the perspectives of academic staff members regarding their roles and organizations significantly impact human resources practices in both vocational and higher education sectors. Consequently, their dedication, motivation, and level of happiness dictate how well this interface succeeds. One of the primary challenges that academics and practitioners have been focusing on is the performance of teaching faculty (Schneckenberg & Wildt, 2006). The correlations between education and leadership have not been well studied, but there is evidence that age, gender, and education all greatly influence leadership (Green et al., 2011; Willison, 2020).

Higher education institutions' most valuable resource is their academic staff, and effective leadership fosters positive attitude changes that promote academic staff performance (Kareem et al., 2023). An organization's ability to successfully execute

development depends on its faculty members' flexibility to change. Prominent scholars, investigators, administrators, and strategists concur that an organization's ability to adapt depends on its leadership (Monga & Monga, 2016). Although the research performance of teachers in institutions of higher learning has gained importance, the literature currently in publication still mainly ignores several significant parameters (Nguyen et al., 2021). Creating and guiding the team are not the only responsibilities of leaders; goal-sharing is just as crucial. Leadership can't be a self-serving endeavor; instead, it must be demonstrated by followers or team members cooperating to accomplish objectives (Kumar & Mehta, 2022). As a result of shifts in work patterns, technology, demographics, and globalization, the idea of leadership has changed (Alonderiene & Majauskaite, 2016). The function of principals in technical institutions such as polytechnics has become increasingly demanding because of the rapid technological advancements and the growing use of electronic teaching methods. A principal must grasp his staff's expectations to keep them engaged in addition to their daily responsibilities and stay updated with changes (Kumar & Mehta, 2022). Research exists on the effects of educational leadership on academic staff performance and how leadership influences teachers' attitudes in a variety of higher education institutions across the world. However, no such study has been carried out either at government institutions or vocational education. In the context of Government Polytechnics in Himachal Pradesh, which serve as important hubs for technical education and skill development, understanding the impact of leadership practices on staff attitudes and performance is paramount for enhancing educational outcomes.This research aims to determine how educational leadership affects the performance and attitude of academic staff at Himachal Pradesh's government polytechnics.

2. Literature Review

Being educational leaders, principals are positioned to give fundamental leadership and management in every department of the institute. This would allow them to foster an environment that can improve education and promote the professional growth of teachers, which would result in improved academic achievements (Bada et al., 2020; Liebowitz & Porter, 2019). Teacher performance would be enhanced by the instructional leadership provided by effective principals, making teachers more capable of managing their classrooms and serving as positive role models for their students. This would favorably impact students' academic achievement (Bada et al., 2020). Participatory leadership, sometimes called shared influence or collaborative decision-making, is when a supervisor involves and collaborates with subordinates to resolve problems and determine the best course of action (Khassawneh & Elrehail, 2022). Scholars no longer believe that principals are the only individuals who can provide educational leadership (Leithwood & Mascall, 2008). Since this emergence in the discipline, most research has used the inclusive concept of educational leadership, which views principals and teachers as sources of leadership (Hallinger & Heck, 2010a, 2010b; Heck & Hallinger, 2009). Student participation is affected by educational leadership that incorporates the perspectives of the principal and teachers. It has been proved that principal leadership is essential to teachers' and students' learning (H.-L. W. Pan & Chen, 2021). Principal actions, such as showing a level of respect, recognizing teachers' abilities, shielding them from harassment, being approachable, giving teachers a voice, and establishing a meaningful agenda, have a significant impact on teachers' commitment (Lambersky, 2016)(Saleem et al., 2020).

From 2010 to 2023, educational leadership has become a central focus for modern researchers in "Educational Administration and Leadership" (Atasoy & Tufan Yalçın, 2023). The impacts of leadership styles on institute staff have been extensively researched by scholars in the field of education department (Cansoy, 2018). Educational leadership focuses on "servant leadership, distributive leadership, effective leadership, transformative leadership, interactional leadership, authentic leadership, and ethical leadership" (Cansoy, 2018; Chang et al., 2017). Governance trends and the institution's effective leadership are crucial to

increasing productivity and improving the quality of higher education (Dwivedi & Joshi, 2020). Hallinger et al., (2017) and Liu et al., (2016) investigated in more depth how teacher attitudes impact teacher learning in relationship to leadership. Dewi Kartini et al. (2020) have produced empirical proof that teacher attitudes partially mediate the relationship between leadership effect and teacher learning. Effective leadership involves adopting various techniques to persuade others within an organization to accomplish objectives while effectively and efficiently using all available resources. In higher education, administrators and institutes are linked to leadership. Educational leaders mentor all staff members and students, assist them, take on all accountability, and motivate them to achieve the institution's goals. Moreover, school administrators provide a favorable learning atmosphere and facilitate curricular improvement (Karadağ et al., 2015)

A person's attitude significantly impacts how their life unfolds, how they behave, and how their workplace is affected. Like a paintbrush, an educator's attitude can affect their conduct and the caliber of their instructional strategies. It is imperative to comprehend these attitudes to teach effectively (Hermogeno & Dulos, 2022; Mei Kin et al., 2018; Pacheco et al., 2021). Additionally, teachers who got principal support were less likely to be emotionally fatigued, had better attitudes toward their students, and had more individual success (Berkovich & Eyal, 2018). To ensure goal achievement, quality output, adherence to standards, practical resource usage, and customer happiness, employee productivity is essential for effective performance in organizations. It includes community internships, research, service projects, supervision, and teaching (Abba et al., 2016; Masron et al., 2012). According to the "Social Exchange Theory," employee performance and flextime are related (Mugizi & Dahiru Abba, 2018). Leadership behaviors significantly impact organizational performance and are essential for success. Various studies indicate a correlation between the leadership behaviors exhibited by administrators and the performance of their staff, underscoring the significance of proficient leadership in accomplishing organizational goals (Cogaltay & Karadag, 2016; Dewi Kartini et al., 2020; Friedkin & Slater, 1994; Jameel & Ahmad, 2019; Medallon, 2013; Rowold, 2011). There are five sections of this investigation. The topic is presented in the first section, along with its importance and the rationale for the investigation. A literature review regarding the various parameters related to the topic selected was carried out in section 2. Section 3 discussed the objectives and hypotheses framed. The study's methodology is described in the second four. The analysis and results are presented in the 5th section. The paper is finally concluded in the 6th section, which discusses the study's shortcomings, implications, and findings.

3. Objectives and Hypothesis

This exploratory study aims to determine how the educational leadership of principals affects the performance and attitude of academic staff at Himachal Pradesh's government polytechnics. The primary objectives of this research are as follows:

1. To describe the elements that makeup leadership.
2. To illustrate the elements that comprise attitude.
3. To describe the components of the performance.
4. To check the direct relationship and moderating relationship between leadership, attitude, and performance.

The hypothesis framed for this research is as follows:

$H_{o\,(1)}$: There is no significant effect of the educational leadership of the principal on the attitude of academic staff

$H_{o\,(2)}$: The principal's educational leadership does not significantly impact the academic staff's performance.

$H_{o\,(3)}$: There is no significant effect of the attitude of academic staff on the performance of academic staff.

4. Methodology

A framework of educational leadership, attitude, and performance was developed based on the literature examined. The specialists verified the questionnaires. After the data was cleaned, analysis was carried out. The data was gathered using Google Forms. Every variable in the three questionnaires had its section, and each part had a different set of questions. Two hundred eighty-four academic staff members participated in this study, including 40 H.O.D.s, 19 senior lecturers, and 225 lecturers from 15 government polytechnics in Himachal Pradesh. Fifteen lecturers from each Polytechnic were chosen by simple random sampling, and all H.O.D.s and senior lecturers were involved. The 237 valid responses from participants were received through Google Forms. The questionnaires on academic staff performance, academic leadership, and staff attitude were created based on a literature review and standard questionnaires used by different researchers. Questionnaires were administered to professionals employed by several distinguished academic institutions, and their recommendations were considered when these instruments were finalized.

5. Analysis and Results

An analytical framework with a step-by-step process was developed to achieve the research objectives is shown in Table 2. A standardized score was created for every sub-section to ensure proper data. Each of the 14 categories received a composite score, obtained by adding the Likert scores of the enclosing variables and dividing the result by the overall score for that specific subsection. After that, the obtained values were normalized to a single score of 100. The values of the ordinal scores were transformed into fractional values, ranging from 0 to 100, by this transformation.

Table 2, Steps used for analysis; Source: Author's compilation

	Objective	**Method used**	**Steps followed**
1	Explain the components of educational leadership	Standardized score generations and Principal component analysis	1. Standardized score generated for Direction setting. 2. Standardized score generated for Action orientation. 3. Standardized score generated for People Development. 4. Standardized score generated for Human skills. 5. Standardized score generated for Research excellence. 6. Principal component analysis was conducted based on the above-generated values. 7. The first component is retained. 8. Scoring coefficients are used to explain educational leadership.
2	Explain the components of staff attitude	Standardized score generations and Principal component analysis	9. Standardized score generated for Job Satisfaction. 10. Standardized score generated for Embracing Change. 11. Standardized score generated for motivation. 12. Standardized score generated for Intention to continue. 13. Principal component analysis was conducted based on the above-generated values. 14. The first component is retained. 15. Scoring coefficients used to explain Staff attitude.
3	Explain the components of staff performance	Standardized score generations and Principal component analysis	16. Standardized score generated for teaching. 17. Standardized score generated for supervision. 18. Standardized score generated for research and publication. 19. Standardized score generated for Innovation. 20. Standardized score generated for Community Service. 21. Principal component analysis was conducted based on the above-generated values.

			22. The first component is retained. 23. Scoring coefficients used to explain Staff performance.
4	Explain the relationship between the vectors mentioned above	Structural equation modeling	24. S.E.M. conducted on three new variables: educational leadership, staff attitude, and performance.

Principle component analysis (P.C.A.) is then used to reduce the data and identify the primary principal component of every segment. Structural equation modeling (S.E.M.) was utilized to determine the impact of educational leadership. This study used the reliable statistical programme STATA (2014), Windows version 14, to conduct P.C.A. and S.E.M. for performance, attitude, and leadership. Each sub-section presented in Table 2 incorporated multiple questions to capture the latent variables. Standardized scores of sub-sections are shown in Table 3. The variables in each section have been standardized to 100, as indicated in Table 3. The responses of 237 participants are displayed for each variable concerning 100, and the mean, standard deviation, minimum, and maximum are computed appropriately. The mean value shows the most prominent variable. Table 3 values indicate that every variable in leadership is highly significant, with a value of more than 80. The data also demonstrates that every variable in staff attitude is responded to with a value of more than 60. However, the values are low in performance innovation, research, and publication.

Table 3, Standardized scoring generation; Source: Author's compilation

	Variable	**Obs**	**Mean**	**Std.Dev.**	**Min**	**Max**
Staff Attitudes	Embracing Change	237	77.25	10.21	14.29	98.81
	Intention To Continue	237	61.92	6.70	16.52	96.43
	Job Satisfaction	237	62.14	14.46	14.29	98.21
	Motivation	237	76.19	12.04	14.29	100
Educational Leadership	Action Orientation	237	88.82	11.64	14.29	100
	Direction Setting	237	87.11	12.07	14.29	100
	Human Skills	237	86.16	13.70	14.29	100
	People Development	237	85.48	13.45	26.98	100
	Teaching And Research Excellence	237	83.58	15.15	14.29	100
Staff Performance	Community Service	237	65.45	18.10	14.29	100
	Innovation	237	49.44	14.37	14.29	91.43
	Research And Publication	237	38.94	16.85	14.29	100
	Supervision	237	86.96	9.04	33.93	100
	Teaching	237	89.26	9.77	14.29	100

Before embarking on P.C.A., the suitability of the dataset is rigorously tested. Bartlett's test of sphericity is utilized to assess the dataset's validity at a 1% significance level. Additionally, the Kaiser-Meyer-Olkin (K.M.O.) measure of sampling adequacy is applied to ensure the dataset's appropriateness for P.C.A. A KMO measure exceeding 0.60 is typically considered adequate, signifying that the dataset contains ample information for meaningful P.C.A. These preliminary assessments help ascertain the robustness of the dataset, setting the stage for a practical P.C.A. analysis.

5.1 Principal component generation

Before delving into the principal component analysis, two preliminary assessments were conducted on the dataset: the Bartlett test of sphericity and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy tests. The Bartlett test evaluates the null

hypothesis that the correlation matrix is an identity matrix, signifying the variables are uncorrelated. Accepting the null hypothesis renders principal component analysis inappropriate. A p-value below 0.05 suggests the null hypothesis is rejected, allowing for principal component analysis. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy assesses the variables' suitability for analysis, with values ranging from 0 to 1, higher values indicating more outstanding suitability. Acceptable values surpass 0.6. Both tests aligned, with a p-value of 0.00 for the Bartlett test and a Kaiser-Meyer-Olkin Measure of Sampling Adequacy value of 0.767, affirming the feasibility of principal component analysis. Eigenvalues in Principal Component Analysis can be conceptualized as gauges of the extent to which individual main components explain data variation. Greater eigenvalues signify more pivotal principal components. These values also determine the number of principal components to retain; a common criterion involves keeping only those with eigenvalues exceeding 1.

5.2 Leadership

Table 4 offers insights into the eigenvalues, and variance explained proportion, and component scores related to the initial component extracted from the dataset. Scoring coefficients play a vital role by assigning weights to the standardized values of the original variables, thereby computing the component or factor scores. A substantial positive coefficient signifies a positive contribution to the component or factor, whereas a notable negative coefficient denotes a negative contribution. Conversely, a small coefficient, closely approaching zero, indicates minimal or negligible influence on the component or factor. The extracted component exhibits prominently positive loadings across all subcategories, indicating a collective contribution of all variables toward leadership. This single component accounts for a significant 82.90% of data variance. The scoring coefficients are interpreted as each variable's weights in the newly created P.C.A. index. Among the variables included in educational leadership, all five variables are almost equally weighted, with "People development" having the highest weightage and "Human skills" having the lowest weightage Table 4.

Table 4, Principal component analysis for educational leadership

Principal components (Eigenvalue)		**Variable**	**Scoring coefficients**
Eigenvalue	4.1452	Direction setting	0.4505
Proportion of variance	0.829	Action orientation	0.4439
		People Development	0.4535
		Teaching and research excellence	0.4509
		Human skills	0.437

5.3 Staff Attitude

In the case of staff attitude, it emerges that Job Satisfaction has a detrimental impact on staff attitude. Conversely, the Intention to continue and motivation emerge as predominant factors that positively influence faculty members' attitudes (Table 5). This component comprehensively explains 51.16 percent of the variance within the dataset. Among the variables, "Motivation" has the highest weightage, and "Job satisfaction" has the lowest weight.

Table 5, Principal component analysis for staff attitude

Principal components (Eigenvalue)	**Variable**	**Scoring coefficients**

Eigenvalue	2.06725	Job Satisfaction	0.3088
Proportion of variance	0.5168	Embracing Change	0.5314
		Motivation	0.5588
		Intention to continue	0.5567

5.4 Staff Performance

Within factors impacting teaching faculty performance, teaching and supervision hold top influence. Conversely, community service exhibits the most negligible pronounced contribution among the performance-related variables (Table 6). This single component effectively explains 40% of the dataset's variance. Among the variables, "Innovation" has the highest weightage, and "Teaching" attained the lowest weightage for the staff's attitude.

Table 6, Principal component analysis results for staff attitude

Principal components (Eigenvalue)		**Variable**	**Scoring coefficients**
Eigenvalue	1.949	Teaching	0.369
Proportion of variance	0.3898	Supervision	0.4695
		Research and publication	0.4598
		Innovation	0.5354
		Community Service	0.3812

5.5 Relationship between leadership, attitude, and performance

Unlike traditional methods, S.E.M. incorporates directly measured and latent variables, offering a multivariate perspective. Moreover, it employs a comprehensive battery of evaluation measures for model fit assessment and effectively handles issues like multicollinearity. This is presented through a graphical language, providing an intuitive way to conceptualize and understand complex relationships in data analysis.

5.5.1 Check for a direct relationship

Figure 1 and Table 7 represent the data from S.E.M. conducted for the association of leadership with staff attitude and staff performance. The maximum likelihood model was used for the analysis with robust standard errors and standardized coefficients.

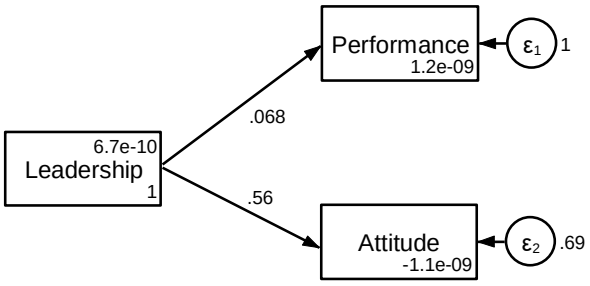

Figure 1, S.E.M. for the direct relationship between leadership, attitude, and performance; Source: Based on the data collected

Results state that there is no significant association between staff performance and leadership. However, staff attitude is found to be significantly and positively associated with a change in the attitude of the staff members. The coefficient of leadership is reported to be 0.556, meaning one unit change in the leadership score leads to an increase of 0.556 in the attitude score of the respondent.

Table 7: Check for the direct relationship between leadership, attitude, and performance

Endogenous variable	**Exogenous variable**	**Coef.**	**Std. Err.**	**z**	**P>z**	**[95% Conf.**	**Interval]**
performance	leadership	0.068	0.089	0.76	0.447	-0.079	0.215
	Constant	0.000	0.065	0	1	-0.107	0.107
attitude	leadership	0.556	0.073	7.61	0	0.436	0.676
	Constant	0.000	0.054	0	1	-0.089	0.089
		Coef.	Std. Err.			[95% Conf.	Interval]
var (e. performance)		0.995	0.012			0.976	1.016
var (e. attitude)		0.691	0.081			0.569	0.838

5.5.2 Check for moderating relationship

Figure 2 and Table 8 represent the results of S.E.M. conducted for direct association of leadership with staff performance and the moderating relationship of attitude between leadership and staff performance. The maximum likelihood model was used for the analysis with robust standard errors and standardized coefficients. Results state that there is no significant association between staff performance and leadership. However, staff performance is found to be significantly and positively associated with a change in the attitude of staff members. The coefficient of attitude is reported to be 0.246, meaning one unit change in the attitude score leads to an increase of 0.246 in the performance score of the respondent. In addition, the attitude of employees is also significantly and positively associated with leadership. A unit change in leadership score will increase the attitude score of the respondent by 0.55. The results affirm the moderating effect of attitude, whereas there is no direct relation between leadership and staff performance.

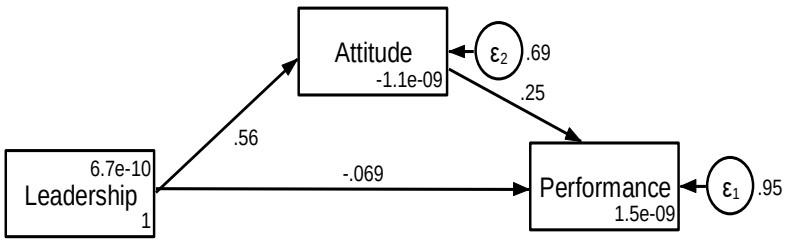

Figure 2, S.E.M. for moderating the relationship between leadership, attitude, and performance; Source: Based on the data collected

Table 8: Check for moderating relationship between leadership, attitude, and performance

Endogenous variable	**Exogenous variable**	**Coef.**	**Std. Err.**	**z**	**P>z**	**[95% Conf.**	**Interval]**
performance	attitude	0.246	0.089	2.75	0.006	0.099	0.393
	leadership	-0.069	0.088	-0.78	0.438	-0.214	0.077
	Constant	0.000	0.064	0	1	-0.105	0.105
attitude	leadership	0.556	0.073	7.61	0	0.436	0.676
	Constant	0.000	0.054	0	1	-0.089	0.089
		Coef.	Std. Err.			[95% Conf.	Interval]
var(e.performance)		0.954	0.038			0.893	1.018

var (e.attitude)	0.691	0.081	0.569	0.838

5.5.3 Regression analysis

An additional analysis was conducted to understand the impact of the demographic characteristics of the faculty members on their performance, attitude, and leadership. This analysis will provide insights that may be instrumental for policymakers regarding recruitment and compensation policies (Table 9). The performance of the faculty members was found to be negatively associated with gender. Females were found to be scoring lower compared to the males. For the change in gender from males to females, the performance score drops by 0.77 units. Educational qualification was found to be positively associated with the performance of the faculty, and higher qualification depicted higher performance.

Table 9, O.L.S. regression results; Note: Significance values *** p<0.01, ** p<0.05, * p<0.1. (calculations based on the data collected)

Variables	1 Performance	2 Attitude	3 Leadership
Designation: Sr.Lect	0.037	-0.343	0.316
Designation: HOD	-0.216	0.464	0.084
Gender: Female	-0.778***	-0.394*	0.516*
Age:36-45	-0.126	0.055	0.280
Age: above 45	-0.312	0.499	-0.395
Qualification: P.G	0.551***	0.175	-0.411
Qualification: PhD	1.000***	-0.021	-0.590
Teaching Experience:6-10	-0.130	-0.088	-0.136
Teaching Experience:10-15	0.219	0.323	-0.023
Teaching Experience: above 15	0.456	-0.006	0.129
Salary: 51k-70k	-0.643***	-0.628***	-0.095
Salary: 71k-90k	-0.053	-0.205	-0.129
Salary: 90k-120k	-0.603	-1.437**	-1.218
Salary: above 120k	-0.921	-1.640**	-0.020
Constant	0.429	0.413	0.184
Observations	237	237	237
R-squared	0.111	0.083	0.046
Adjusted R-squared	0.0549	0.0252	-0.0136
F-statistic	2.231	1.725	1.303

6. Discussions and conclusion

As is evident in all domains, the number of research studies examining the impact of different organizational factors on educational leadership is rising quickly. It is widely believed that without dedicated academic staff and high-achieving leaders, student performance would deteriorate, management would falter, and the general standard of education would suffer. The technique of focusing academic staff members' resources and efforts on achieving common educational goals is known as educational leadership. The main objective of educational leadership is to optimize processes, resources, and instruction to improve performance. Most of this is accomplished through teamwork with numerous individuals, including educators. Academic personnel should be empowered by leadership in education to accept accountability and transparency. In particular, academic staff members act as resources to support and mentor students and improve community services. The findings of the research may be concluded through the following points:

- Regarding the goals established for this study, the data analysis validates all of the suggested factors of educational leadership, including academic staff performance and attitude. The areas with the most weighting were leadership and people development, followed by academic staff performance innovation, attitude, and motivation.
- After examining the effects of educational leadership on the performance and attitudes of academic staff, it was revealed that, in circumstances where there was a direct relationship, educational leadership had a positive and significant impact on academic staff attitudes but had no noticeable impact on faculty performance.
- The results indicate no significant correlation between staff performance and leadership when the moderating effect is examined. But it's also revealed that a change in the attitudes of academic staff members is strongly and positively correlated to staff performance and that academic staff attitudes are significantly and positively related to leadership.
- The results supported the mediating effect of attitude, but there is no noticeable relationship between leadership and staff performance. Policymakers may find the insights from demographic research helpful when deciding recruitment and remuneration practices. Gender was shown to have a negative correlation with faculty members' performance. In contrast, educational attainment was positively correlated with faculty performance, and more qualification was connected with higher performance.

The results of the study are in line with other studies for demographics, but in the case of direct relationship, results are different (Dewi Kartini et al., 2020; Hartinah et al., 2020; Ibrahim et al., 2014; Imhangbe et al., 2019; Lambersky, 2016; Mei Kin et al., 2018; Munir & Khalil, 2016; Noor, 2019; Price, 2012). The results obtained also align with the recommendations of National Education Policy 2020. The principal of a government polytechnic has limited authority and is committed to fulfilling a predetermined administrative and academic head position. As a result, his leadership can only positively influence staff attitudes; these attitude changes do not impact performance. This demonstrates that attitude has a moderating effect on the principal's ability to influence performance changes.

7. Implications and recommendations

The adoption of institute-based management increased the authority granted to principals in managing their education system. Still, the push for shared governance means that policies can no longer be implemented automatically from the top down and that principals must now consider various stakeholders' views. To create a curriculum tailored to the institution's needs, teachers are now asked to cooperate and have professional conversations in addition to being encouraged to participate in decision-making processes related to curriculum and instruction. According to the study, to improve academic staff performance and foster a favorable shift in staff attitudes, policymakers should grant principals greater autonomy in their academic and administrative roles within the institution. More opportunities for higher education should be established since the data also show a good correlation between education and performance. Based on the study's findings, the principal's educational leadership at government polytechnics can enhance the performance of the faculty. The principal must oversee programs for staff development, motivation, and work satisfaction. Another promising initiative is providing staff members more opportunities to pursue higher education. It is essential to motivate staff members to pursue further education. The direct influence of leadership demonstrates that the government sector's strict set working structure is why educational leadership has no discernible impact on performance.

The principal lacks the authority to withdraw the benefits of nonperformers and is not permitted to create incentives. The state headquarters is likewise endowed with academic autonomy. To raise academic staff performance, the institutional leader should

have more authority. The "National Education Policy 2020" and the "National Qualification Framework Policy" have addressed the same issues. Like other educational institutions, vocational colleges place equal emphasis on communication and understanding between the team leader and his subordinates as they do on achieving predetermined goals. Each team member's motivation and faith are crucial in ensuring that the academic staff is trained and equipped to keep up with the rapid advancements in technology and to incorporate the most recent modifications into the professional development programs. An institution's principal must understand their personnel's expectations to foster a sense of faith among the group members; expectations can only be met. As a result, the principal of Polytechnic should communicate with their workers and be aware of their expectations. The study, as mentioned above, for polytechnics indicated that superiors should have a proper understanding of the expectations that subordinates have from them. Other organizations and industries could potentially undertake this study as a blueprint for future investigations.

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