

Employees' Perception of Leaders' Efficacy and its Impact on their Adaptive Performance

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Abstract

The fast-paced changes in the education sector at secondary school's level demand a high level of adaptability. Several factors have been explored through research that affects employees' adaptability. The purpose of this study was to explore the relationship between employees' perception of leaders' efficacy and its impact on their adaptive performance. 266 academic and administrative employees were randomly selected, as a sample for the purpose of this study, from 50 private secondary schools located in Lahore, Pakistan. Pearson correlation and multiple linear regression analysis (were used to analyze/evaluate the data) were run for data analysis and a significant positive relationship was found between the employees' perception of leaders' efficacy and their adaptive performance.

Keywords: employees' perception, leader action self-efficacy, leader mean self-efficacy, leader self-regulation efficacy, adaptive performance

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1. Introduction

In the current phenomena of change, it is critical for the leaders and employees to adapt to the changes in the workplace (Hannah, Avolio, Luthans, & Harms, 2008). These frequent changes have forced organizations and researchers to explore the new factors influencing workplace adaptability so that employees' adaptive performance can be increased (Hannah et al., 2008). A study was conducted by (McGregor, Doshi, & Miller, 2019) regarding over 20,000 employees of almost all skill sets and after analyzing the researches on the psychology of human performance, two dimensions of performance were found; tactical performance and adaptive performance. They also explored the possibility that leaders only focus on tactical performance. They further elaborated that tactical performance emphasizes on how an organization will adhere to its strategy in order to increase the strength by allocating limited resources to the smallest targets. While they described adaptive performance to be how an organization diverges from the strategy in place to create value in terms of creativity, problem solving, grit, innovation and citizenship.

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Organizations and researchers are striving to explore the new factors influencing workplace adaptability so, employees' adaptive performance can be increased (Jundt, Shoss, & Huang, 2015; McGregor et al., 2019). The leaders are no more held accountable for enforcing compliance, stability, or control but are asked to respond to the changing demands and engage employees towards new challenges with an innovative and collaborative approach.

Pakistan's educational system, especially schools, are considered to be static and have been observed to be not contributing towards achieving sustainability like other educationally developed countries. This is a result of just focusing on tactical performance and ignoring adaptive dimensions, whereas, advanced digital academic resources, collaborative work environments, global competitiveness, effective communication skills, changing teaching-learning philosophies demand a high level of adaptability (Shoss, Witt, & Vera, 2012).

Adaptive performance for school employees is equally challenging for school leaders. There are several sources to assess employees' performance e.g; attaining a set of objectives including productivity, sales or the quality of services (Charbonnier-Voirin, & Roussel, 2012) and the education sector is not different from these performance appraisal sources. The performance measures in schools are generally based on academic achievements and the recent advancements in the education sector have made these performance criteria static and ineffective causing a decline in academics every year. There it is important to explore new dimensions of performance in the school's environment for better improvements.

Several studies have explored numerous factors associated with employees' adaptive performance (Cavazotte, Moreno, & Bernardo, 2013; Marques-Quinteiro, Vargas, Eifler, & Curral, 2019; Sun & Pan, 2019) and leader self-efficacy is one of them. Leader self-efficacy, as a recently emerging area of research, has insufficient empirical data and inadequate information in regards to how employees' perceptions of leaders' self-efficacy contribute to stimulating and preparing them for adaptive performance in the education sector, especially at the school level.

This study has been opted to in order to highlight the significance of the employee's perception of leaders' efficacy and its impact on their adaptive performance. This study will contribute to achieving the Common Wealth Mandate vis-à-vis the adaptability of quality in educational systems at the school level especially in developing countries like Pakistan. Ergo, it is required to explore and possibly try to bridge the existing research gap to utilize this most affluent and influential sector (schools) in the most effective way possible.

2. Objectives of the Study

This study aims to explore the relationship between employees' perception of leader's self-efficacy and its impact on their adaptive performance in the education sector at the school level to improve the employees' performance so they can contribute more

effectively in order to achieve the Common Wealth Mandate for adaptability of quality education. The following objectives are designed for this study.

1. To identify the dimensions of the employee's adaptive performance.
2. To explore the relationship between employees age and their perception of the leader's self-efficacy and their adaptive performance
3. To understand the relationship between employees' perception of three dimensions of leaders' action-self efficacy and five dimensions of adaptive performance.

Significance of the Study

The rapid technological advancement, high demands of creativity and innovation, changing workplace environment, global competitiveness, effective communication and most importantly how to handle and cope with the above mentioned has not only transformed the canvas of employees' professional development but also made the role of leaders in the education sector imperative with respect to improving the performance of their employees in terms of novelty, unpredictability, instabilities. This study will provide the leaders (school principals) with the research-based data required to identify the areas of improvement to enhance the performance of their employees and make their schools more competitive and adaptive. Moreover, Pakistan is far behind from achieving international educational targets due to the current stagnant educational system at the school level and the policymakers are unable to get the factual data required to plan reforms to bring focused and fast-paced improvements for achieving sustainability in education at an international level.

Employees Perception of Leaders Self-Efficacy

This study applied social exchange theory as an underlying approach emphasizing that in response to positive actions of a supervisor or leader, the reciprocated response would also be positive and can be in form of organization support, better performance, employee engagement and improved outcomes (Anand, Vidyarthi, & Rolnicki, 2018; Rather & Hollebeek, 2019).

Employees' perception has become one of the most important psychological predispositions of change (Ployhart & Bliese, 2006; Saksvik, Hetland, & Studies, 2009) and has become a significant predictor of adaptive performance as this provides the leaders with useful alternatives to improve their practices and to implement change successfully (Cullen, Edwards, Casper, Gue, & Psychology, 2014). Successful adaptation of change is a challenging process in organizations and companies that are facing fear, threats, apprehensions, and resistance by the employees (Deprez, Van den Broeck, Cools, & Bouckennooghe, 2012). Majority of the companies are facing failure (Higgs & Rowland, 2005; Jaros, 2010) due to employees' resistance and lack of support (Bouckennooghe, 2010; Ford, Ford, & D'Amelio, 2008) resulted in decreased employees' morale, psychological wellbeing, satisfaction, and productivity, increased turnover, and absenteeism (Osterman, 2000). It is observed that if employees are made to feel valued by; sharing of vision, objectives, future plans; participation in the decision

making process and policy development; empowered and engaged in purposeful tasks, they feel satisfied and motivated and that results in better performance and financial growth of the organization.

Self-efficacy is defined as one's abilities to mobilize the motivation, cognitive resources, and course of actions needed to meet the situational demands (Bandura, 2010). Reviewing the results of several studies, Bandura described self-efficacy with different perspectives and later on the concept of self-efficacy was extended to leadership by identifying that people who are motivated, resilient to hardship, goal-oriented, and able to think clearly even under pressure or in stressing conditions are effective in terms of achieving performance targets and differentiating between leaders and non-leaders (Chemers, Watson, May, & Bulletin, 2000; Cherian & Jacob, 2013; McCormick, Tanguma, & López-Forment, 2002). Leaders' self-efficacy is the positive psychological state which contributes in stimulating leaders' commitment, resilience and adaptability (Hannah, Avolio, & Luthans) and is linked with the abilities of how well the person leading change to respond to threatening circumstances, face hindrances and uncertainties with resilience, motivation, persistence and thinking clearly even under pressures (Cherian & Jacob, 2013). People with low self-efficacy are usually observed to be less adaptable and reluctant in taking challenges of novel situations (Kumar & Lal, 2006).

Kumar Lal and Lal. R (2006) reported a strong positive relationship between leaders' self-efficacy and work-related performance and these reviews are corroborated with the finding of that leader's self-efficacy not only increase the leaders' performance but also influence the group work by expressing adaptability to meet a diverse array of leadership challenges" (Avolio, Walumbwa, & Weber, 2009).

Leaders with a high level of self-efficacy are observed to be more effective as they set higher performance targets with better operational strategies to raise employees performance (Mesterova, Prochazka, Vaculik, & Smutny, 2015) and cope with challenges more effectively as compared to leaders with a low level of self-efficacy (Courtright, Colbert, & Choi, 2014). Effective leaders are described as highly committed, determined, resilient, goal-focused, resourceful, adventurous, motivated, adaptable, and efficient in resolving problems ((McCormick et al., 2002) and highly influential for employees.

According to Hannah, Avolio (2008) leader self-efficacy is comprised of three dimensions; Leader Action Efficacy, Leader Self-Regulation Efficacy, and Leader Mean Efficacy. They described the three components of leaders' self-efficacy as they influence their followers.

Leader Action Self-Efficacy is described as the "leader's perceived capability to motivate and influence followers and make them understand the organization's goals and vision" (Hannah et al., 2008).

Leader Self-regulation Efficacy is described as the “leaders’ perceived capability to think through complex leadership situations, interpret their followers and the context, and generate novel and effective solutions to leadership problems; coupled with the ability to motivate oneself to enact those solutions using effective leadership with followers” (Hannah et al., 2008). The leaders’ self-regulation efficacy is one of the core abilities required to create/conceive effective solutions to problems.

Leader Means Efficacy is described as “leaders’ perception that they can draw upon others in their work environment (peers, senior leaders, followers) to enhance their leadership and that the organization’s policies and resources can be utilized to impact their leadership and followers performance” (Hannah et al., 2008).

Considering the three dimensions defined above we can conclude that self-efficacious leaders are adaptive to new situations and transmit their abilities to employees by sharing visions, delegating performance goals, practicing strategies for collaboration and strengthening teamwork, monitoring performance, and providing work-related feedback and support (Klein & Kozlowski, 2008). Chemers et al. (2000) concluded the same by saying that “leader self-efficacy, may be one of the most active ingredients in successful leadership, and team performance” as it is observed that people prefer to work under leaders who appear to be confident in their capabilities and are not encumbered by challenges.

Employees Adaptive Performance

Adaptive performance is a construct described as the ability of an individual to alter his/her behavior according to the changing demands at the workplace (Charbonnier-Voirin & Roussel, 2012; Pulakos, Arad, Donovan, & Plamondon, 2000). This construct is relevant to those business firms that face complex and unpredictable challenges of change (Charbonnier-Voirin, & Roussel, 2012) and is equally applicable in schools as they are operating in a complex and continuously changing environment (Silins, Mulford, & Practice, 2010) and are correspondingly expected to do as well in adapting to the change successfully like any other organization.

Several models of employees adaptive performance have been developed e.g; eight-dimensional taxonomy by Pulakos and his colleagues in 2000, individual differences factors as successful components of adaptability by Griffin & Hesketh (2005); training techniques can enhance the employees’ adaptive performance by Bell, & Kozlowski (2002), contextual factors improve the employees’ adaptability by Griffin, Parker & Mason (2010) and a new model of five components of adaptive performance developed by Charbonnier-Voirin, & Roussel in 2012 based on Pulakos and his colleagues work. These components apply just as accurately to schools’ and the schools’ employees’ adaptability.

Following is a brief description of each component in the model for adaptive performance recommended by Charbonnier & Roussel in 2012.

Creativity: Creativity is a process of generating new ideas for innovation and has become a significant predictor of employees' adaptability for effective performance. This process demands support from the organization and the management to inspire the employees (Cai, Lysova, Khapova, Bossink, & Psychology, 2019) by creating an environment of innovation, delegating them with challenging tasks and targets, provide them the advance resources, preparing them with the futuristic approach by sharing the vision and equipping them with the updated skills and strategies required to solve problems with innovative approach (Pulakos et al., 2000; Zhang & Bartol, 2010). This component of adaptability is critical for schools as the fast-paced changes in curriculum content, pedagogical practices, technological advancement in schools' academic and administrative resources bring forth new challenges that require creative resolutions.

Reactivity in Face of Emergencies or Unexpected Circumstances: The fast-paced changes demand robust adaptability by the employees but uncertain and unpredictable situations are observed to be the most prevalent factor hampering organizational progressions. Educational organizations such as schools are not indifferent to these unpredictable situations. Emergencies and un-predictabilities in schools can be described as "any incident which occurs during schools hours; serious injuries, sexual assault, hostage, bomb threats, damage to the building, fire in the school building, mishandling of lab equipment, outbreak of disease, floods, storms, earthquakes and terrorism (Knox, Roberts, & Schools, 2005). Although these emergencies and uncertainties are rarely occurring events but hamper the employees' performance (Cullen et al., 2014) by disrupting the routine planning and achievement of targets.

As a result, governments of various countries are preparing their schools for a timely and effective response towards these emergencies (Knox et al., 2005). According to a report published by (Smith, 2010), the reoccurrence of natural disasters prevents millions of children from attending schools and cause a negative effect on students' retention, enrollment, and continuity of their learning. The governments of various countries are aggressively working on making schools the safest place by providing the resources/training required for dealing with emergencies effectively. Therefore, the ability to handle emergencies and uncertainties efficiently has become one of the most important key performance indicators for evaluating/measuring the success of school leaders (principals). School leaders are also responsible for preparing/equipping their staff with the required skills. The principals can only transmit/pass on their skills to employees when and if they are capable enough to demonstrate the self-confidence over his/her abilities while preparing the staff, as the whole school staff is considered equally responsible for responding to emergencies and uncertainties effectively. These contemporary challenges have forced the employees to learn new skills in order to increase their adaptability. Therefore, schools are looking to hire/prefer hiring employees with adaptive abilities.

Managing Work Place Stress: Workplace stress is described as an interaction between the environment and the individual. In the current era of turbulence, stress at the workplace is unavoidable. Researches have associated many factors with workplace stress e.g; meeting the deadlines, low salaries, excessive workload, lack of progression, poor physical work conditions, the delegated task is not engaging and challenging, ineffective training or professional development programs (Michie & medicine, 2002)) and coping with these challenges in schools is considered to be one of the components of adaptive performance. Several research studies have been conducted (Foy et al., 2019; Montgomery & Rupp, 2005; Skaalvik & Skaalvik, 2016) to identify the cause of workplace stress and its impact on employees' performance.

Workplace stress results in decreased performance and productivity generally expressed in form of absenteeism, turn over (Badu et al., 2020; Foy et al., 2019), and low level of commitment (Johnson et al., 2005). The frequently changed curriculum & pedagogy, increased class size, performance appraisal system, continuously reviewed policies, and advance IT-based resources are some of the several causes of academic and administrative based stress not only for the school principals (leaders) and teachers but for whole school staff. Schools are considered to be complex and dynamic organizations are the most influenced/affected sector by changes and school leaders are continuously trying to prepare their employees to cope with workplace stress effectively so as to improve their adaptability and performance.

Training and Learning Efforts: The district governments are introducing new technologies, advancing resources, new skills, and are developing innovative work structures to prepare and enable the staff to deal with changing demands of creativity, handle emergencies and unpredictable circumstances and manage workplace stress effectively and efficiently. Hence, the ability to learn new job-related tasks has become a significant indicator of employees' adaptive performance, and the skill set required to handle new technological resources, have changed the work task requirements (Huang, Ryan, Zabel, & Palmer, 2014). These emerging technological changes have transformed the job roles by adding autonomy and multi-tasking which in turn has increased the requirement of acquiring new skills. Therefore employers are searching for/prefer employees who not only have advanced working skills but also a continual learning approach towards capacity development.

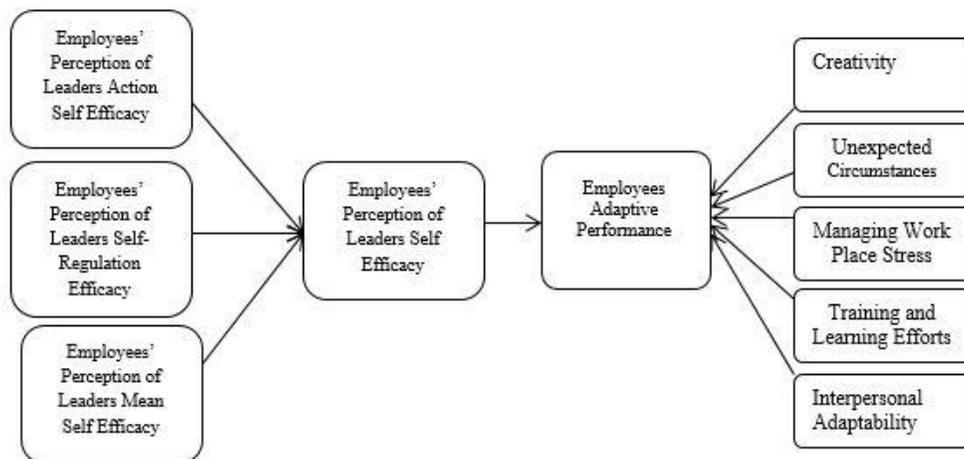
Interpersonal Adaptability: Interpersonal adaptability has become a critical component of performance in organizations. The current era of uncertainties, innovation, and workplace stress requires a high level of interpersonal adaptability among employees because such type of talent develops a culture of mutual respect, sharing of ideas, teamwork, a collaboration that increases productivity in form of high-level employees' performance.

Schools are operating under increasingly changing demands of shifting technologies, stakeholders' preferences, and intensifying competition among competitors (Zimmer, Gill, Attridge, Obenauf, & Policy, 2014). Fast paced changes in content and

pedagogical practices, utilizing advanced IT-based resources, unpredictable emergencies e.g., natural disasters and (the most recently emerged) terrorism, demand a high level of adaptive performance from the employees. Therefore, like any other organization, school employees are expected to be adaptive as one of their core workplace competencies. So, they can not only acclimatize easily to changes in technology but also resolve challenges of uncertainty and unpredictability with an innovative and collaborative approach.

School principals as front-line managers (Hess & Kelly, 2005) not only have the ability to initiate and implement change by effectively utilizing resources, reviewing policies, developing cultural and protective norms but also demonstrate the ability to mobilize the employees for the same e.g., to make them think creatively, work collaboratively, deal with unforeseen challenges effectively, utilizing updated resources, preparing and equipping them with the coping mechanisms to deal with stress and manage change. Although employees' adaptive performance is dependent on many factors e.g., personality, self-efficacy, motivation, commitment but the role of leadership is one of the most significant among these.

Several leadership models have been empirically tested but employees' perception of leaders' efficacy and its impact on their adaptive performance is the least explored. Employees' adaptive performance is dependent on how well the leader has shared the purpose of the task, how well the employees are facilitated with the resources, to what extent they are prepared and motivated (Cherian & Jacob, 2013) to meet the challenges of uncertainties and un-predictabilities while at work and to what extent they are given the autonomy to think creatively while dealing with different workplace situations.



Therefore, seeing the gap in literature the following hypothesis was developed for this study.

Hypotheses:

Ho1: No dimension of adaptive performance exists among the employees in the education sector at the secondary school level.

Ho2: There is no relationship between employees' age and their perception of leaders' action self-efficacy, self-regulation efficacy, means efficacy, and their adaptive performance.

Ho3: There is no relationship between employees' perception of leaders' action self-efficacy, self-regulation efficacy, means self-efficacy and adaptive performance in the education sector at the secondary school level

3. Research Design & Method

The study adopted a quantitative approach using the survey design. The survey method was selected due to its ability to facilitate the collection of data from large groups of respondents as it is more reliable to study the variables with minimum and relatively easy for making the generalizations (Glasow, 2005; Zikmund, Babin, Carr, & Griffin, 2009).

Sample

In this study, the sample (n=266) was comprised of teachers, coordinators, admin managers, and custodial staff of secondary schools of Lahore District. The secondary schools were selected by proportionate random sampling as they have randomly distributed also whole-school approach was applied as school is considered a unit of multiple stakeholders and each member is considered equally important to adapt for improvement. Therefore, the school staff was distributed in two categories; 1) academic staff and 2) administrative staff. The following table provides the demographic details of the sample.

Variable	Frequency	Percentage
<i>Age (years)</i>		
20-31	140	53
31-40	84	31
41-50	32	12
50<	10	4
<i>Gender</i>		
Male	53	19
Female	213	80
<i>Designation</i>		
Teachers(Academic Staff)	100	37
Coordinators(Academic Staff)	60	22
Admin Managers(Admin Staff)	45	16
Custodial Staff(Admin Staff)	61	22

Data Collection & Instruments

The research is cross-sectional in nature as considered best for surveys (Saunders, Lewis & Thornhill, 2016). The employees' perception of leaders' self-efficacy was assessed by administering leaders' self-efficacy rater scale developed by Hannah & Avolio in 2013. The questionnaire was comprised of two sections A and B. Section A encompassed demographic information whereas section B was based on 22 translated items categorized under three dimensions; leader action-efficacy (items,1-7), leader mean self-efficacy (items,8-14) and leader self-regulation efficacy (items,15-22).

The data on employees' adaptive performance was collected through the scale developed by Charbonnier-Voirin & Roussel in 2012. This was distributed in two sections A & B. Section A was based on the demographic information and B was comprised of 19 translated items categorized under five components of adaptive performance; Creativity (items: 1,2,3,4), Reactivity in Face of Emergencies or Unexpected Circumstances (items: 5,6,7,8) Training and Learning Efforts (items: 13,14,15,16) Managing Work Stress (items: 17,18,19) and Interpersonal Adaptability (items: 9,10).

The data were analyzed by applying descriptive and inferential statistics on the Statistical Package of Social Sciences (SPSS version 21). Pearson Correlation Coefficient and Multiple linear regression analysis were conducted to perceive the relationship between employees' perception of leaders' efficacy and adaptive performance. The significant values were set at $p \leq 0.05$.

Reliability of the Instruments

The overall reliability of the Adaptive Performance rater scale measured using Cronbach alpha was .88 and Leaders' Self-efficacy rater scale was calculated .89. Each dimension of both scales on reliability analysis is given in the following table.

Table.1: Reliability Analysis of each Dimension of the Adaptive Performance rater scale and Leaders' Self-efficacy rater scale

Dimensions	Cronbach's Alpha	N of Items
LAE	.78	7
LME	.70	7
LSRE	.79	8
Cr	.73	4
RE	.65	4
TLE	.68	4

MWS	.67	3
IA	.64	4

LAE=Leader Action Efficacy, LME=Leader Means Efficacy, LSRE= Leader Self-Regulation Efficacy
Cr= Creativity, RE= Reactivity to Face Emergencies, TLE= Training Learning Effort, MWS =
Managing Work Stress, IA= Interpersonal Adaptability, Ad=Adaptive Performance,
PLSE=Perception on Leaders Self-Efficacy

Data Analysis

Ho1: No dimension of adaptive performance exists among the employees in the education sector as the secondary school level.

Table.2: Dimensions of Adaptive Performance Exists Among the Employees in the Education Sector at Secondary School Level

Component	Mean	SD	Mean Ranking
Cr	3.69	.799	3
RE	3.60	.818	5
TLE	3.81	.781	1
MWS	3.80	.817	2
IA	3.74	.835	4

Cr= Creativity, RE= Reactivity to Face Emergencies, TLE= Training Learning Effort, MWS =
Managing Work Stress, IA= Interpersonal Adaptability

Table 2 represents the mean ranking of each component of adaptive performance. It was found that training learning effort (mean=3.81) was ranked highest followed by managing work stress (mean=3.80), creativity (mean=3.69), interpersonal adaptability (mean=3.64) and reactive to emergencies (mean= 3.60). These findings depict that training and learning effort was the most prevalent component of employees' adaptive performance among employees in the education sector at the secondary school level.

Ho2: There is no relationship between employees' age and their perception of leaders' action self-efficacy, self-regulation efficacy, means efficacy and their adaptive performance

Table.3: Correlation between Employees' Age and their Perception of Leaders' Action Self-efficacy, Self-regulation efficacy, Means efficacy and their Adaptive Performance

Components	1	2	3	4	5
AGE	1.00				
LAE	.14*				
LME	.14*	.60**			

LSRE	.02	.66**	.62**		
EPLSE	.11	.87**	.85**	.88**	1.00

*. $P < 0.05$, ** $p < 0.01$, LAE=Leader Action Efficacy, LME=Leader Means Efficacy, LSRE= Leader Self-Regulation Efficacy, EPLSE= Employees perception of leaders self-efficacy

To explore the relationship between the employees' demographic variable of age and their perception of leaders' self-efficacy and adaptive performance the Pearson correlation was conducted. The age was found significantly positively correlated with all the three dimensions of leaders' self-efficacy ranges from $r(265)=.14$ to $r(265)=.87$. This means that with the increase in age the employee's perception of the leader's self-efficacy also increased. Therefore the hypothesis that there is no significant relationship between age and employees' perception of their leaders' Action self-efficacy, Self-regulation efficacy, and Means efficacy is rejected.

H03: There is no relationship between employees' perception of leaders' Action self-efficacy, Self-regulation efficacy and Means efficacy and their adaptive performance in the education sector at the secondary school level

Table.4: Correlation between Employees Perception of Leaders' Action self-efficacy, Self-regulation efficacy, and Means efficacy and their adaptive performance

	Components	1	2	3	4	5	6	7	8	9	10
1	LAE	1									
2	LME	.60*									
3	LSRE	.66*	.62*								
4	Cr	.56*	.47*	.57*							
5	RE	.47*	.39*	.50*	.62*						
6	TLE	.49*	.45*	.55*	.57*	.63*					
7	MWS	.48*	.49*	.54*	.53*	.53*	.68*				
8	IA	.47*	.38*	.47*	.59*	.70*	.60*	.51*			
9	Ad	.61*	.58*	.62*	.75*	.78*	.78*	.76*	.65*	1	
10	PLSE	.86*	.84*	.88*	.62*	.53*	.58*	.60*	.42*	.71*	1

** $p < .01$: LAE=Leader Action Efficacy, LME=Leader Means Efficacy, LSRE= Leader Self-Regulation Efficacy Cr= Creativity, RE= Reactivity to Face Emergencies, TLE= Training Learning Effort, MWS = Managing Work Stress, IA= Interpersonal Adaptability, Ad=Adaptive Performance, EPLSE=Employees Perception on Leaders Self-Efficacy

In order to comprehend the relationship between the independent variable (Employees' perception of leaders' Efficacy) and dependent variables (Employees' adaptive performance), the Pearson correlation coefficient was calculated between employees' perception of three dimensions of leaders' self-efficacy and five components of employees' adaptive performance. The results of the table demonstrate the positive correlation between the perception of employees on all three dimensions of leaders' efficacy and five components of employees' adaptive performance. The correlation ranges between $r(265) = .38, p < .01$ and $r(265) = .88, p < .01$. The findings depict that all the five dimensions of employees' adaptive performance can increase with the positive increase in their perception of leaders' Action self-efficacy, Self-regulation efficacy, and Means efficacy.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to identify the variables that provide the best description for the portion of the total variance in the score of dependent variables.

Model Summary ^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.69 ^a	.48	.47	.39		
a. Predictors: (Constant), Leader Mean Efficacy, Leader action Efficacy, Leader self-regulation efficacy						
b. Dependent Variable: Adaptive						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.63	3	12.54	82.19	.000 ^b
	Residual	40.14	263	.153		
	Total	77.78	266			
a. Dependent Variable: Adaptive						
b. Predictors: (Constant), Leader Mean Efficacy, Leader action Efficacy, Leader self-regulation efficacy						

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Tolerance	VIF

1	(Constant)	1.20	.15		7.72	.000	.90		
	LAE	.21	.05	.27	4.35	.000	.11	.50	1.98
	LSRE	.24	.05	.30	4.74	.000	.14	.48	2.07
	LME	.18	.04	.22	3.79	.000	.08	.55	1.80

LAE=Leader Action Efficacy, LME=Leader Means Efficacy, LSRE= Leader Self-Regulation Efficacy

The results demonstrate that the employee's perception of leaders' Efficacy (adjusted $R^2=0.48$) explained approximately 48% of the variance in overall employees' adaptive performance. To assess the assumption of multicollinearity, Variance Inflation Factor (VIF) was calculated and less than 10 demonstrate that independent variables employees' perception of Leaders' Action-efficacy, Leaders' Mean-efficacy, and Leaders' Self-regulation efficacy are closely linked. (According to Field. 2005 collinearity may be the concern when VIF is greater than 10). For evaluating how independent variables contribute in understanding the dependent variables the VIF for employees' perception on leaders Action-Efficacy (VIF=1.98), leaders' Mean-Efficacy (VIF=2.07) and leaders' Self-Regulation efficacy (VIF=1.81), this decreases the issues of multicollinearity problems, strengthened by the acceptable Tolerance Values (.50, .48, .55) respectively were in an acceptable range. The tolerance value of > 0.2 is the sign of fewer problems with multicollinearity (Denis, 2011).

The employees' perception on three domains of leaders' Efficacy; Leaders' Action- $\beta=.21$, $t(265)=4.35$, $p<.001$; leaders' Self-regulation Efficacy $\beta=.24$, $t(265)=4.74$, $p<.001$ and leaders' Mean Efficacy $\beta=.18$, $t(265)=3.79$, $p<.001$ significant regression equation was found $F(3,265)=75.36$ and $p < .000$ with R^2 of .48 and contributed to 48% of the variance in employees' Adaptive Performance. The results of multiple linear regression analyses demonstrate that the employees' adaptive performance can be determined by the extent to which they perceive their leaders' efficacy.

4. Discussion

The purpose of the study was to understand the relationship between employees' perception of leaders' efficacy and their adaptive performance. The correlation analysis demonstrates a strong positive relationship between the perception of employees on all the three dimensions of leaders' efficacy (leader action- $\beta=.21$, leader means- $\beta=.18$, and leader self-regulation $\beta=.24$) presented by Hannah and Avolio and five components of employees' adaptive performance described by Audrey Charbonnier-Voirin & Roussel in 2012 as per the revised version of Pulakos et al presented in 2000. Employees' perception of leaders Action efficacy, leaders Mean- $\beta=.18$, and leader Self-regulation efficacy is positively correlated. The findings demonstrate that employees' adaptive performance increased with the increase in their perception of leaders' efficacy. These findings corroborate with the existing researches conducted by M.A Griffin, Neal & Parker (2007) and Shoss, Witt & Vera, (2012) explored that

adaptive performance not only gives benefit to the employee at the individual level in form of career success but also increase support the organizations to manage change to fulfilling the expectations of the stakeholders.

In this study, five components of adaptive performance were found to be significantly and positively correlated to employees' perception of the dimensions of leaders' self-efficacy. Creativity was found to be positively correlated with the leaders' action self-efficacy, leaders' self-regulation efficacy, and leaders' mean self-efficacy. Although no data is available on employees' perception of leaders' self-efficacy and their adaptability to creativity, these findings are indirectly consistent with previous research work conducted by Klein & Kozlowaski (2008), where they found that efficacious leaders transmit their adaptability by sharing organizational visions, delegating tasks, providing updated resources, strengthening teamwork and providing support and work-related feedback. Another study, conducted by Hirst, Dick, Knippendberg (2009) found the mediating role of leadership in individuals' creative efforts. If we compare these findings with this study we can say that these findings validate the existing data and that the employees' positive perception of their leader's action, means and self-regulation abilities increase their creativity, because their leader exposes them to the environment, resources and challenges conducive to creative thinking.

The further analysis of the correlation matrix indicated a strong positive relationship between the reactivity to face emergencies and the perception of employees of the three domains of leader-efficacy; leaders' action-efficacy, leaders' self-regulation efficacy, and leaders' mean self-efficacy. Again, due to insufficient research data, we cannot compare these findings with the existing research, but we may be able to do so base on some studies conducted to see how leaders deal with workplace uncertainties e.g, a study conducted by Cicero, Pierro, and Knippenberg explored in 2010 the moderating role of leadership in reducing workplace uncertainties. So, keeping in view the extension of the theory of self-efficacy to leadership we can say that leadership influences employees in reducing workplace uncertainties and emergencies by empowering employees with resources and transmitting their efficacious abilities. This component of employees' adaptability is highly sought after in schools in the current era of innovation in teaching content pedagogical practices, advancement in resources, uncertainties in terms of; injuries, health issues, natural disasters, and terrorism. "It is observed that reoccurring of natural disasters prevents millions of children from attending schools" and cause a negative effect on student retention, enrollment, and continuity of their learning (UNESCO, 2007). Therefore, the governments of various countries are aggressively working on making schools the safest place by dealing with emergencies effectively. No doubt this area is of high concern in Pakistan, as a state where quality indicators are already at high risk, and the prevailing terrorism situation in the country has signified the situation. The schools in Pakistan are continuously assessing hazards, vulnerabilities, and preparing the employees through regular drills. Therefore, a high level of adaptability is required and no doubt the role of the leader

(principal) is critical in this regards. The significant correlation between employees' perception of leaders' action-efficacy, leaders' mean- efficacy and leaders' self-regulation efficacy validate that leaders should express motivational, innovative approach towards challenging problems and should share strategies with employees by utilizing available resources and applying policies so that the employees can adapt accordingly.

Teaching Learning Efforts as another component of employees' adaptive performance is found to be significant in the relationship with the employees' perception of the three domains of Leaders efficacy demonstrate that if the leader is perceived positive on three domains of leaders' action self-efficacy, leaders' self-regulation efficacy and leaders' means self-efficacy, employees adaptability increased on achieving and learning skills required for workplace performance. It is observed that organizations expect employees to maintain a positive attitude and a high level of performance by learning new skills and procedures. These finding also validate the study conducted by Zabel, & Palmer, 2014 and emphasized that employers seek employees with new skills because these findings emphasize that it is the leaders who can influence employee's attitude towards learning new skills by offering resources, incentives, rewards, and promotions so that they can be motivated and feel facilitated for acquiring new skills.

The fourth component of employees' adaptive performance, managing stress is also found to be positively correlated to employees' perception of leaders' efficacy. These findings reveal that employees' positive perceptions of leaders' efficacy can support them in dealing with stress effectively. The studies conducted by Johnson, Cooper, Cartwright, Donald Taylor, Millet, (2005); Skaalvik, & Skaalvik, (2016) found that workplace stress reduces the employees' adaptive performance. Keeping in view the findings of this study we can say that employees' perception of leaders' self-confidence increases their abilities to deal with work-related stress appropriately.

These findings reveal that if the employees perceive their leaders positively in regards to their abilities to motivate employees, providing instructions on organizational visions, capable of resolving complex leadership issues and recognize them to be innovative and effective solutions through effective utilization of policies and resources, they can adapt more competently to new workplace situations.

5. Limitations and Directions for Future Research

This study is conducted under the following limitations

1. Only one district Lahore is considered from Punjab and suggested for the future researchers should take a sample from the whole Punjab or other provinces of Pakistan
2. The population was also limited to private secondary schools of Lahore and public secondary school can also be the part of **research** to improve the public sector secondary schools where the stagnancy has become the major cause of the decline.

3. There are many other factors associated with employee's adaptive performance therefore it is suggested that those factors should also have considered making a better comparison.
4. The rural areas are more critical in employee's adaptive performance in the education sector secondary school level and it is recommended to the future researchers.

6. Implications

The findings are very important for professionals, especially those who want to grow and develop their skills. They can understand how adaptability is important not only for the recruitment, retention but for career progression. These education sectors and the other business organizations can take a lot of insight from this study to improve the recruitment, retention, and professional development of their employees to manage the emerging changes effectively for business improvements. Moreover, in the education sector of Pakistan majority professional developments are planned for teachers whereas leaders have been observed equally important because they are considered as the key contributors towards improvement.

7. Conclusions

Employees' positive perception of school leaders' self-efficacy is proved to be significant for their adaptive performance in this study. These findings are important for the education system, especially in schools where transitional changes, emergencies, and uncertainties can affect the progress towards achieving sustainability. The schools in Pakistan and in many developing countries that are not up to the required standard of improvement should consider this type of research to increase the self-confidence of the school leaders (principals) so they can influence their employees' perceptions positively and improve their adaptability and performance.

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