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Relationship between Principals' Leadership Styles and Job Satisfaction Level of Secondary School Teachers in Islamabad, Pakistan

Palwasha Ashraf

Department of Humanities, Education & Psychology, Faculty of Social Sciences, Air University, Islamabad Pakistan. Email: palwashaashraf897@gmail.com

Hajra Bibi

Department of Humanities, Education & Psychology, Faculty of Social Sciences, Air University, Islamabad Pakistan. Email: hajrahhusnain@gmail.com

Dr. Qaiser Suleman

Principal, Elementary & Secondary Education Department Khyber Pakhtunkhwa, Pakistan
Email: qaiserkust2014@gmail.com

Abstract

The research assessed how principals in secondary schools manage their leadership approaches to influence teachers' job satisfaction throughout educational institutions in Islamabad, Pakistan. The research sought to examine the relationship between principals' leadership styles and teachers' job satisfaction. In this study, a descriptive, quantitative, and correlational research design was employed. A total of 100 secondary school teachers were selected through census sampling techniques from institutions across Islamabad and Rawalpindi. Data was collected from the participants through structured questionnaires. Data was analyzed based on descriptive as well as inferential statistics. The results revealed that there is a substantial positive relationship between democratic leadership style and job satisfaction ($r=0.643$). On the other hand, a significant negative relationship was investigated between autocratic leadership style and teachers' job satisfaction ($r= -0.569$). The study revealed a weak yet statistically valid positive relationship between laissez-faire leadership style and job satisfaction ($r= 0.023$). It clearly shows that that democratic leadership possesses a solid positive effect on

job satisfaction yet teachers under autocratic leadership experience reduced satisfaction at their work.

Keywords: Relationship, Principal' Leadership Styles, Job Satisfaction, Secondary School Teachers

Introduction

School effectiveness heavily relies on leadership practices (Salfi, Virk, and Hussain, 2014; Hopkins, 2001). Organizational management represents only a baseline requirement for effective leadership (Boatel, 2012). School success heavily depends on leadership which stands as the most critical factor (Dinham, 2005; Townsend, 2007). The nature of leadership inside schools brings substantial consequences to their performance effectiveness (Hallinger, 1998; Salfi, 2014). Both teacher motivation and student achievement receive substantial impact from educational leadership practices (Eyal et al., 2011). The study of leaders' approaches together with school management outcomes has mainly taken place within developed nations during the last twenty years (Bass, 1999; Leithwood, 2014). This research explores how leadership approaches influence educational institutions' efficiency by studying teacher perceptions regarding school leadership within their organizations.

Educational institutions desperately need effective leadership because it provides guidance to move staff members toward shared objectives. The educational school leader provides direction to all personnel thereby setting a purpose for staff members. Leadership allows people to reach designated goals with no requirement for official power or threatening behavior. Leading others to achieve their goals happens with enthusiasm while taking into account resource allocation including materials, time, and personnel (Newstrom, 2007). Staff assignments along with job responsibilities guide the selection of leadership style because these factors shape how the leader approaches group guidance towards organizational objectives.

As a school principal, one should oversee institutional management to make choices that drive school achievement. Leadership success requires three fundamental traits including powerful decision capabilities, mediation skills, and staff collaboration abilities to reach common objectives. Leaders establish their approaches through deliberate behavioral methods which drive team members to reach goals (Pervaiz, 2010). According to Clark (2000), effective leadership goes beyond guiding colleagues because it should inspire workers to collectively achieve organizational targets. Leadership style consists of various personal characteristics together with behavior patterns and tendencies that steer a leader's relationship with their team members. The delegation of team responsibility alongside assessing how much team member participation leaders aim to achieve defines the leadership style. Each leader chooses either an autocratic or democratic leadership style as their main approach due to diverse approaches in workplace management.

Job satisfaction refers to how an individual feels about their work and their overall experience with it. Research about work satisfaction has continued throughout the entire 1930s decade. The research conducted by Hawthorne & Harwood demonstrates that work environment quality and workplace conditions significantly affect employee job performance output. A positive emotional reaction among workers appears when they perceive that their workplace meets their needs and expectations. The emotional way that people respond to their professional activities constitutes job satisfaction. According to Henderson and Henderson (1996), 44% of public school teachers exhibited dissatisfaction with their chosen profession. Data from the National Center for Educational Statistics in 2004 showed that 7.4% of teachers were unhappy with their careers thus prompting them to consider leaving education (Latham & Vogt, 2007).

The Concept of Leadership in Educational Contexts

Different interpretations of leadership include power and authority as well as management practices, organizational structure, and guidance expertise (Boateng 2012). People achieve common goals by influencing others through this process (Northouse, 2001). Leadership emerges through the application of power which enables people to modify the mental frameworks and behavioral choices of others (Lunenburg, 1991). Leaders possess abilities that let them lead people toward reaching their organization's goals (Lester, 1975). The leader of an educational institution possesses the ability to direct teachers together with students community members and regulatory representatives toward reaching school objectives.

According to Hughes (1976), the principal must explain institutional targets to the community members. The principal defines educational strategies by creating policies that optimize their execution in schools. A successful leader must establish a platform that promotes team activities between staff members. The chief administrator role of the principal involves both goal achievement for the school and staff professional development responsibility. Effective leadership requires equally prioritizing duties alongside effective guidance of other staff members. Other than being crucial for school success the performance capability of principals varies greatly. Leadership effectiveness varies among individuals since certain people succeed at their roles better than others.

Leadership Styles

Three fundamental leadership styles emerged during the studies carried out by Lewin, Lippit, and White (1939), Wiles (1990), and Liberman et al. (1994) - these styles include autocratic, democratic, and laissez-faire. Leadership styles exist with individual features that determine the leadership approach between leaders and their teams.

Autocratic Leadership

Leaders following autocratic leadership practice maintain a centralized control structure which grants them complete authority to decide independently and distribute work through personal judgment (Omolayo, 2004; Kavanaugh & Niemeyer, 2001). Leaders in this style require strict following from their team members but they deny subordinates any engagement in key decision making. Using this methodology generates successful results during urgent circumstances and demands complete control. Such leadership practices limit employee creativity and spirit when staff members are denied opportunities to participate in decision-making processes (Omolayo, 2004).

Democratic Leadership

The democratic leadership style puts emphasis on establishing collaboration together with staff member participation in decision processes. Staff members working under this style gain equal chances to present their views during decision-making activities. Leaders guide a group process of collective goal-setting by holding discussions that enable full employee involvement (Kavanaugh & Niemeyer, 2001). Workers under this style tend to experience better job satisfaction together with higher motivation because they receive empowerment and feel valued. The studious and professional environment benefits most from democratic leadership according to Wood (1994) because it requires both team effort and open communication to attain goals successfully.

Laissez-Faire Leadership

A leader using a laissez-faire style interferes minimally with team activities. Through this method, workers receive large freedom to determine choices and steer their responsibilities independently without oversight (Omolayo, 2004). This approach stimulates independence and innovation but runs the risk of producing teams that become unfocused or unaccountable toward organizational goals particularly when team members lack self-motivation or proper guidance. The

leadership style recommended by Omolayo (2004) functions effectively when workers demonstrate advanced skills to regulate their projects independently. The implementation of this leadership approach might sometimes generate workplace disorder or misunderstandings.

Several elements determine the selection of leadership style including organization type and employee requirements together with the nature of work tasks to be completed. Omolayo (2004) points out that a leadership style selection must consider the organizational environment to achieve maximum effectiveness. The academic realm and professional workplaces benefit from democratic leadership (Wood 1994) but autocratic leadership works best when decisions need speed and control are essential for specific situations. A successful leader needs flexibility because they must select an appropriate leadership style that matches both the situation and their desired targets.

Leadership Theories

Great Man Theory

According to Ololube (2013), leadership is an inherent quality that defines great individuals from birth hence the term Great Man Theory. Great leaders appear heroic and exceptional because destiny has chosen them to lead during critical times according to this leadership theory. Historically the term "Great Man" developed because leadership content was considered to be primarily male-oriented especially during military times.

Trait Theory

Drawing from the works of Thomas Carlyle (1841, 1869, 2001) and Francis Galton (1869) the Trait Theory shares similarities with Great Man Theory since it describes how particular traits distinguish leaders from other individuals for taking on leadership responsibilities. The strategy focuses on how particular personality characteristics and behavioral patterns make leaders succeed when taking leadership positions.

Contingency Theory

Charry (2012) shows that leaders need to choose their leadership style based on relevant situational aspects according to the Contingency Theory of leadership. All leadership methods have their limits because different situations need different approaches according to this theory. The fundamental elements that determine success in leadership include the approach of the leader and the identity of his followers together with the features of their circumstances (Charry 2012).

Situational Theory

The leadership approach must shift according to the distinctive conditions encountered by leaders as Situational Theory authors Hersey and Blanchard (1988) have explained. The situation determines which leadership approach should be used. A leader should employ directive leadership when he or she has the greatest level of experience and expertise in the team.

Behavioral Theory

According to Naylor's (1999) Behavioral Theory of leadership, one can develop into an effective leader through existing rather than natural leadership traits. The Behavior of leaders shapes performance outcomes in teams as per this theory. The performance levels between autocratic and democratic leadership become comparable when the leader is not permanently present.

Participative Theory

Supporting the theories proposed by Lamb (2013), the participative style of leadership creates the best results when leaders involve teams in joint decision-making processes. Team members take active roles during decision-making under participative leadership which builds their loyalty and dedication to the process. This method produces team members who both appreciate their worth and stay actively involved during the process.

Transactional/Management Theory

The Transactional or Management Theory operates as the Exchange Theory by concentrating on leadership outcome measurement through reward and disciplinary systems. Leaders who work through this style set specific goals and then reward and penalize their followers by focusing on the exchange system (Charry, 2012).

Transformational/Relationship Theory

Under the Transformational or Relationship Theory, leaders hold primary importance in maintaining effective connections with their followers. Theories demonstrate that leadership operates as a method where leaders connect with individuals to create better performances and developmental outcomes. Transformational leadership produces emotional bonds with followers through which both parties achieve better motivation levels along with stronger personal commitment (Lamb, 2013). Leadership theories that rely on traits such as charisma along with extraversion behavior are placed in opposition to power theories that prioritize specific leadership traits for success.

Skills Theory

Wolinski (2010) explains in his research that based on the Skills Theory leaders gain their effectiveness through learned competencies while dismissing natural characteristics. Leadership success depends on the development of practical skills as well as the accumulation of experience and learned capabilities according to this theory. According to the Skills Theory leaders can develop their capabilities through leadership education and practice since it rejects traditional trait-based explanations.

Job Satisfaction Theories

Job satisfaction theories and motivational theories identify different factors that determine employee conduct inside organizations. Job theories exist as two primary types i.e., content theories and process theories (Campbell et al., 1970).

Content Theories

The elements and needs from content theories serve as the driving force behind employee behavioral and performance outcomes. Job satisfaction depends on meeting particular requirements that must be fulfilled for employees to remain content with their work. The earliest content theories of motivation include Maslow's Hierarchy of Needs, Alderfer's ERG Theory, and Herzberg's Two-Factor Theory as described by Lynne (2012). All employees within an organization possess identical needs based on content theories which enable organizations to design satisfying work positions (Lynne, 2012).

Maslow's Hierarchy of Needs: According to Maslow's theory people gain motivation through five foundational needs which form a sequential hierarchy starting from physiological needs continuing to safety and security needs followed by them needing connections and love then esteeming their worth before reaching self-actualization needs. The requirements of physiological needs include food, water, shelter, and necessary rest periods. The need for safety means one requires financial stability combined with physical safety. Social relationships fall under belongingness needs while status along with respect and recognition belong to esteem needs. The completion of personal potential along with individual self-development constitutes what self-actualization means. Maslow asserted that people must obtain several basic requirement levels thus achieving success with higher priority needs.

Herzberg's Two-Factor Theory: Herzberg's (1965) Two-Factor Theory separates work-based elements into the categories of motivators and hygiene factors. Job satisfaction factors directly from intrinsic work components include achievement chances and recognition possibilities together with opportunities to develop personally. Working conditions together with salary and job security and company policies exist as extrinsic elements which constitute hygiene factors. Hygiene factors stop employees from being dissatisfied but they do not create

motivation within them. Herzberg explains job satisfaction follows different influences than job dissatisfaction so removing hygiene factors triggers dissatisfaction yet only their existence does not stimulate motivation (Drews 1997).

Process Theories

The essential aspects of process theories demonstrate how work behaviors are shaped by employee needs alongside their professional expectations from the workplace. Based on these theories employees will feel motivated through work that fulfills both their individual requirements and personal beliefs. Worker satisfaction derives from cognitive operational processes as determined through Vroom's Expectancy Theory combined with Adams' Equity Theory and Locke's Goal Setting Theory (Lynne, 2012). The conceptual frameworks establish work-related perceptions together with employee goals and fair treatment at work as core motivational elements.

Adam's Equity Theory: Job satisfaction depends on employee perceptions of fairness regarding their received rewards and recognition in relation to what their peers obtain according to Adam's (1965) Equity Theory from social comparison theory. Employee motivation occurs when workers believe their work-related rewards match those of others performing similar tasks. Job dissatisfaction along with decreased motivation follows when employees notice unfair treatment in their organization.

Locke's Goal-Setting Theory: According to Locke's (1968) Goal Setting Theory, there is a direct association between established goals and job performance results. The theory demonstrates that achieving specific challenging targets produces greater performance when compared to difficult or unclear goals. Goal-oriented employees become more motivated because specific targets along with defined purposes create better performance direction. Launching successful goal initiatives demands an employee's acceptance of challenging objectives with clearly defined targets while maintaining total commitment (Lunenbunrg, 2011).

The assessment of goal progression alongside recognition systems improves performance alongside motivates staff members (Locke & Latham, 2002). People use goal-setting extensively within organizational management to achieve higher employee satisfaction and motivation (DuBrin, 2012).

Relationship between Principals' Leadership Styles and Teachers' Job Satisfaction

Research about the impact of leadership methods on educational employee satisfaction levels has gained increased importance in scholarly studies. Academics studied the direct influence that principal leadership behaviors exercise on teacher work satisfaction. The study of leadership conducted by Northouse (2000), Locke (1968) and Adams (1953) revealed how leaders create employee job satisfaction attitudes. Bush (2018) joins Leithwood & Jantzi (2006) by demonstrating the essential role of leadership in developing an environment that enhances teacher well-being through a positive school culture.

Research by Dinham and Scott (2000) has given valuable insights into the leadership-work satisfaction relationship by specifying the causes of dissatisfaction among teachers. The factors causing teacher dissatisfaction include weak organizational culture combined with unfavorable media teacher imagery alongside insufficient working environments and resistance to change initiatives as well as minimal support for professional development. The work of Hargreaves & Fullan (2012) together with Day et al. (2016) provides additional support for external influences that negatively impact teacher job satisfaction through societal/public opinion and workplace stress.

According to Dinham and Scott (2000), principals function as major elements in resolving teaching issues through establishing supportive organizational structures. The authors highlight how principal staff need to demonstrate an understanding of teachers' social and emotional requirements since it generates an essential framework for efficient workplace dynamics. Leadership positions in instruction extend beyond instructional duties because

principals maintain a key role in defining work environment climates that affect teacher work ethic and job achievements (Day et al., 2016; Hargreaves & Fullan, 2012).

Purpose of the Study

The purpose of the study was to examine the relationship between principals' leadership styles and the job satisfaction of secondary school teachers.

Research Hypotheses

Ho1: There is no significant relationship between principals' leadership styles and the job satisfaction of secondary school teachers

Research Methodology

Research Design

This research through cross-sectional, descriptive, quantitative, and correlational design analyzes the relationship between principals' leadership style and job satisfaction levels of secondary school teachers in Islamabad, Pakistan. Survey research design functions as the main data collection method because it efficiently obtains information from numerous participants in a limited time. The methodology proves suitable for this research study because it offers practicality with cost savings while giving a detailed overview of teacher perspectives (Pickard, 2007). The research seeks to identify relationships between leadership styles and job satisfaction among teachers working in secondary education institutions of Islamabad through this method.

Participants

A total of 100 secondary school teachers from the National School and Colleges Pakistan, Town Phase-1, National School and College H-13, National School and College I-10/3, Educators Qamer Campus 09 Sector, Headstart School, and Allied School Sapphire Campus participated as study participants in Islamabad. The selected institutions provide suitable participants for this research because they fit the necessary demographic (McLeod, 2019). This study used census sampling to

choose all 100 teachers across the selected schools from Islamabad. Through census sampling, researchers study the whole population without selecting part of it to ensure they gather extensive data (Richard & Margaret, 1990).

Research Instrumentation

In this cross-sectional study, a questionnaire was used for data collection from the participants. It was divided into two sections to evaluate principals' leadership styles through 33 items and use 38 items to measure secondary school teachers' job satisfaction. A five-point response scale was established for the instrument measuring principals' leadership styles through 1 for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree, and 5 for Strongly Agree. The job satisfaction instrument used a response range i.e., from highly dissatisfied to highly satisfied including ratings 1 to 5 respectively. Specialists from the field evaluated the measurement tools to validate the authenticity of assessing the defined constructs. The reliability of the instruments was confirmed using Cronbach's Alpha (See Table 1).

Table 1. Reliability of the Scale

S. No	Scales	No. of Items	Cronbach's Alpha
01	Principals' Leadership Styles	33	0.639
02	Job Satisfaction of Teachers	38	0.887

Data Collection and Analysis

Data were collected online using electronic mail systems. The collected data were organized and analyzed using SPSS Version 23. Descriptive statistics (percentages) were used to summarize responses, while inferential statistics i.e., Pearson Product-Moment Correlation was used to examine the relationship between principals' leadership styles and teachers' job satisfaction.

Results

Descriptive Statistical Analysis

Table 2: Descriptive Statistics of the Responses of Secondary School Teachers Regarding Principals' Leadership Styles

S. No	Item	SDA (%)	DA (%)	N (%)	A (%)	SA (%)	Mean Score
1	My head is kind and approachable in conversations with staff.	07	07	14	14	58	4.09
2	My head is an attentive listener, even when holding different views from the staff.	07	08	56	14	15	3.22
3	My head demonstrates an understanding of staff perspectives even when holding a differing opinion.	18	12	40	15	15	2.97
4	My head encourages staff to express their opinions openly and honestly.	15	08	41	21	15	3.13
5	My head expresses trust in staff members, even when disagreeing with them.	06	15	27	28	24	3.49
6	My head shares relevant information freely with staff members.	05	14	54	18	9	3.00
7	My head encourages staff members to express their feelings transparently.	03	15	16	45	21	3.23
8	My head expects the best from the	06	02	25	45	22	4.09

	staff.						
9	My head expects high standards of work from myself.	06	09	15	43	27	3.71
10	My head holds high regard for what the staff accomplishes.	04	03	19	39	34	3.71
11	My head encourages staff to initiate creative plans that benefit the school and fellow staff members.	04	07	27	34	28	3.00
12	My head is a bold leader, willing to experiment with new ideas in managing situations.	07	12	18	20	43	3.29
13	My head is open to feedback from staff members.	03	08	09	42	38	4.00
14	My head treats everyone equally.	06	16	24	13	41	3.29
15	My head admits mistakes when they occur.	12	05	16	48	19	3.29
16	My head allows staff to address matters related to school operations.	13	15	19	24	29	3.00
17	My head is tolerant of improvements made by staff, even if they are not yet fully completed.	05	06	29	28	32	3.00
18	My head allows staff members to take the lead during discussions in staff meetings and informal gatherings.	07	08	33	30	22	3.00
19	My head believes staff members	08	06	36	32	18	3.00

	should work through differing viewpoints without suppression.						
	My head uses "we" or "our" instead of "I" when referring to the staff or the school.	20	09	04	23	35	29 3.14
	My head is fair to all staff members.	21	07	07	24	22	37 3.29
	My head recognizes the efforts of all staff members in achieving the school's objectives.	22	05	06	22	38	29 3.14
	My head willingly takes responsibility for failures or mistakes in school activities.	23	07	04	27	43	19 3.00
	My head allows the staff to make collective decisions.	24	07	06	36	33	18 3.00
	My head sets clear goals for the staff.	25	10	07	17	47	19 3.14
	My head allows any staff member to contribute to outcomes.	26	06	09	30	33	22 3.00
	My head ignores individual staff members' contributions to their work.	27	08	09	18	46	19 3.00
	My head is less concerned about the group's performance toward achieving school goals.	28	04	11	27	36	22 3.00
	My head is indifferent to the staff's well-being.	29	07	10	20	46	17 3.00
	My head directs the team with	30	08	06	34	32	20 3.00

	minimal intervention in their						
	tasks.						
	My head does not intervene in the						
31	teaching/learning assignments of	09	10	18	43	20	3.00
	staff.						
	My head avoids interfering with						
32	the team's work in any way.	05	15	21	43	16	3.00
	My head addresses indiscipline						
33	arising from a lack of structure in	07	05	28	34	26	3.00
	staff's work.						

Table 2 presents the responses of secondary school teachers regarding the leadership style of their head, with a focus on different leadership behaviors. The leadership practices of the head receive predominantly positive feedback according to teacher ratings since several staff members indicate that their principal is easy to approach, maintains high expectations, and supports creative thinking. These findings reveal that teachers highly agree staff perceive their heads as kind during staff conversations because 72% of respondents (58% SA and 14% A) endorsed this limitation. The mean score reached 4.22. The surveyed staff members agreed with "My head expects the best from the staff" at 67% (SA and A combined) while providing a mean score of 4.14. The head's support for innovative planning and bold leadership traits are readily observed by teachers as indicated by their strong agreement (mean = 3.71 and mean = 3.29 respectively).

Several survey items demonstrate neutral or blended responses from the teachers. Staff members demonstrated a neutral reaction to how freely their head shared relevant information (mean = 2.86) while neutrality also rose regarding their head's treatment of everyone as equals (mean = 3.14). Staff members did not observe their heads acting without awareness of staff well-being (46% DA and

SDA) or dismissing individual worker contributions (46% DA and SDA) based on this survey.

Most educators maintain positive opinions about their head's leadership approach because approximately 57% of teachers show agreement with the study results. The evaluation ratings of principal leadership stretch from 2.72 to 4.22 points on the 5-point Likert scale where higher scores equate to positive beliefs. Survey participants expressed neutral reactions and disagreement to some aspects of the leadership style although they generally had positive perceptions of it.

Table 3: Descriptive Statistics of the Responses of Secondary School Teachers Regarding their Job Satisfaction Level

S.no	Items	HD	D	N	S	HS	Mean
1	A sum of instruction weight is assigned per week.	06	06	21	14	54	4.03
2	Availability of staff residential facility provided to you by the school.	06	34	03	57	00	3.06
3	Special services are provided to you, such as lunch and refreshments.	21	67	00	09	03	2.41
4	The extent to which you are provided with instruction tools and kit.	06	06	09	76	03	3.85
5	The pupil-teacher proportion in classrooms is ideal.	06	00	15	79	00	3.84
6	Provision of school transport facility for staff.	15	16	12	57	00	3.23
7	The job description is provided by the school.	03	57	18	16	06	2.89
8	The amount of salary I receive for the effort I put into my work at school, makes me.	16	12	09	63	00	3.23
9	Opportunities provided for promotion in	09	24	03	64	00	3.21

	the work environment.							
10	Staff profits (Fitness assurance, life assurance, etc.)	34	06	6	54	00		2.73
11	Job Security	21	09	60	0	10		3.02
12	Credit for effort expert	15	57	15	10	03		2.80
13	Associations with other teachers.	00	00	12	63	25		4.12
14	Relationship(s) with the principal.	00	03	12	57	28		4.05
15	Relationship(s) with the subordinates.	00	03	15	69	13		3.91
16	Opportunity to utilize your skills and talents.	06	03	6	85	00		3.90
17	Opportunity to learn new skills.	06	09	6	70	09		3.76
18	Support for additional training and education.	06	09	12	70	03		3.72
19	The level to which educators in school are suggested for more learning and drills.	00	03	15	76	06		3.80
20	The information provided to you by the principal on upcoming training prospects.	06	09	12	64	9		3.71
21	The enthusiasms of the principal to assist you get study leave.	13	06	18	60	03		3.53
22	The inspiration and support you receive from your principal to join the in-service courses and meetings related to the job.	09	00	15	73	03		3.78
23	The way your job performance is acknowledged in the school.	09	00	18	66	07		3.70
24	The way the head teacher takes your insight and opinions.	12	00	15	57	16		3.67
25	Your involvement in assessment creating on matters involving school and professors.	12	00	15	61	12		3.71

26	Your involvement in choosing the kind of incentives to be given in the school.	12	00	15	66	07	3.72
27	The fulfillment that originates after the teaching job.	6	06	18	63	07	3.64
28	The extent to which you are certified to make job-related decisions.	12	03	12	63	10	3.61
29	The authority given to you to carry out the job specified to you.	12	06	12	60	10	3.59
30	The equal dare you assign your job.	12	03	21	57	57	3.80
31	Selection of job responsibilities.	15	00	18	60	7	3.59
32	The kind of feedback you receive from your principal.	12	03	9	63	13	3.66
33	The managing procedures used by the principal to evaluate effort.	00	00	22	60	13	3.81
34	The extent to which the principal accepts you to make free choices is connected to your effort.	03	03	18	63	13	3.67
35	Job performance appraisal practices employed by the principal.	00	03	33	54	10	3.56
36	Mark of freedom linked with your effort parts.	00	06	24	57	13	3.62
37	Acceptable occasion for episodic changes in duties.	03	06	24	57	10	3.57
38	Provision of a chance to lead.	06	03	30	54	07	3.62

Table 3 provides the responses of secondary school teachers on various aspects related to their work environment, leadership, and job satisfaction, focusing on how certain factors contribute to their overall work experience. The responses are

based on a five-point Likert scale, where HD stands for Highly Dissatisfied, D for Dissatisfied, N for Neutral, S for Satisfied, and HS for Highly Satisfied.

Workers' fulfillment remained high regarding "the sum of instruction weight assigned per week" (mean = 4.03) since 68% (54% HS and 14% S) expressed happy responses. The job-related factors show teachers find the workload distribution acceptable in its current status. The high level of dissatisfaction regarding "staff residential facilities" (mean = 3.06) was identified through 40% of respondents rating these facilities in the HD and D categories. Very few teachers expressed satisfaction with special services including lunch and refreshments (mean = 2.41) as 88% stated dissatisfaction at either a D or HD level showing a clear requirement for enhanced teacher welfare options. The "Extent to which you are provided with instruction tools and kit" (mean = 3.85) achieved high satisfaction marks from teachers since 79% of them chose either satisfaction or high satisfaction (76% and 3% respectively).

Findings showed significant dissatisfaction with wages because almost 40% of teachers indicated unhappiness about how much they earned for their work effort. The same level of dissatisfaction was observed in staff benefits specifically related to life assurance (mean = 2.73). A large number of teachers expressed dissatisfaction about employee benefits given that 40% of respondents indicated either strongly disagree or disagree (D and HD) with these benefits. The teachers demonstrated a high level of satisfaction regarding both "relationship with other teachers" (mean = 4.12) and "relationship with the principal" (mean = 4.05). Almost eighty percent of teachers reported satisfaction through the likes of 63% S and 57% HS. Teachers along with their peers and the heads of management participate in positive working relationships according to survey results.

Teachers showed satisfaction toward their learning development opportunities as evidenced by their responses to "opportunity to utilize your skills" (mean = 3.90) and "support for additional training" (mean = 3.72). The data

demonstrates educators find professional development chances beneficial since satisfaction exceeds seventy percent in every response. The overall assessment of job performance evaluation practices and freedom related to work showed positive evaluations from teachers (mean = 3.81 and 3.62 respectively). A significant level of teacher dissatisfaction exists within their ability to make job-related decisions based on items such as "The extent to which you are certified to make job-related decisions" (mean = 3.61).

The dissatisfaction level is significant when it comes to "Job security" (3.02 mean) and "credit for effort" (2.80 mean) because more than one-fifth of employees who answered HD and one-tenth from group D feel unsure about their job stability and recognition for their work. Teachers show positive satisfaction with how they relate to their coworkers and colleagues yet their major dissatisfactions center on salary compensation issues and the lack of facilities and additional staff assistance programs. The mean score ratings between 2.41 and 4.12 demonstrate diverse teacher satisfaction levels which show specific dissatisfaction regarding salary and staff benefits in addition to insufficient resources and facilities.

Inferential Statistics/Hypotheses Testing

H_{01} : *There is no significant relationship between principals' leadership styles and the job satisfaction of secondary school teachers.*

Table 4: Pearson's Correlation between Principals' Leadership Styles and Job Satisfaction of Secondary School Teachers

Variables	Democratic Style	Autocratic Style	Laissez-Faire Style	Job Satisfaction
Democratic Style	1.00			
Autocratic Style	.196**	1.00		
Laissez-Faire Style	.483**	.318**	1.00	
Job Satisfaction	.643**	-.569**	0.023	1.00

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

* . Correlation is significant at the 0.05 level (2-tailed).

Correlation Strength: $r \geq 0.70$ = Strong; $0.30 \leq r \leq 0.69$ = Moderate; $0.01 \leq r \leq 0.29$ = Weak

Table 4 presents that secondary school educators displayed higher job satisfaction in relation to the leadership styles their principals employed. The results demonstrate a substantial relationship between democratic leadership style and job satisfaction ($r=0.643$). On the other hand, job satisfaction among teachers decreases as leaders adopt more autocratic approaches according to the computed significant negative correlation ($r= -0.569$). The study revealed a weak yet statistically valid positive relationship between laissez-faire leadership style and job satisfaction through the 0.023 correlation value. It clearly shows that that democratic leadership possesses a solid positive effect on job satisfaction yet teachers under autocratic leadership experience reduced satisfaction at their work. Participatory leadership styles evaluated by the researchers did not demonstrate any relevant relationship with job satisfaction. Hence the null hypothesis “*There is no significant relationship between principals’ leadership styles and the job satisfaction of secondary school teachers*” was rejected.

Discussion

The aim of this study was to explore the relationship between principals’ leadership styles and secondary school teachers’ job satisfaction. The findings indicate that teachers demonstrated greater job satisfaction because their principals selected particular leadership techniques. The analysis demonstrates that democratic leadership correlates favorably with job satisfaction levels ($r = 0.643$) in accordance with existing research on participative leadership as an effective job satisfaction booster (Bass, 1990; Leithwood & Jantzi, 2006). Democratic leaders establish supportive conditions in their schools that result in improved teacher morale and satisfaction according to Day et al (2016). Leadership

methods based on democracy create motivated and valued teaching staff who experience professional growth since they can work together with their principal (Dinham & Scott 2000).

The study showed that job satisfaction declined to a degree of -0.569 as leaders adopted an autocratic style. A negative relationship exists between autocratic leadership and teacher satisfaction according to past studies reported by Hersey and Blanchard (1993) and Leithwood and Jantzi (2006). Leadership positioning at the top and minimal teacher involvement in decision-making procedures together with limited staff autonomy results in dissatisfaction among personnel (Bush 2018). The study findings mirror those of Becker and Billings (1993) and Koustelios (2001) who established that autocratic leadership diminishes both teacher motivation and satisfaction levels.

Research outcomes indicate a weak statistically valid positive relationship between laissez-faire leadership and job satisfaction ($r = 0.023$). Early teacher satisfaction increases when principals demonstrate less involvement even though this impact remains less powerful than democratic leadership approaches. Under the laissez-faire leadership style teachers normally receive minimal instruction from their administrators but research demonstrates that this approach creates both positive and negative impacts on workplace satisfaction (Northouse, 2007). Research using more established leadership methods reveals stronger positive correlations than this study (Wood, 1994).

Conclusively, the results reveal democratic leadership creates strong satisfaction among teachers while autocratic leadership leads to decreased teacher contentment. The research findings underline how workplace atmosphere is influenced by the leader approach and indicate that when principals involve teachers in decision-making their teachers will experience better satisfaction. The implementation of directive leadership through control often leads teachers to feel dissatisfied with their work conditions. Effective leadership demands the

combination of clear direction along with support and teacher freedom according to the weak relationship between laissez-faire leadership. The investigation of performance and morale should continue into these particular leadership patterns to establish their distinct effects on the teaching staff.

Conclusions

This study reveals that principal leadership styles influence the job satisfaction of secondary school teachers. Teachers showed higher satisfaction when principals were performing in democratic leadership styles, which boosts teamwork, contribution, and a sense of belonging among staff. Conversely, autocratic leadership, which tends to be more controlling and directive, was associated with lower levels of job satisfaction. Interestingly, the laissez-faire leadership style, which involves a hands-off approach, had an insignificant impact on teachers' job satisfaction. These findings highlight the importance of a leadership approach that values teacher participation, support, and engagement in decision-making processes. Overall, democratic leadership emerged as the most effective and successful leadership style in promoting job satisfaction, suggesting that schools should prioritize leadership strategies that promote a positive, inclusive, and motivating working environment for teachers.

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