

## Principal's Leadership Styles and Teacher's Job Satisfaction: A Correlational Study at Secondary Level in District Peshawar

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### Abstract

*The main purpose of this quantitative study is to identify and explore the relationship between principals self-perceived and teacher's perceived leadership styles and teachers' job satisfaction as perceived by secondary schools teacher in Peshawar. Correlation analysis results are based on quantitative survey data from a sample of 25 principals and 230 teachers from 30 secondary schools. The correlation tests between principal's leadership styles i.e. transactional leadership style scores have a positive correlation with teacher's job satisfaction or high job satisfaction while laissez-faire leadership style score has negative correlation with teacher job satisfaction or low job satisfaction. The study recommended that there is need for school administration to practice Transactional Leadership style to enhance the overall satisfaction of teachers.*

**Keywords:** Transactional and laissez-faire leadership style, job satisfaction.

### Introduction

The vital and important features of any educational system are excellence and quantity of employees, the value of education, principal leadership style, work tools and operational situation. So many studies demonstrate that most of the teachers feel less satisfaction in their job's environment and show a desire to leave the profession and organization (Perie & Baker, 1997; Evans, 1998). The factors responsible for the ineffectiveness of government schools are unsatisfactory Job performance of the talented graduates (Saleem et al, 2012). The principal and teachers play a significant role in shaping the school to accomplish its goals. Principal leadership style and job satisfaction of teachers are two significant elements for school. The principal leadership style is one of the most valuable factors for teachers' satisfaction (Herzberg et al. 1959; Kusum & Billingsley, 1996; Perie & Baker, 1997; Dinham & Scott, 1998; Evans, 1998; Tillman & Tillman, 2008; Sharma & Jyoti, 2006). According to Northouse (2012), leadership is the centralization of power and the domination of followers. A procedure in which leader's force influences the activities of individuals for the achievement of common goal (Nworgu, 1991, North, 2012). Leadership may also be defined as a development of a complete and clear system

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of expectations in order to suggest, identify, and use the potentials of all valuable resources in an organization the most essential of which is people (Ololube, 2004, Kiboss & Jemiryott 2014). The school leadership can be summed up as the principal's capability to influence teachers, students and other stakeholders so that they devotedly and enthusiastically make every effort for the achievements of school goals (Sisungu, 2002, Kiboss & Jemiryott 2014).

A principal must hold a leadership position in a school but mere possession of the post has no guarantee that the incumbent is a successful leader in the sense that he/she does things in right way, leads his/her followers or staff and initiates new programs. It means that leadership can only be understood from performance, deeds that a leader executes and knows what sort of a leader or a person he/she is (Mbiti, 2007; Kiboss & Jemiryott, 2014). According to Clark (2000) Kiboss and Jemiryott (2014), leadership styles are those behavioural patterns which are practiced by head in order to monitor members of the organization and to make a judgment concerning approaches, operations of group activities and the mission. Leadership style is a technique and approach in which a leader implements plans, provides instructions, and inspires people in order to attain wanted goals. It means that leadership style and the usefulness of associations between leaders and their subordinates are significant deciders of a group success in any hierarchical organization. However, leadership styles vary from institution to institution and it is crucial to mention that no two leaders could manage and lead their Institutions in the same manner (Kiboss & Jemiryott, 2014). According to Hoy and Miskel (1996), honorable character and selfless service to institute is the source of good leadership. An effective school administrator is competent to give his/her teachers continuously meaningful personal and emotional support to promote self-assurance, and to keep teachers at the high pedestal. In such kind of relationship, the teachers feel job satisfaction to improve school performance, (Syptak et al, 1999).

The principal's power comes from his leadership style. The outstanding model of Leadership designed by Bass and Avolio (1994) has been used to explain leadership styles from laissez-faire to transformational on a range. The laissez-faire style of leader does nothing. A transactional leader relies on contact with him/her and his/her employees (Bass & Avolio, 1994).

While the concept of job satisfaction is hard to define that has been challenged increasingly and developed particularly since the Herzberg, Mausner, and Snyderman study in 1959, teacher's job satisfaction is a subject which is getting the significant attention of the leaders and researchers alike. For the same motive, Bowran and Todd (1999) indicated that job performance and job satisfaction are positively correlated because the associated factors help the organizational leaders in guiding the activities of

employees in the desired direction to achieve the organizational goals. The deciding factor in the organization's efficiency is the job satisfaction because an individual's work situation is an effective response in which the overall feeling about an individual's career which can be linked to definite outcomes, such as productivity, school goals and enhance in self-esteem (Syptak et al, 1999).

In District Peshawar at secondary school levels, there are an increasing number of factors which affect the organizational efficiency and advancement. Consequently, these factors raise challenges for leadership styles that identify principals as leaders in these schools to create enabling and the favourable working environment in order to motivate and hold successful teachers. Therefore an investigation of principals' leadership style and teachers' job satisfaction would highlight how they correlate in the promotion and achievements of school goal.

Therefore, there is a need to explore the relationships that exist between the perceptions of teachers regarding leadership styles and their job satisfaction. This study is an attempt to contribute in this regard.

### **Research Objectives**

The study aims at the following objectives:

- 1: To explore the correlation between principal's transactional leadership style and teacher's job satisfaction at Secondary Schools level in Peshawar.
- 2: To assess the relationship between principal's laissez-faire Leadership style and teacher's job satisfaction at Secondary Schools level in Peshawar.

### **Hypotheses Tested**

- H01:** There is no significant relationship between the transactional leadership style of principal scores and teachers' job satisfaction at secondary schools level in Peshawar.
- H02:** There is no significant relationship among the laissez-faire leadership style of principal scores and teachers' job satisfaction at secondary schools level in Peshawar.

### **Research Design**

According to the statement of Ngechu (2001), a research design is a map presenting how the under examination problems are solved. The function of this research was to observe the relationship between secondary school principals' leadership styles (transactional and

laissez-faire) and teachers' job satisfaction. The Multifactor Leadership Questionnaire (MLQ-short form) applied to conduct and analyze data of this study. Bass and Avolio (1990) introduced the Multifactor Leadership Questionnaire as a quantitative tool to assess the transactional, transformational, and laissez-faire leadership. The manual of MLQ test showed strong validity substantiation for of the MLQ scores. Bass, Avolio, and Jung (1999) noted that in more than 300 research studies, the MLQ has been used in master's theses and doctoral dissertations. The MLQ has been used with the groups of a wide variety of raters and ratees. The evidence of Construct validity which is based on analyses of factor has given a model of six factors elucidating the scope of the MLQ. Moreover, Antonakis (2001) supported in his statement the capability of the nine-factor MLQ leadership model and its situational homogenous consistency. Moreover, Antonakis noted that reliability for the MLQ estimates subscale scores ranged from fair to good.

The Multifactor Leadership Questionnaire (MLQ-short form) of Bass and Avolio has been utilized for the present study which distinguishes transactional and laissez-faire leadership traits. The Multifactor Leadership Questionnaire (MLQ-short form) was subjected to both principal and teachers to determine leadership style. Moreover, the Minnesota Satisfaction Questionnaire (MSQ) was used to measure the secondary school teachers' job satisfaction Peshawar. The MSQ with 20 items having Likert- type of response format, in which the selection of subject would be from: (Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree).

### **Population and Sampling**

Sampling is the procedure of selecting a subset of cases about the entire set in order to draw conclusions (Orodho, 2004). Wiersma (1995) stated that a sample is a little population taken from the target population chosen thoroughly for the study. Sampling is significant because an individual would learn something about a large group by studying a small number of its members in order to save time and money. According to Mugenda and Mugenda (2003), the researcher adopted the recommendation of 10 to 30% of the universe to determine the sample size which was seen as representative and could be generalized to the population. The higher limit 30% of the population used by the researcher. Therefore, the sample was comprised the 25 Principals of the sampled schools which is 30% of the schools 85 schools were selected randomly and 230 teachers which were 20 percent of the total population of teachers i.e. eight teachers from each school. Random sampling was used to identify the sample schools with principals and teachers.

### **Data Analysis Procedure**

During the beginning stage of data analysis, the reliability test was used to evaluate the internal consistency of the items of the involved variables. The descriptive statistics (means and standard deviations) were used for the continuous variables of the study,

comprising teachers' job satisfaction based on MSQ scores, and teacher's perception of the principal's transactional leadership style and laissez-faire leadership based on MLQ scores.

The researcher has utilized four data analysis measures the Responses and to check the hypotheses of the study. First of all, the reliability test was used estimate the internal consistency of the items. Then descriptive statistics analysis was utilized. The three hypotheses examine the correlation between particular leadership styles and job satisfaction. The researcher has used Pearson's correlation analysis to conclude the existence and nature of the relationships between the study variables based on Pearson's correlation coefficients. A positive r-value indicated a positive relationship between the variables, while a negative r-value indicated an inverse relationship between the variables. A p-value less than .05 indicated a statistically significant relationship (Garson, 2012).

### Data Collection Procedure

The data has been collected through Multifactor Leadership Questionnaire (MLQ), Minnesota Satisfaction Questionnaire (MSQ) and Minnesota satisfaction Questionnaire Demographic Information Sheet .Once; the data collected through these Questionnaires were analyzed with the help of SPSS v. 23 in order to attain the accurate result.

### Results and Discussion

**Table:1**

Reliability Statistics		
	Cronbach's Alpha	N of Items
TSLS	.783	12
LFLS	.943	4
JS	.925	20

According to the Cronbach's alpha statistics the reliability of the responses were estimated as shown in the table. According to Uma Sekaron (2003), the value of reliability below 0.60 is weak, in the range of 0.70 is acceptable while more than 0.80 is good. This table shows reliability of the variables from acceptable to very good. All the reliability test results for all variables like Transactional leadership style (TSLS=.783), Laissez-faire leadership style (LFLS=.943) and Job satisfaction (JS=.925) which fall in the range of acceptable to very good.

### Descriptive Statistics

Descriptive statistics analyses are carried out for respondent ratings from the Multifactor Leadership Questionnaire (MLQ short form) for transactional and laissez-faire leadership style. The MLQ is based on a five-point rating scale (1 to 5 points). Descriptive statistics from the Minnesota job satisfaction Survey (MJS) is also based on a five-point rating scale (1 to 5 points). In order to know either the respondents scores demonstrating teacher job satisfaction or dissatisfaction, the focus is on mean score of 3.2 or above which show teacher job satisfaction while the mean score below 3.2 represents teacher job dissatisfaction.

**Table: 2**

#### Descriptive Statistics

	N	Min	Max	Mean	Std. D
TLSCR	255	1.00	5.00	3.9676	.63345
TLSME(Act)	255	1.25	5.00	3.6892	.62999
TLSMAE(Ps)	255	1.00	4.75	3.3461	.65777
TLS	255	1.17	4.58	3.6676	.52400
LFLS	255	1.00	5.00	3.7196	1.11288
JS	230	1.25	4.65	3.9033	.59076

The table indicates the descriptive statistics regarding secondary school principal Leadership styles, teacher job satisfaction. The mean values in the given table showed that the overall teachers were satisfied with their jobs, having mean score of ( $M = 3.9033$ ). The table 4.6 indicated that the highest subscale scored by teachers in transactional leadership was that Contingent Reward ( $M = 3.9676$ ) while the lowest score in subscales of transactional leadership was that of management by exception passive ( $M = 3.3461$ ). The Laissez-faire leadership style had the teacher rated mean score of ( $M = 3.7196$ ).

### Hypothesis: 1

**H01:** There is no significant relationship between the transactional leadership style of principal scores and teachers' job satisfaction at secondary schools level in Peshawar.

The hypothesis was tested by conducting a Spearman's correlation for the teacher-perceived transactional leadership style of secondary school principals to teacher job

satisfaction.

**Table: 3** Spearman correlation test for transactional leadership style and its Subscales to job satisfaction of teachers.

Transactional		Job satisfaction
Spearman correlation Transactional Leadership style		0.351
co relational coefficient		
Sig ;( 2-tailed)	0.000	
N	255	<b>230</b>
CR	co relational coefficient	0.195
sig;(2-tailed)	0.003	
N	255	230
ME(At)	co relational coefficient	0.62
sig;(2-tailed)	0.014	
N	255	230
ME (Pa )	co relational coefficient	0.223
sig; (2-tailed)	0.001	
N	255	230

Spearman's correlation was also conducted to test Hypothesis 1 for the negative correlation between the teachers' perceptions of secondary school principal transactional leadership style's subscales to teacher job satisfaction. The Subscales contingent reward and management by exception (active) as well as (passive) were statistically significant or positive correlation with teacher job satisfaction. Results indicated contingent reward was  $r_s = .195$ ,  $p = .003$ , management by exception (active) was  $r_s = 0.62$ ,  $p = 0.014$  and management by exception (passive) was  $r = 0.223$ ,  $p = 0.001$ .

The hypothesis 1 was rejected for contingent reward and management by exception (active) subscales as well as management by exception (passive). These data was tabulated in Table 2. The results suggest that it was likely that the teachers in this study felt that there was a relationship between their perceived principal's transactional leadership style subscales of contingent reward and management by exception (active) to their own sense of satisfaction with their job.

## Hypothesis 2

H02: There is no significant relationship among the laissez-faire leadership style of principal scores and teachers' job satisfaction at secondary schools level in Peshawar.

The hypothesis 2 was tested by conducting a Spearman's correlation for the teacher-perceived Laissez-faire leadership style of secondary school principals to teacher job satisfaction.

**Table: 4**

Spearman correlation test for Laissez faire leadership style and job satisfaction of teachers			
Job satisfaction			
Spearman correlation	Laissez-faire	co relational coefficient	<b>0.037</b>
LFLS		sig ;( 2-tailed)	<b>0.580</b>
N		255	<b>230</b>

The laissez-faire leadership style had a statistically significant negative correlation to teacher job satisfaction ( $r_s = 0.037$ ,  $p = .580$ ). The direction of the correlation was a negative which indicated that laissez-faire leadership style has statistically negative correlation with teacher's job satisfaction. These data were tabulated in Table 3, indicated that there was a negative relationship between the teacher's perceptions of their principal's laissez-faire leadership style to their own sense of satisfaction with their job.

## Research Findings

The following findings were drawn from the analysis:

- The consistency of whole variables lies in the range of acceptable to very good.
- The descriptive statistics having a minimum, maximum mean and standard deviation shows that the overall teachers were satisfied with their jobs.
- The result of one sample t-test from sub variables of the Transactional Leadership styles (TLS) indicates that all the sub-variables fall in the region where the respondents are on the agreement side.



- The result of one sample t-test for Laissez-faire leadership style is also statistically significant and higher than the mid-point.
- The result of one sample t-test for dependent variable (Job satisfaction) is statistically significant and higher than the mid-point.
- The Pearson correlation's result for transactional leadership component (contingent reward) shows positive correlations with teacher job satisfaction.
- The Pearson correlation's result of the component of Transactional leadership style i.e. Management by Exception (active) shows moderate correlation with teachers' job satisfaction.
- While the Pearson correlation's result for the transactional leadership component management-by-exception (passive) show negative correlations with teacher job satisfaction.
- The Pearson correlation's result of the laissez-faire leadership style also indicates that there is a statistically negative correlation with teacher's job satisfaction.

## Discussion and Conclusion

The analyses and interpretation showed that there is a significant or positive relationship between principal Transactional leadership style and teacher job satisfaction. In this regard, Bogler (2001) and Nguni et al. (2006) stated that there is a significantly positive correlation between Transactional leadership style to teacher job satisfaction. Therefore, it can be concluded that the school leaders possess positive relationship with teacher's job satisfaction.

The transactional leadership component (contingent reward) is a statistically significant at 0.01 which shows positive correlations with teacher job satisfaction. This means that the Transactional leader (reward base leadership) enhancing the level of teachers' job satisfaction. While the components of Transactional leadership style i.e. Management by Exception active (MEAt) shows moderate correlation with teachers' job satisfaction.

These results support the previous findings concerning the transactional (contingent reward) principal leadership style and teacher job satisfaction. As Bogler (2001) and Nguni et al. (2006) studies have indicated positive relationship between transformational and transactional leadership styles and teacher job satisfaction. On the other hand, the transactional leadership component management-by-exception (passive) and laissez-faire show negative correlations with teacher job satisfaction. The results about the management by exception passive and laissez-faire confirm previous researches which show the decrease in level of teacher's determination and teacher's job satisfaction (Korkmaz, 2007; Nguni et al, 2006).

The results of the research study match with Bass's conceptual theory that a leader may either be perceived as a transformational or a transactional (Bass, 1985). This study also agree with the research findings of Nguni et al. (2006) which have stressed that transactional leadership styles as well as transformational possess positive impact on teacher job satisfaction. The research study also agrees with the results some other research studies too. This study confirms the research of Bogler (2001) as well as the Korkmaz (2007) which show significantly positive correlation between teacher's job satisfaction and transactional leadership. The Transactional leadership sub variable management by exception active shows moderate correlation with job satisfaction of teachers. While management-by-exception passive indicates a negative correlation with teacher's job satisfaction. The laissez-faire Leadership or non-leadership also possess negative correlation with teacher job satisfaction which astonishingly conform the results of Korkmaz (2007) and Nguni et al. (2006) demonstrating the negative association of management-by-exception (passive) and laissez-faire leadership styles with job satisfaction of teacher.

### **Recommendations**

- The study recommends that there is need for school administration to practice Transactional Leadership style to enhance the overall satisfaction of teachers.
- The study also recommends that school administration (Principals) should initiate reward system (fringe benefits, recognition by administration) in school to achieve the level of teachers 'job satisfaction.
- The study recommends that principals, teachers, and education sector should use these findings to increase training programs and take initiative to advance principal leadership and teacher efficiency which in turn could direct to enhance students' achievements.

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