

Impact of Transformational Leadership Styles of Principals on Job Satisfaction of Secondary School Teachers

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Abstract

This study aims at determining the impact of transformational leadership styles of principals on job satisfaction of secondary school teachers. It is a descriptive correlational study and survey method is used for data collection. Population for the study is all secondary school teachers of 1166 government male high and higher secondary schools and all government teachers enrolled in various programs of Northern University in KPK. Using a convenient sampling technique, a sample of 1050 secondary school teachers from 140 schools, 20 each of seven selected districts on the basis of spoken languages is taken as sample-1. Another sample of 100 government teachers enrolled in different programs from Northern University is taken as sample-2. Two instruments i.e. MLQ and JSS are used for the collection of data in this study. Data is collected through personal visits. Data is analyzed by applying mean, standard deviation, t-test and Pearson's correlation. The major findings of the study are that principals of male high and higher secondary schools showed higher level of transformational leadership styles. Both the samples showed a positive and significant relationship between transformational leadership styles of principals and job satisfaction of secondary school teachers.

Keywords: Northern University, Transformational Leadership, MLQ, JSS, T-Test and Pearson's Correlation.

Introduction

Leadership is a fundamental process in all disciplines of management comprising a variety of tasks that can be helpful in achievements of the goals of organization. For the purpose, leadership professionals and scholars propose effective directions in associations for pushing the organizations towards better results (Marn, 2012; Razik & Swanson, 2010).

Many scholars deem transformational leadership embraced by the principal (head teachers) to be an essential factor in student's better achievement and institutions' successes. Transformational leadership

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practices present the influential leadership style and main actors for the attainment of results in teaching learning institutions. According to Bush (2011) transformational leadership style is a proper and inevitable collegiate model for the secondary and the above level of educational institutes. The followers and the leaders have the same aim, the followers must be kept a head and developed; lead them to next stage and force them to use their own interest for the achievement of the best result (Marn, 2012).

According to Bass, Avolio transformational leadership motivates the followers and moves the fellow workers to obtain beyond expectancies and in the procedure develops their own capabilities (Northouse, 2016). Transformational leadership works for a mutual understanding with the followers by responding them. The followers have also a common vision for the organization, leaders and their followers are interlinked and dependent upon one another. For this purpose, the satisfaction of the followers is ensured as positive effects of the leadership could be viewed in the performance of the followers as organization and employees could work together positively when there is high level of job satisfaction is provided by the organization. Therefore, it is the need of the time that teachers must be motivated by the concerned organizations and their leaders with the help of job satisfaction (Silins & Mulford, 2002).

Objectives of the study

The key objectives of the research were:

- (i) To investigate the level of transformational leadership styles of principals.
- (ii) To identify the level of job satisfaction among secondary school teachers.
- (iii) To examine the relationship between transformational leadership style of principals and job satisfaction of the secondary school teachers.

Hypotheses of the study

In order to obtain the objectives, the following six hypotheses were tested:

- H_A 1: Transformational leadership style has statistically significant relationship with job satisfaction.
- H_A 2: An idealized behavior has statistically significant relationship with job satisfaction.
- H_A 3: An idealized attribute has statistically significant relationship with job satisfaction.

- H_A 4: Inspirational motivation has statistically significant relationship with job satisfaction.
- H_A 5: Intellectual stimulation has statistically significant relationship with job satisfaction.
- H_A 6: Individualized consideration has statistically significant relationship with job satisfaction.

Method and procedure

The study is descriptive co-relational in nature. It is framed to see the influence of transformational process of interaction approaches of principals on Secondary School Teachers' job satisfaction. Due to demand of opinions to be collected from a huge number of teachers, a survey research method was acquired. According to Creswell (2003), this method of data gathering is more workable and reasonable for a large population.

Population

Among the four provinces of Pakistan, Khyber Pakhtunkhwa is one of them. The researcher belongs to this province, so it was taken as a population for the research work because it was very suitable for the researcher to personally interact with the teachers (respondents).

The population of this study was as follow:

- (i) Eight thousands one hundred and twenty five secondary school teachers of government high and higher secondary schools of KPK.
- (ii) One thousand one hundred and sixty six government high and higher secondary schools.
- (iii) One hundred and fifty government teachers enrolled in different programs at Northern University, Nowshera.

Sample

There were two types of samples used for this study.

Sample-I

One thousand and fifty secondary school teachers were taken as a first sample from seven districts. The districts were chosen on the basis of cultural background. The sampled districts were Charsadda (Pashto), D.I. Khan (Saraiki and Pashto), Haripur (Hindko and Pashto), Mardan (Pashto), Nowshera (Pashto and Urdu), Peshawar (Pashto and Hindko) and Swat (Pashto and Urdu). Using a convenient sampling technique,

One hundred and fifty teachers from twenty schools of every sample district were taken for the collection of data. Teachers from the first sample were called working teachers.

Sample-II

One hundred government teachers enrolled in different programs for higher education at Northern University, Nowshera, Pakistan. The teachers from the second sample were called student teachers.

Research Instruments

For data collection, two instruments were used.

- (i) Multifactor Leadership Questionnaire (MLQ)
- (ii) Job Satisfaction Survey (JSS)

Data Collection

In the first phase of data collection, the questionnaires were distributed among the respondents of the sample schools through personal visits with the cooperation of the focal persons. Focal persons were the district presidents/representatives of secondary school teachers associations at districts level. During the data collection process, the researcher was in close contact with the respondents and focal persons for any of the queries.

In the second phase, the researcher collected data from those PhD scholars, MS Education students, M.Ed students and students of other programs enrolled at Northern University who were already teaching in government high and higher secondary schools. The purpose behind this procedure of data collection was to get it from different teaching learning environments and locations with the same instruments for more valid and reliable results.

Analysis of Data

After receiving the filled questionnaires from all the sampled schools, the data was given weights for analysis. The collected data were interpreted in view of the objectives of the research. The 6th version of SPSS was acquired for the data analysis. Data analysis was carried out by the methods of descriptive statistics and inferential statistics.

Mean and Standard Deviation

The mean scores and std. deviations were picked to find out the level/position of transformational practices of the heads of the schools (principals) and the satisfaction level of SSTs in their jobs as well.

b) Pearson correlation r test

This test was used to test the relationship between variables of the current study. The coefficient of correlation(r) was adopted to find out the meaningful relation between the independent variable and dependent variable under consideration i.e. transformational leadership and job satisfaction.

The acceptance of alternate hypotheses implies that the two variables under consideration are related to each other. The rejection of alternate hypotheses implies that there is no relationship between the two variables under comparison.

c) T-statistic

T-test for independent samples means that there are two (2) sections/groups, and we are comparing the means of the two groups.

The conclusions and recommendations were framed from the results of collected data.

Results

The hypotheses for this study were distinguished into two heads on the basis of hypotheses’ essence i.e. null and alternatives. Data were interacted using SPSS version 16.0. All the hypotheses were tried at significant level $p = 0.05$.

Inferential statistics

H₀1: There is no significant difference between the responses of working teachers and student teachers.

Table 1: Transformational Leadership

Respondents	N	df	Mean	Std. Deviation	S.E _D	t-value
Working teachers	1050	1148	3.89	0.732	0.076	2.90
Student teachers	100		3.67	0.662		

SignificantTable value at 0.05 = 1.96

Table 1 indicates the t- value was found to be 2.90, which was greater than the table t-value at significance level of 0.05. Hence, the null hypothesis, “There is no significant difference between working teachers

and student teachers responses” was rejected. An independent-samples t-test was conducted to compare responses of working teachers and student teachers.

H₀2: There is no significant difference between working teachers and student teachers responses.

Table 2: Job satisfaction

Respondents	N	df	Mean	Std. Deviation	S.E _D	t-value
Working teachers	1050	1148	2.87	0.353	0.037	-5.98
Student teachers	100		3.10	0.422		

SignificantTable value at 0.05 = 1.96

Table 2 reveals the t- value was found to be -5.98, which was greater than the table t-value at significance level of 0.05. Hence, the null hypothesis, “There is no significant difference between working teachers and student teachers responses” was rejected. There was a significant difference in the scores b/w working teachers (M=2.87, SD=0.353and student teachers (M=3.10, SD=0.422) conditions; t (1148) =-5.98.

Descriptive Statistics

Level of transformational leadership styles among the principals (Overall)

Table 3: Mean scores, standard deviation for transformational leadership styles (N=1150)

Variable	Mean	Standard Deviation	Level
Idealized Behavior	4.06	0.761	*High
Idealized Attribute	3.79	0.815	High
Inspirational Motivation	3.93	0.783	High
Intellectual Stimulation	3.85	0.778	High
Individualized Consideration	3.74	0.906	High
Transformational leadership	3.88	0.729	High

Table 3 shows the overall descriptive statistics of the raters (teachers) about the transformational leadership. The teachers scored their principals the highest in terms of idealized behavior (mean: 4.06; std.dev 0.761) followed by inspirational motivation (mean: 3.93; std.dev 0.783), intellectual stimulation (mean: 3.85; std.dev 0.778) idealized

attributes (mean: 3.79; std.dev 0.815) and individualized consideration (mean: 3.74; std.dev 0.906).

The table indicates that the overall mean scores for all attributes of transformational leadership among the principals were in the range of 3.74 to 4.06 on the 5-point rating scale. The results indicated that most of the secondary school teachers perceived that the practices of transformational leadership by principals in secondary schools were high with a mean score 3.88 and standard deviation 0.729. (*High, Moderate and Low level criteria have been given by Wahab, et al. (2014))

Levels of Teacher's Job Satisfaction (Overall)

Table 4: Mean, standard deviation for teachers job satisfaction (N=1150)

Variable	Mean	Standard Deviation	Level
Pay	2.19	1.002	Low
Promotion	2.14	0.776	Low
Supervision	3.37	0.826	Moderate
Fringe benefits	2.27	0.947	Low
Contingent rewards	2.74	0.922	Moderate
Operating condition	2.74	0.922	Moderate
Co-worker	3.65	0.960	High
Nature of work	3.79	1.036	High
Communication	3.18	1.040	Moderate
Job satisfaction	2.90	0.365	Moderate

Table 4 indicates that the level of teachers job satisfaction was at a moderate level (mean=2.90, standard deviation=0.365). Overall, the mean score for teachers' job satisfaction was between 2.14 to 3.79. However, there were four dimensions that had moderate mean scores, three had low and two had high mean scores. Nevertheless, the overall outcomes of this study show that among the teachers moderate intensity of job satisfaction was found.

Alternative Hypotheses Tests

The Pearson r correlation was computed to examine statistically significant relationships between the transformational leadership of the principals and secondary school teachers' job satisfaction (see Tables 5-10). The results of the study indicated that the correlation coefficients are statistically significant for all of the five subscales of principals'

transformational leadership and job satisfaction of secondary school teachers.

Relationship between transformational leadership styles of principals and teachers’ job satisfaction.

Hypothesis H_{A1}: Transformational leadership style has a statistically significant relationship with job satisfaction.

Table 5:Pearson correlation for the relationship of transformational leadership styles of principals with teachers’ job satisfaction

Dependent Variable	Transformational Leadership		Strength
	R	Sig.(<i>p</i>)	
Job satisfaction (Working teachers)	0.359	0.00	*Moderate
Job satisfaction (Student teachers)	0.355	0.00	*Moderate

** *p*<0.05

Table 5 shows a statistically significant relationship between the transformational leadership styles of the principals and secondary school teachers’ job satisfaction. For working teachers *r*=0.359, *p* =0.00 and for student teachers *r*=0.355, *p* =0.00.

The *r* value for both samples shows a positive correlation coefficient at a moderate level. *Strong and small correlation as explained by Cohen (2003) are: Small= 0.10 to 0.29; Moderate= 0.30 to 0.49 and Large=0.50 to 1.00. This resulted in the acceptance of the alternative hypothesis H_{A1}. Hence, the result indicates that there was a significant relationship between transformational leadership styles of principal and teachers’ job satisfaction.

Hypothesis H_{A2}: Idealized behavior has a statistically significant relationship with job satisfaction.

Table 6: Pearson correlation for the relationship of IdealizedBehavior of principals with teachers’ job satisfaction

Dependent Variable	Idealized Behavior		Strength
	R	Sig.(<i>p</i>)	
Job satisfaction (Working teachers)	0.370	0.00	Moderate
Job satisfaction (Student teachers)	0.370	0.00	Moderate

**** $p < 0.05$**

It can be deduced from the table 6 that there was a statistically significant association between idealized behavior of the principals and teachers' job satisfaction. For working teachers $r = 0.370$, $p = 0.00$ and for student teachers $r = 0.370$, $p = 0.00$.

The "r" value for both samples indicated a positive correlation coefficient at moderate measure. This marked in the acceptance of the alternative hypothesis $H_A 2$. Therefore, the result indicated that there was a meaningful link between idealized behavior of principals and teachers' job satisfaction.

Hypothesis H_{A3} : Idealized attribute has a statistically significant relationship with job satisfaction.

Table 7: Pearson correlation for the relationship of Idealized attribute of principals with teachers' job satisfaction

Dependent Variable	Idealized attribute		Strength
	R	Sig.(p)	
Job satisfaction (Working teachers)	0.282	0.00	Weak
Job satisfaction (Student teachers)	0.307	0.00	Moderate

**** $p < 0.05$**

Table 7 indicates that there was a statistically meaningful relation between idealized attribute of the principals and teachers' job satisfaction. For working teachers $r = (0.282)$, $p = 0.00$ and for student teachers $r = (0.307)$, $p = 0.00$.

The "r" value for working teachers showed a positive correlation coefficient at a weak measure. The r value for student teachers showed a positive correlation coefficient at a moderate measure. This marked in the acceptance of the alternative hypothesis $H_A 3$. Hence, the result indicated that there was a meaningful relationship between idealized attribute of principals and job satisfaction among the teachers.

Hypothesis H_{A4} : Inspirational motivation has a statistically significant relationship with job satisfaction.

Table 8: Pearson correlation for the relationship of Inspirational motivation leadership styles of principals with teachers' job satisfaction

Dependent Variable	Inspirational motivation		Strength
	R	Sig.(<i>p</i>)	
Job satisfaction (Working teachers)	0.321	0.00	Moderate
Job satisfaction (Student teachers)	0.217	0.00	Weak

** $p < 0.05$

It can be deduced from the table 8 that there was a statistically meaningful relation between inspirational motivation of the principals/heads and teachers' job satisfaction. For working teachers $r = (0.321)$, $p = 0.00$ and for student teachers $r = (0.217)$, $p = 0.00$.

The "r" value for working teachers revealed a positive association at a moderate level. The r value for student teachers showed a positive association at a weak level. This resulted in the acceptance of the alternative hypothesis $H_A 4$. Hence, the result indicated that there was a meaningful relation between inspirational motivation of principals and job satisfaction among the teachers.

Hypothesis $H_A 5$: Intellectual stimulation has a statistically significant relationship with job satisfaction.

Table 9: Pearson correlation for the relationship of Intellectual stimulation leadership styles of principals with teachers' job satisfaction

Dependent Variable	Intellectual stimulation		Strength
	R	Sig.(<i>p</i>)	
Job satisfaction (Working teachers)	0.344	0.00	Moderate
Job satisfaction (Student teachers)	0.257	0.00	Weak

** $p < 0.05$

Table 9 indicates that there was a statistically significant/meaningful relationship between intellectual stimulation of the principals and teachers' job satisfaction. For working teachers $r = (0.344)$, $p = 0.00$ and for student teachers $r = (0.257)$, $p = 0.00$.

The “r” value for working teachers showed a positive correlation coefficient at a level of moderate. The “r” value for student teachers showed a positive correlation coefficient at a weak level. This revealed in the acceptance of the alternative hypothesis H_A 5. Hence, the result indicated that there was a meaningful association between intellectual stimulation of principals and the satisfaction of job among the teachers.

Hypothesis H_A6: Individualized consideration has a statistically significant relationship with job satisfaction.

Table 10: Pearson correlation for the relationship of Individualized consideration leadership styles of principals with teachers’ job satisfaction

Dependent Variable	Individualized consideration		Strength
	R	Sig.(p)	
Job satisfaction (Working teachers)	0.314	0.00	Moderate
Job satisfaction (Student teachers)	0.337	0.00	Moderate

** $p<0.05$

Table 10 indicates that there was a statistically meaningful relation between individualized consideration of the principals and teachers’ job satisfaction. For working teachers $r=(0.314)$, $p=0.00$ and for student teachers $r= (0.337)$, $p=0.00$.

The “r” value for both samples reflected a positive correlation coefficient at a moderate level. This meant to the acceptance of the alternative hypothesis H_A 6. Hence, the result indicated that there was a meaningful relation between individualized consideration of principals and job satisfaction among the teachers.

Discussion

The motive of this study was to explore the prestige of transformational leadership approaches of principals on secondary school teachers’ job satisfaction. The results indicated that transformational leadership approaches of principals in govt. male high/higher secondary schools in Pakistan were at high level. It was found that principals of secondary schools exhibited most of the attributes of transformational leadership. The current survey found that the transformational process of interactions was used most frequently by the principals at secondary level. The job performance of those teachers who were working with transformational leadership found significantly better. This result is

consistent with the result of the study conducted by Selamat, Nordin, and Adnan (2013). The results of the current study are also consistent with the study conducted by Vinger & Cilliers (2006). The results of this survey revealed that the job satisfaction level among the secondary school teachers in government secondary schools in Pakistan was found at a moderate level. Teachers showed their satisfaction comparatively high in “nature of work” and “coworker” factors of job satisfaction. The Pearson correlation coefficient (r) was computed to investigate the relationship. The results of both sample studies indicated a statistically significant and positive relationship of the transformational leaders and their five attributes with the work satisfaction. The significant and positive relationship between the principals and secondary school teachers in Pakistan is really fruitful information. It shows that management practice is an effective leadership style of principal in the school environment. Therefore, this style improves teacher's job satisfaction among the followers in the teaching cadre in Pakistan. The transformational leader is different from many other leadership styles, has the ability to influence others to follow him through framing, visionary and impressive management.

These results suggest that transformational leadership does have an influence on job satisfaction. Specifically, the results suggest that when principals apply transformational leadership styles, their followers' satisfaction increases.

Recommendations

Briefly, the recommendations are listed as under:

- As most of secondary school teachers were satisfied with the process of interaction of the principals in their respective schools, so it is recommended that a quality research may be managed to find out the reasons behind the low level of job satisfaction at secondary level.
- As most of the secondary school teachers are frustrated regarding promotion, benefit and salary matter, so it is recommended to strengthen further intervention regarding the matter to further motivate and satisfy the teachers. They may be given due status by offering them compensation and benefits for their job satisfaction.
- Secondary school teachers may be granted time scale and service structure for better effects on their interpretation and job satisfaction.

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