

THE IMPORTANCE OF PRINCIPALS' LEADERSHIP STYLES IN CREATING TEACHERS' JOB SATISFACTION:A STUDY OF PRIVATE PRIMARY SCHOOLS IN KARACHI

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Abstract

The purpose of the present study was to examine the relationship between the leadership styles of principals and the job satisfaction of teachers in private primary schools in Karachi. The study was designed to identify the leadership styles practiced by principals of the schools and the relationship between their leadership styles and the level of job satisfaction of the teachers, respectively. The data was collected by using the Survey method from the selected sample comprising 300 primary school teachers from renowned schools. Data collection was carried out through questionnaires and it was presented by SPSS. The major findings revealed that transformational and transactional leadership are positively related to teachers' job satisfaction, in addition, Principals' Decision-making and Teachers' Job Satisfaction have a positive relationship.

Keywords. *Job satisfaction, leadership styles, principals, primary, teachers.*

Introduction

The education sector in any country is considered to be the backbone of the

country. Good education not only provides a better chance to yield a bright workforce but also has a direct impact on the economic outlook (News24, 2016). In the ever-evolving world of innovation and experimentation, education as a domain has developed a plethora of new research, however, the student-teacher relationship is always considered to be important since it has a direct impact on students' overall educational performance. The greatness of highlighting the prime factors that can impact the two is beneficial in devising new strategies and management plans to ensure optimal performance. The prominence of factors that can affect teachers' performance is considered to have an indirect influence on students' performance as well since the teachers are not able to teach their students at their best capabilities in unfavorable circumstances. Therefore, the topic's significance is understood by researchers worldwide and studies have been done to identify the factors that affect the teachers' job satisfaction (Florence, 2019). One of the key factors as an important variable for the quality of education is the leadership styles of the principals of educational institutions. The extent of the relationship between the leadership style of the principal and the teacher's job satisfaction is of significant importance within schools (Cansoy, 2019). Studies in the current era like one by Mutune, Onyango and Olembo (2019) help to develop an understanding that there is a significant impact of the leadership style of principals and head teachers on the overall performance of teachers (Mutune, Onyango, & Olembo, 2019). Many researchers are motivated to examine the effects of turnover intention of teachers and their behavior on the overall academic performance and productivity of schools (Salman et al, 2024). Therefore, in recent times, the role of teachers in academic productivity has been considered vital, and different researchers are trying to highlight the importance throughout the world (Florence, 2019). As per the study by Moses and Nelson (2019), it can be identified that the leadership of the school is considered to play a vital role in learners' performance (Moses & Nelson, 2019). All over the world, there is an urge to identify the prime factors that have a potential impact on student performance; the direction is now shifted to the role of management and principals on the teachers' job satisfaction leading to a significant impact on the performance of pupils (Salman et al, 2024).

In previous years, the perception of teachers regarding their principals is an important factor in determining teachers' job satisfaction. According to Munir and Khalil (2016), it is also a well-known established concept that the effectiveness of schools in different parts of the world is primarily based on the efficiency of the management and its ability, its level of interaction with different stakeholders, personality, and decision making (Munir & Khalil, 2016). The role and part a principal play within the school has transformed in the previous two decades. The principal's role is now more of a transformational leader compared to an instructional leader. The roles and responsibilities of a principal have evolved from a more

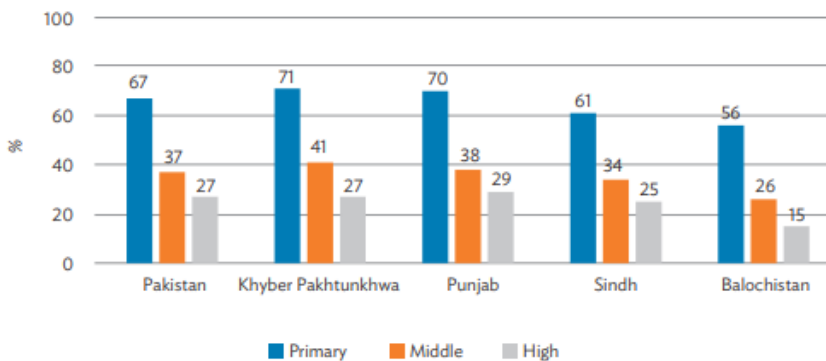
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instructional leader to more of a managerial and administrative nature (Iqbal et al, 2024). Also, the attitude of the principal is considered to have a significant impact on the teacher's performance and it is stated that the principals are more focused on improving and maintaining a positive relationship which fosters motivation for the teachers (Ali & Dahie, 2015). Arar and Abu Nasra (2019) also carried out research to develop an understanding of the possible relationship between the style of leadership, organisational citizenship behavior, and occupational perception related to the Arabic system of education in Israel (Arar & Abu Nasra, 2019). The analysis of the initial research helps to identify that the topic is not well studied within Pakistan. However, as it is considerably of great significance and may help to explain that the relationship can help to improve the overall effectiveness of the schools, a specific focus is laid on the subject topic all over the world, in accordance, Thibodeaux, Labat, Lee and Labat (2015) in their research affirm that the principal leadership behaviors act as a pivotal factor in retention of teachers and job satisfaction. Karabina (2016) also supports the point of view put by the researchers (Karabina,2016; Iqbal et al, 2024). The current paper aims to highlight the significance of the relationship between the principals' leadership styles and decision-making attitude on teachers' job satisfaction.

Background

All over Pakistan, the expansion in private sector education has witnessed a high level of growth. As per statistics from 2003, the enrolments in private schools increased from 26% to almost 35% in the year 2014. The other 65% attend government schools (Pakistan Bureau of Statistics, 2005; Government of Pakistan, 2017).

Figure 2: Net Enrollment Rates, Pakistan and by Province, 2014–2015 (%)



Source: Pakistan Social and Living Standards Measurement Survey 2014–2015.

Figure 1: Enrolments in Schools by Province Source (Statistics, 2015).

The government runs the majority of the schools in Pakistan i.e. 65% of all the schools are government schools whereas, the remaining 35% are private schools. The total number of schools as per statistics is 227,136 out of which a total of more than 164,000 are public schools serving 21.6 million school students (Government of Pakistan, 2017). The total number of teachers in Pakistan is 1,415,113 from which a total of 696,405 are a part of private schools. It is also known that Islamabad and Punjab are the respective cities and provinces with the highest proportion of private schools.

	Primary (%)			Middle (%)			High (%)		
	2004-2005	2008-2009	2014-2015	2004-2005	2008-2009	2014-2015	2004-2005	2008-2009	2014-2015
Pakistan	60	67	67	30	35	37	19	23	27
Punjab	66	71	70	31	36	38	19	24	29
Sindh	54	64	61	31	36	34	20	24	25
Khyber Pakhtunkhwa	57	64	71	29	33	41	17	20	27
Balochistan	44	54	56	17	22	26	9	11	15

Figure 2: Percentage of Children enrolled in Schools by province (Pakistan Bureau of Statistics, 2005)

	Primary		Middle		Secondary	
	2008-2009	2016-2017	2008-2009	2015-2016	2008-2009	2015-2016
Punjab	42	30	30	21	34	23
Sindh	33	29	21	25	22	25
Pakistan	38	32	25	21	28	23

Figure 3: Pupil Teacher Ratio Source: (Pakistan Education Statistics, 2008-2009)

From the very beginning, education within Pakistan has been an issue for Sindh specifically for Karachi. There is a lesser number of government schools in Karachi and those present have dwindling education quality therefore, as per the report in 2018 by *The Express Tribune* (2018), there is an increase in new private schools opening in Karachi, Pakistan. A total of 1500 new schools have been reported in the last five years (*The Express Tribune*, 2018). The distribution of the schools is 257 schools in 2013, 341 in 2014, 220 in 2015, 322 in the year 2016, and 274 in the year 2017. It is also noticeable that almost 20,000 schools are operating privately from which only a total of 12,000 private schools are registered. More than 3.2 million students are enrolled in the private schools of Karachi out of which a total of approximately 1.4 million students are enrolled in the primary schools (*The Express Tribune*, 2018). Further, in the year 2011, there were 3,609 out of which a majority

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were primary schools totaling up to 2,530 schools. The average teacher ratio in Karachi (Primary schools) was 22:1. A total of 14,705 teachers were participating in the education for primary classes from the total of 27,037 teachers (The Express Tribune, 2011). The analysis of the facts and figures helps to highlight that the education system within Pakistan is huge. Therefore, there is a need to focus on evaluating the role of factors that can have a potential impact on the job satisfaction of teachers to facilitate the institutions and other authorities to improve the working environment. Leadership styles have always been considered important to have an impact on the employee's job satisfaction along with the decision-making styles. Karabina, (2016) and Eliophotou-Menon and Ioannou, (2016) help to highlight the importance of transformational and transactional leadership styles (Karabina, 2016; Eliophotou-Menon & Ioannou, 2016) and finally, Gordon (2013), helps to identify that autocratic decision making style of a principal can have a potential negative impact on the overall satisfaction (Gordon, 2013). It is necessary to understand the factors and elements that can have a significant impact on a teacher's job satisfaction as it can have a direct impact on students' performance and their learning.

The Transformational leadership style is a style in which the leaders are willing to change, inspire, stimulate, and work with their people to develop and test their capabilities. It is known that leaders motivate their followers and help to lift their morale to support their people. As a result of the leadership style, the followers are always willing to provide their best to ensure that their potential is enhanced as inspired by the leader (Ali & Meshal, 2016). The leadership style discussed is considered to have a positive impact on performance as well as the satisfaction level of employees and therefore, it is important to test the leadership style from the Pakistani perspective so that its true notability can be highlighted (Bakhsh et al, 2024).

Transactional leadership is different from transformational leadership and therefore, the comparison between the style of leadership is hugely undertaken. Transactional leaders use self-interest and attract and motivate their employees. The leader always adopts a give-and-take relationship and therefore, it can be stated that there are mutual interests between the leader and the follower that allow high productivity (Bogler, 2001). The arguments by researchers on the increased productivity and limited outcomes for transactional leadership are present (Nguni, Slegers, & Denessen, 2006) and there is a need to test the importance and significance of the leadership style for principals and teachers in Pakistan, specifically for Karachi. The researcher aims to derive a comparative approach to test the most significant leadership style among the two styles (Bakhsh et al, 2024). The autocratic decision-making style is considered as classified. It is based on the premise which

states that leaders are always good managers, and therefore, are the people who can easily control and direct people. The style of decision-making is considered to have a negative impact on the satisfaction of teachers and therefore, it is required to be studied and tested to identify whether the premise is correctly based on Pakistani perspective or not.

Literature Review

Maslow's Hierarchy of Needs

Maslow's theory is considered to be one of the very first theories that deal with the factors that contribute to overall satisfaction. The theory explains that five levels of needs mould the satisfaction levels of individuals. The needs include psychological needs, safety, social, self-esteem, and self-actualization needs. All these needs are considered to provide motivation to employees to gain satisfaction (iEduNote, 2017). Once the needs of a lower level are fulfilled then the employee moves to the next level in the hierarchy (Aziz et al, 2024). The tenants (sub-categories of needs) are useful to develop an understanding of overall job satisfaction. For employees, the needs including financial, healthcare, social, and others are considered to have a psychological impact and therefore, can be linked to the overall satisfaction levels.

Theory of Herzberg's motivator-hygiene

The theory put forward by Herzberg helps to identify that satisfaction and dissatisfaction are two different, unrelated, and separate concepts. The motivational factors include recognition, benefits, pay, and achievements are the core requirements that need to be satisfied to ensure employee satisfaction (iEduNote, 2017). Along with that, the hygiene factors are also considered crucial since, the absence of effective company policies, relationships with colleagues, security of jobs, policies, and working environment can also have a possible impact on the satisfaction of employees (Aziz et al, 2024). Therefore, to keep the employees satisfied at work it is important to keep a specific focus on overall hygiene and motivational factors.

Teachers' Job Satisfaction

The level or extent to which the employees are satisfied, content, and self-motivated with their jobs is known as job satisfaction. Job satisfaction is achieved when an employee is satisfied with stability, comfort, work-life balance, and career growth (Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017). In the case of teachers, job satisfaction is considered as the extent of self-motivation and satisfaction with respect to their school's policies and overall job. Job satisfaction is considered as the multidimensional responses linked to the psychology of a person regarding one's job. There are several cognitive as well as affective factors/ components that need to be discussed and evaluated (Adolphs & Damasio, 2001). The education system within a country must ensure to keep notice of teacher's job satisfaction that is the level of satisfaction and positive feeling maintained. In order to do so it is required that the

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institutions must ensure to pay specific attention to facilitate the teacher's job satisfaction (Heller, Clay, & Perkins, 1993; Bogler, 2001). Most of the research all over the world related job satisfaction to the work undertaken by Herzberg, Mausner, and Snyderman, (1959). The researchers help to identify the factors including satisfying and dissatisfying factors (Aziz et al, 2024). The level or extent to which the employees are satisfied, content, and self-motivated with his/ her job is known as job satisfaction" (Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017). The mentioned characterization is used as the basic delineation of Teachers' Job Satisfaction (Manzoor, et al 2023).

Hypothesis Development

Transformational Leadership

Transformational leadership helps the followers as well as their leaders to inspire each other to ensure higher morality and motivation (Burns, 1978; Bogler, 2001). Transformational leadership as per Silins (1994) is a leadership style that binds the followers and the leaders into a collaborative process of change (Silins, 1994). Transformational leadership is a style of leadership in which leaders inspire, motivate, and encourage their subordinates, team members, and employees to develop a change that can lead to long-term and future success for the organization. Yukl, (1988) asserts that transformational leadership is different from transactional leadership since the former allows to motivate and encourage teachers (Manzoor, et al 2023). In other words, transformational leadership provides details on how leaders motivate and appeal to teachers' values and emotions (Yukl, 1988). Leithwood, Jantzi, & Steinbach (1999) help to understand that transformational leaders are focused on the viewpoint that the school leaders as well as the teachers have the same interests and objectives that are required to be fulfilled (Leithwood, Jantzi, & Steinbach, 1999). Hall, Johnson, Wysocki, & Kepner (2008) define transformational leadership as the ability to prompt employees and individuals to improve and change (Hall, Johnson, Wysocki, & Kepner, 2008). Also, Karabina (2016) helps to identify the four prime characteristics based on Bass (1985) as he stated that a Transformational Leader would have charismatic leadership, be inspirational and motivating, intellectual, and be able to consider individual opinions (Karabina,2016). Transformational leadership is a style of leadership in which leaders inspire, motivate, and encourage their subordinates, team members, and employees to develop a change that can lead to long-term and future success for the organization (Farooq, et al, 2023). The role of principals has now been more tilted towards transformational leadership as they have to keep a specific focus on teacher satisfaction as well. Karabina (2016) describes that the transformational leadership style of the principal has a positive impact on the overall satisfaction of teachers (Karabina,2016; Yassin & Mohamud Dahie,2015).

The definition provided by Bogler (2001) defines transformational leadership as "the process in which leaders and followers inspire each other to reach a higher level of motivation and morality", which is used for the current study (Bogler, 2001).
Transformational Leadership > Job Satisfaction

Transactional Leadership

Burns (1978) helps to provide an explanation of Transactional leadership as the leader's and follower's relationship in which both parties enter the activity/ transaction to fulfill self-interest. It is also to be noticed that the leader is required to maintain the status quo (Burns, 1978; Bogler, 2001). Podsakoff, Todor, & Skov (1982) added to the theory provided by Burns in the year 1978 as they stated that rewards and recognition are provided to the followers (Podsakoff, Todor, & Skov, 1982). Bernard, Bruce, Dong, & Yair (2003) provide a justification that transactional leadership occurs when the leaders start to expect from their followers and set standards, benchmarks, and other goals for them to reward respectively (Bernard, Bruce, Dong, & Yair, 2003). Also, it is noticeable that employers use rational as well as economic benefits to control and monitor their employees in a better way (Uddin, , et al, 2023). Oguz (2010) states that The Transactional Leadership style is based on past trends and traditions compared to the future, change, and innovative approach adopted by Transformational leaders (Oguz, 2010). Transactional leadership is a leadership style in which the leaders help and support their followers to follow and comply with the rules and objectives (Eliophotou-Menon & Ioannou, 2016). Karabina (2016) states that transactional leaders emphasize on leader-follower relationship based on contract (mutual benefits) and the leader provides rewards to improve/ enhance commitment and loyalty (Karabina, 2016). Transactional leadership is a leadership style in which the leaders help and support their followers to follow and comply with the rules and objectives. Majorly a mix of both rewards and punishment is used by the leaders to promote compliance. It is known that the followers are more likely to be motivated for a short time frame (Eliophotou-Menon & Ioannou, 2016). A principal who adopts transactional leadership does not appreciate anyone interfering in his/ her decision-making (Uddin, , et al, 2023). The research by Yassin and Mohamud Dahie (2015) and Eliophotou-Menon and Ioannou (2016) help to describe that there is a significant impact of transactional leadership on Transactional Leadership >

Job Satisfaction

Autocratic Decision Making

Autocratic leadership provides a leader with the power to make important/ significant decisions without referring/ consulting with other government members (Bogler, 2001). Owens (1970) in his book also helps to identify the five types of leadership - democratic, autocratic, laissez-faire, charismatic, and bureaucratic leadership (Uddin, , et al, 2023). The autocratic leaders as per Owens (1970) were

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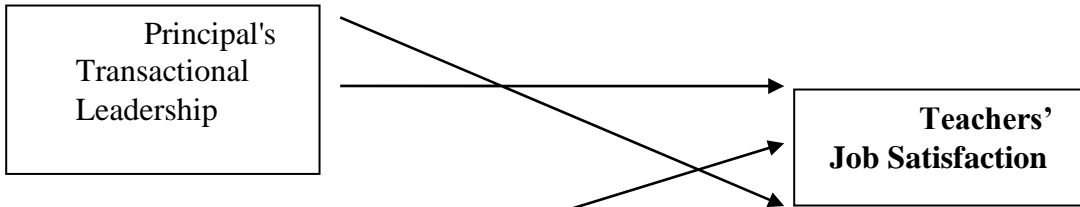
decision makers but the implementation and applied by the administrators (Owens, 1970). Autocratic decision-making is a decision-making process in which the leader decides on a point by himself without taking notice or into account anyone else's opinion. According to Bogler (2001), autocratic decision-making is a style where the leader makes the decision on his/her own and does not consult any other person in the organization (Bogler, 2001). Kavanaugh & J.D. (2001) postulated that autocratic leaders consider their employees to have a lack of experience and expertise to participate or contribute to the decision-making (Kavanaugh & J.D., 2001). In the case of an organization, the manager will try and take the authority to make the business decisions and would require the followers/ employees to obey the decisions/orders (Salman, et al, 2023). A description by Bhatti, Maitlo, Shaikh, Hashmi, & Faiz. (2012) helps to determine that autocratic leaders are least concerned with the personal well-being and therefore they refuse to get any feedback/ input from the followers (Bhatti, Maitlo, Shaikh, Hashmi, & Faiz., 2012). Gordon (2013) also defines Autocratic Leadership as a style of leadership where managers are the most important and powerful person/ entity and are the main decision-makers for the organization (Gordon, 2013). Dimitrios & Athanasios (2014) state that a leader who adopts an autocratic decision-making style would provide the followers with clear instructions and expectations regarding how, when, and what is required (Dimitrios & Athanasios, 2014).

The word autocratic is a representation of a leader who does not keep or take account of anyone's else opinion, wish, or willingness. So Autocratic decision-making is a decision-making process in which the leader decides on a point by himself without taking notice or account of anyone else's opinion. It can also be stated that the autocratic leader is a leader who is in absolute control (Munir & Khalil, 2016). A principal with such decision-making power is considered to not consider the opinions and wishes of their teachers which may lead to a negative impact on the overall satisfaction of teachers (Salman, et al, 2023). The definition by Bogler (2001) would be used as a base for the current paper which defines autocratic decision-making as "a style where the leader takes the responsibility on his own, he/she does not take help from anyone within or outside"(Bogler, 2001). Autocratic Decision-Making>

Job Satisfaction

Conceptual Framework

The conceptual Framework of the study is devised after reviewing literature on the subject topic and the methodology of the study is also devised based on the conceptual framework of the study.



Methodology

Research design is a term that helps to determine and evaluate a framework comprising of different techniques and methods that are chosen by the researcher. The researcher uses and adopts cross-sectional research as the prime aim is to determine the relationship between the dependent and independent variables for this research study. From the analysis of the research design, it is clear that the design comprises determining the data collection, its measurements, and analysis methods and techniques. Firstly, the researcher uses a survey to collect data from the respondents using Google Forms. Secondly, the measurement of the variables is based on the responses from 300 teachers from 5-10 private primary schools. Finally, the statistical analysis is carried out to determine the relationship between the variables of the study. The research aims to carry out quantitative research in which the data collected from the respondents would be analyzed using statistical techniques to reach conclusions.

Research Approach

The use of quantitative research is adopted for the current research as it provides an opportunity for the researcher to adopt a survey (or to devise a self-administered survey) and carry out the analysis to reach the outcomes. The researcher is unable to use in-depth analysis of the subject topic and therefore, the use of quantitative research is most beneficial to reach the outcomes in a more systematic and justified manner.

From the two research approaches including inductive and deductive approaches. The inductive approach requires the researcher to carry out the research develop a new theory and apply tests to reach outcomes. On the other hand, the deductive approach offers an opportunity for the researchers to use a current phenomenon or theory and devise hypothesis-testing procedures to conclude the research topic. The data analysis is carried out using the deductive approach, as it allows us to use existing theory and test the hypothesis under specific circumstances. In the given scenario, the analysis of the subject topic which is to determine the relationship between principals' leadership styles and teachers' job satisfaction is long studied and the researcher aims to determine the relationship between the variables specifically for the primary private schools in Karachi. The survey is devised with a demographic profile for the respondents in which the respondents are inquired about their names, age, gender, and experience in years, education, and marital status. The profile would help to develop an understanding of the overall sample. Along with that,

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the investigative questions are also used, the questions include 4-5 questions for all the independent and dependent variables. The use of the 5-point Likert scale allows the respondents to easily identify an option for the answer to a specific question. The questions are categorized; these are related to identifying the job satisfaction for teachers, the decision-making style of the principal, and the transformational and transactional leadership style of the principal. The data once collected from 300 respondents would be analyzed using outcomes from Google Forms and would be interpreted and represented in the results and findings chapter. The conclusions for the current research would be based on the outcomes of data collection from Google Forms. The researcher aims to share the questionnaire with school teachers with the use of a link from Google Forms through Facebook, WhatsApp, and email.

The names of the schools from which the survey would be carried out include:

- *Generation's School*
- *Happy Home*
- *Usman Public School*
- *Froebel's High School*
- *The City School*

Population

The population of the current research is teachers who are teaching in Primary Private Schools in Karachi. As per statistics, there are around 14,705 primary school teachers in Karachi who have a professional certificate qualification. The population is known as the potential respondents who are to be studied by the researcher (Cooper and Schindler, 2014). The researcher is not able to collect the data from the population due to the limitations of time and other resources and therefore, the sample size is identified using a convenience sampling technique. The assumption by the researcher is that the total number of primary school teachers from the total would be 1,500 teachers from which the researcher aims to identify a more specific sample size. The total sample size of 306 is calculated by the Raosoft software and the researcher has limited it to 300 respondents since it is based on an assumption. The researcher uses the population to calculate the sample size using RaoSoft software. The collection of data from the population is not possible and therefore, identifying and calculating the sample size is the most effective way to generalize the research outcomes to the population.

Sampling Technique

The use of non-probability sampling is done. The use of non-probability sampling is carried out to effectively reach the sample size that can represent the population. Convenience sampling is adopted by the researcher which is a prime type

of non-probability sampling technique. The sampling technique allows the researcher to draw the sample size from the overall population which is close to hand (i.e. convenient to carry out). The sampling technique allows the researcher to collect some samples in which all the respondents have an equal chance of being selected.

The total sample size of the research is 300 teachers from 10 primary schools and personal contact from Karachi through online sources. The use of RaoSoft helps to justify the sample size. The researcher aims to collect the responses using online means which primarily includes sharing the Google Forms link (for the questionnaire) to contacts (primary school teachers) through Facebook, WhatsApp, and Emails. The data collection from personal references is carried out since the researcher has links within the personal contact list that can help to collect the data from primary school teachers in the best possible manner.

Instrumentation

The prime data collection instrument adopted by the researcher is a survey questionnaire. The questionnaire is divided into two sections, firstly, the respondent's profile in which questions for the name, age, gender, years of experience, marital status, and education are asked. The responses for the section would help the researcher to discuss the profile of the respondents with an explanation of the questions and the responses. The second section includes investigative questions for the independent and dependent variables. The variables include the teachers' job satisfaction, the principals' decision-making styles, and the principals' transformational and transactional leadership styles.

There are 5 questions for all the variables and these questions reflect some core elements of the variable. The researcher aims to provide a descriptive analysis of the responses along with correlation analysis to determine the relationship between the variables. The researcher aims to carry out reliability statistics (Cronbach's alpha) to determine the validity and credibility of the responses. The research aims to use a statistical analysis other than the outputs from Google Forms to better test the overall data. The reliability value must be greater than 0.70 to carry out other tests that include descriptive statistics, correlation analysis, and regression analysis. The analysis of the data (from the questionnaire) through SPSS 20 would help to reach a more focused and appropriate outcome of the research which is following the overall research objectives, and questions and following the hypothesis.

Data Analysis

The data analysis is the most important part as it allows the audience to understand the application of the most favorable and appropriate tests to be applied for the analysis of the data collected through the questionnaire (survey). The responses would be punched into Excel and copied to SPSS 20 for further analysis.

The prime data analysis techniques adopted include reliability statistics, descriptive statistics, correlation analysis, and regression analysis. The detail of the

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application for each test is provided as under;

Reliability Statistics

The application of the test is to determine the validity and reliability of the responses and it is also noticeable that the value of Cronbach's alpha must be greater than 0.70 to justify that the responses from the respondents are both valid and reliable. Along with that, the application of other tests is undertaken only if the value is computed to be greater than 0.70.

Descriptive Statistics

The application of descriptive statistics helps the researcher to provide a summary of the overall responses. The analysis would be carried out for the questions for demographic profiles and individual investigative questions.

Correlation and Regression Analysis

The application of correlation analysis is carried out to determine the relationship between the variables of the study including all the questions for individual independent and dependent variables.

Finally, the impact of the independent variables on the dependent variable is individually tested using the regression analysis. The test is somewhat similar to correlation but the outcomes are more specific and detailed compared to correlation analysis. The application of the regression and respective outcomes will be interpreted and explained to conclude the current research. Data Analysis refers to the interpretation of the data collected through a questionnaire and presented through SPSS. In this research paper, all the required data is collected through an online questionnaire. All the data is presented through SPSS.

Descriptive Analysis

Descriptive statistics are figures that are used to define and summarize data. The term "data" refers to the numbers and figures that have been composed from a historical record, an experiment, a survey, etc. In our research paper, all the data is collected from a questionnaire and the data is presented through SPSS. In this chapter, we will describe, summarize, and analyze the collected data to determine the importance of the principal's leadership style in creating teacher's job satisfaction.

Reliability Analysis

Reliability Statistics

Cronbach's Alpha	N of Items
.644	24

The value of Cronbach's Alpha is 0.644 which is greater than 0.5, this indicates that the survey conducted through this questionnaire is highly reliable.

Correlation Analysis:

Correlations

		<i>Transformational Leadership</i>	<i>Teacher's Satisfaction</i>
<i>Transformational Leadership</i>	<i>Pearson Correlation</i>	1	.177
	<i>Sig. (2-tailed)</i>		.053
	<i>N</i>	120	120
<i>Teachers' Satisfaction</i>	<i>Pearson Correlation</i>	.177	1
	<i>Sig. (2-tailed)</i>	.053	
	<i>N</i>	120	120

The above table indicates that the relationship between the Principals' Transformational Leadership and the Teachers' Job Satisfaction is moderate because 0.177 is between 0 and 1, so this indicates a moderate relationship or correlation.

Correlations

		<i>Transactional Leadership</i>	<i>Teacher's Satisfaction</i>
<i>Transactional Leadership</i>	<i>Pearson Correlation</i>	1	.100
	<i>Sig. (2-tailed)</i>		.276
	<i>N</i>	120	120
<i>Teachers' Satisfaction</i>	<i>Pearson Correlation</i>	.100	1
	<i>Sig. (2-tailed)</i>	.276	
	<i>N</i>	120	120

The above table indicates that the relationship between Principals' Transactional Leadership and Teachers' Job Satisfaction is moderate because 0.100 is between 0 and 1, so this indicates a moderate relationship or correlation.

Correlations

		<i>Decision Making Style</i>	<i>Teacher's Satisfaction</i>
<i>Decision-Making Style</i>	<i>Pearson Correlation</i>	1	.115
	<i>Sig. (2-tailed)</i>		.212
	<i>N</i>	120	120
<i>Teachers' Satisfaction</i>	<i>Pearson Correlation</i>	.115	1
	<i>Sig. (2-tailed)</i>	.212	

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N	120	120
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The above table indicates that the relationship between Principals' Autocratic Decision Making and Teachers' Job Satisfaction is moderate because 0.115 is between 0 and 1, so this indicates a moderate relationship or correlation.

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.217 ^a	.047	.022	.55133

a. Predictors: (Constant), Decision Making Style, Transformational Leadership, Transactional Leadership

The regression table indicates that the value of R is 0.217 and it is between 0 to 1, which shows the relationship between variables is also moderate. In this research, the independent variable is the Principals' Transformational Leadership, the Principals' Transactional Leadership & the Principals' Autocratic Decision Making and the dependent variable is the Teachers' Job Satisfaction.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.737	3	.579	1.904	.133 ^b
Residual	35.260	116	.304		
Total	36.997	119			

a. Dependent Variable: Teachers' Satisfaction

b. Predictors: (Constant), Decision Making Style, Transformational Leadership,

Transactional Leadership

The ANOVA table recognizes the level of significance between the dependent variable and the independent variables. The determined significance level (at the Sig of 0.001), which is lesser than the standard (0.05) shows that the variables have a positive relationship. Likewise, the value shows that the relationship between the variables is statistically significant at a 99% level of confidence.

Hypothesis Analysis

H0: There is no significant impact of Transformational Leadership on Teachers' Job Satisfaction.

H1: There is a significant impact of Transformational Leadership on Teachers' Job Satisfaction.

One-Sample Test

	Test Value = 3					
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Transformational Leadership	19.674	119	.000	1.22000000	1.0972118	1.3427882
Teachers' Satisfaction	14.833	119	.000	.75500	.6542	.8558

The above analysis shows that the ($p < 0.05$) which indicates that there is a significant impact of Transformational Leadership on Teachers' Job Satisfaction. This means the null hypothesis has been rejected and the alternate hypothesis has been accepted.

This shows that teachers' satisfaction increases or decreases with the increase or decrease in the level of transformational leadership. Motivation, encouragement, and inspiration by the leaders contribute to the contentment of teachers leading to high productivity.

H0: There is no significant impact of Transactional Leadership on Teachers' Job Satisfaction.

H2: There is a significant impact of Transactional Leadership on Teachers' Job Satisfaction.

One-Sample Test

	Test Value = 3					
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Transactional Leadership	3.034	119	.003	.21500	.0747	.3553
Teachers' Satisfaction	14.833	119	.000	.75500	.6542	.8558

The above analysis shows that the ($p < 0.05$) which indicates that there is a significant impact of Transactional Leadership on Teacher's Job Satisfaction. This means the null hypothesis has been rejected and the alternate hypothesis has been accepted.

This shows that transactional leadership has effects on the satisfaction of a teacher. The increase in rewards and sense of accountability with the introduction of consequences increases the level of satisfaction in teachers about their jobs.

H0: There is no significant impact of Principals' Decision Making on

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Teachers' Job Satisfaction.

H3: There is a significant impact of Principals' Decision Making on Teachers' Job Satisfaction.

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Decision-Making Style	6.112	119	.000	.26042	.1760	.3448
Teachers' Satisfaction	14.833	119	.000	.75500	.6542	.8558

The above analysis shows that the ($p < 0.05$) which indicates that there is a significant impact of Principals' Decision Making on Teachers' Job Satisfaction. This means the null hypothesis has been rejected and the alternate hypothesis has been accepted.

Decision-making style has an impact on a teacher's job performance.

H0: Transformational Leadership is more significantly related to Teachers' Job Satisfaction.

H4: Transactional Leadership is more significantly related to Teachers' Job Satisfaction.

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Transformational Leadership	19.674	119	.000	1.22000000	1.0972118	1.3427882
Transactional Leadership	3.034	119	.003	.21500	.0747	.3553
Teachers' Satisfaction	14.833	119	.000	.75500	.6542	.8558

The above analysis shows that the P value (0.003) of transactional leadership is greater than the P value (0.000) of Transformational leadership which means

Transactional Leadership is more significantly related to Teacher Job Satisfaction. This means the null hypothesis has been rejected and the alternate hypothesis has been accepted.

The results explain that teachers can become more efficient under transactional leadership. It is more significant than transformational leadership. This tells us that a system of rewards and consequences works better than leaders' encouragement and motivation for teachers' maximum efforts and creativity.

One-Sample Test

	Test Value = 3					
		df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Transformational Leadership	19.674	119	.000	1.22000000	1.0972118	1.3427882
Transactional Leadership	3.034	119	.003	.21500	.0747	.3553
Teachers' Satisfaction	14.833	119	.000	.75500	.6542	.8558

The above analysis shows that the P value (0.003) of transactional leadership is greater than the P value (0.000) of Transformational leadership which means Transactional Leadership is more significantly related to Teachers' Job Satisfaction. This means the null hypothesis has been rejected and the alternate hypothesis has been accepted.

Findings and Conclusion

The results presented in the data and analyses show that there is a moderate and positive relationship between dependent and independent variables. Transformational Leadership and Teachers' Job Satisfaction have a positive relationship, similarly, Transactional Leadership and Teachers' Job Satisfaction have a positive relationship. Additionally, Principals' Decision-making and Teachers' Job Satisfaction have a positive relationship. It also indicates that although there is a significant impact of Transformational Leadership on Teachers' Job Satisfaction, there is a substantial impact of Transactional Leadership on Teachers' Job Satisfaction as well. Correspondingly, there is a notable impact of Principals' Decision-Making on Teachers' Job Satisfaction. However, Transactional Leadership is more significantly related to Teachers' Job Satisfaction rather than Transformational Leadership.

The findings that transformational and transactional leadership are positively related to Teachers' Job Satisfaction are consistent with results of past studies which say teachers' productivity increases by raising the level of these leadership styles.

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Conversely, the findings of autocratic decision-making style are positively related to Teachers' Job Satisfaction, and Transactional Leadership is more significant than Transformational Leadership contrary to previous results. Cultural differences can create an impact on research findings (Lee, Tran & Lee, 2007). The previous studies were carried out in different cultures where individuals are more aware of their rights and want to be more independent in their decision-making. Also, the profile of respondents in their studies has the presence of the male gender whereas in our culture, and also through the profile of the respondents in this study, it is evident that 98% of primary teachers are female in private schools. Females in Pakistani culture are submissive and have an attitude to follow the command of an authority. Rewards work better in our context than encouragement especially in the private education sector because teachers are low-paid and they look for other means to meet both ends.

By increasing the sample size and targeting different populations by extending research to different sections of private schools, the possibility of male representation will increase and the chances of having different results will also increase. The findings of studies may attract the attention of schools' managements and administrations to the importance of developing policies that raise the level of transformational and transactional leadership styles of the principals to enhance the performance of teachers, which will directly influence the efficiency of their education system. The findings suggest that the administrations of schools should work to devise training programs for the principals which can equip them with strategies to adopt all leadership styles, and how and when to employ them effectively.



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