RELATIONSHIP OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP WITH JOB SATISFACTION OF SCHOOL TEACHERS

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Abstract

The study's main goal was to show how principal transformational leadership relates to secondary school teachers' work satisfaction in the Mardan district. Examining the leadership style used by secondary schools' principals and how they affect secondary school teachers' job satisfaction was the core goal of this study. The study used a quantitative correlational research design. Public sector secondary school teachers are included in the population. Three hundred and ninety-four (394) teachers were chosen as the sample using stratified random sampling. A questionnaire for relationship between a principal's transformational leadership style and teacher job satisfaction was used to gather the results. The correlation coefficient, mean, and standard deviation were used to examine the data. The study's findings further demonstrated that transformational leadership style has a positive and significant relationship with secondary school teachers' job satisfaction in the district of Mardan. The results indicated that transformational leadership was primarily used by secondary school principals. The study found that teachers' job satisfaction levels with regard to fringe benefits, operating processes, and nature of work were generally high. The other facets remained neutral, with the exception of coworkers and communication dissatisfaction. In order to have happy and effective teachers, the research study recommended that principals make an effort and that competent authorities provide teacher-friendly regulations. The principal of each school should increase faculty involvement in decision-making.

Keywords: Leadership Styles, Transformational, Job Satisfaction, Teachers

INTRODUCTION

All schools be indebted its achievements and existence at the hand of the leader who is given accountability operate it. True heads are those who wisely and humbly involve their subordinates and they include themselves in somewhat they only do for joint concern, not for specific interest or advantage (Mintzberg, 2010). Leadership is a structure of public control in which the head need the charitable support of coworker in an attempt to acquire the institutional goals, a process through which one individual exercises influence over the other members of the organization (Omolayo, 2000) Leadership is a procedure in which an individual- head who has effect on the other staff to perform for the fulfilment of organizational objectives (Bhatti et al., 2012).

Balyer (2021) stated that transformational leadership helps school heads to organize their manner and behavior to improve the school and create a conducive learning environment where teacher feel satisfied and perform well. Leadership qualities greatly effect subordinates' behavior and attitude towards their responsibilities (Bamigboye, 2000). It implies that role leaders are very important because all the performance depend on leadership style adopted by their leaders. There are many leaderships style but basically three important leadership being, Transformational, transactional and lasses-fair are common now a days.

Leaders who adopted the transformational leadership style display faith and respect for their subordinates and having the tactics to motivate them in such manner to achieved fruitful organizational results and also remain satisfied within their job (Givens, 2008).

Transactional leaders achieve the organizational goals through exchange of rewards between employee and employers. (Ojokuku et al., 2012). Lasseze-faire is a type of leadership style where the head is always passive enough to lead the subordinates while subordinates have open choice to achieve the set goals in any way, they find it fit (Robins et al., 2010).

Tanjung et al. (2020) indicated that leadership is frame strategies made by a person use his capabilities and intellectual to approach motivate, guide, encourage and satisfied other to do work with enthusiasm and sincerely to achieved the combined objectives. The study of Yousef (2000) reveals that the conduct of the leadership is very important for subordinate's job satisfaction therefore, leader have to follow acceptable style to enhance worker satisfaction. In study of public in Malaysia investigate that transformational leadership style has positive relationship with work commitment and job satisfaction of teachers (Voon et al., 2011).

OBJECTIVES OF THE STUDY

- To find out the relationship of principal transformation leadership style with teacher motivation.

- To analyze the relationship of principal transformation leadership style with job satisfaction.

Research Hypothesis

- There is a significant relationship principal transformational leadership with job satisfaction of teacher.

LITERATURE REVIEW

The organizations' goals and vision are determined by their leaders. A leader's success is defined by his or her leadership model, which includes how they interact with other leaders and institutions. As a result, a leader must ensure that the organization's structure and system remain stable, while pushing instructors to adapt the organization to become

more responsive and cooperative in tackling contemporary educational system challenges (Vijian & Wahab, 2020).

Transformational Leadership Style

Burns (1978) first described the transformative leadership style, which Bass (1985) later developed. Bass defines the transformative leadership style as the capacity to assist employees in identifying their own interests and in becoming more aware of the organization's interests.

Dimensions of transformational leadership style

The transformative leadership style has four dimensions: Individualized Consideration, Intellectual Stimulation, Idealized Influence, and Motivating Inspiration.

Idealized Influence

Vijian and Wahab (2020) Idealized Influences include setting the finest possible example for subordinates, encouraging workers to "do the right thing," and being prepared to take calculated risks for the sake of the organization. The ability to construct a powerful symbolic force that encourages staff members to identify with you is known as idealised influence (the idealized influence). The staff holds the idealized influencer in great regard and has complete faith in them. An idealized influential boss is someone who has distinctive features and the ability to start and sustain organisational action through tangible actions and projects.

avovic (2017) Idealized Influence leaders want to bring about change and provide an example of identification for their team members to follow. Employees with these characteristics may be more committed to their employers and motivated to deliver greater outcomes.

Vijian and Wahab (2020) knowing each employee, hearing about their problems, and addressing their unique needs are all part of personalized attention. Or, to put it another means, supervisors enable teachers to realize their full ability.

Individual Consideration

Widodo et al. (2022) mentioned that Individualized consideration is another characteristic of transformational leadership in which the leader pays special attention to and treats each employee individually. As a result, transformational leaders can improve employee development since they will coach and advise their subordinates in different ways depending on their needs. Yusuf et al. (2020) indicated that individualized consideration refers to leaders inspiring employees' maximum potential through employee care and humanized management to improve creativity and learning ability.

Intellectual Stimulation

To encourage innovation, testing, and innovative thinking, leaders who stimulate intellects ask those around them for thoughts, ideas, and comments. The intellectual simulation

experts encourage figuring out solutions, creative thinking, and reasoning (Asamoah, Puni, & Mohammed, 2018).

Moss and Ritossa (2017) Intellectual stimulation explain the degree to which the leaders stimulate their followers' endeavors to be innovative and creative. They solve old organizational problems with a new perspective.

Inspirational Motivation

Alrowwad et al., (2017) elaborated that the third characteristic of transformative leadership is inspirational motivation. He further added that this trait of transformational leadership typically leverages emotional qualities and pushes subordinates to motivate them to work hard to meet the organization's objectives. In order to increase productivity and meet organizational goals, leaders must motivate and excite their staff members (Vijian and Wahab, 2020).

Transformational Leadership Style and Teachers' Job Satisfaction

Teachers who follow transformational leaders report higher levels of work satisfaction. When the transformational leadership style is used effectively in educational organisations, it has a positive impact on the state of the organisation, instructors' psychological conditions and behaviours, and it helps to increase their work contentment (Goksoy, 2015). Additionally, because instructors' work satisfaction is linked to the development and achievement of their pupils, it has been discovered that it affects their quality of life (Gryphon, 2010; Hutabarat, 2015). Torlak and Kuzey (2019) reflected that the main objective of transformational leaders is to encourage people to be driven, inspired, and enabled to accomplish their own personal and professional goals.

Transformational leaders pay more consideration to those who follow, really think about their requirements, and support them as they strive towards long-term goals in order to live up to the standards set by the leader. This situation thus raises job satisfaction. The word "job satisfaction" refers to an employee's level of enjoyment and feelings towards their employment. Human traits and sociocultural influences are only two examples of the many variables that might affect job satisfaction.

Eliyana and Ma'arif (2019), mentioned that happier employees are more productive and effective. Effective leadership styles and the opposite have been shown to lead to high levels of job satisfaction, which has relation with worker behavior and is said to be related to a person's performance and efficiency (Bayram and Dinc, 2015). Teachers' job satisfaction is typically correlated with a leader's leadership style. Job satisfaction measures an employee's satisfaction with their work performance.

A greater knowledge of and regard for every participant's viewpoint may be communicated by transformational leaders, who inspire those who follow them to put the interests of the organisation ahead of their own. Staff members are goal-oriented and always considering fresh approaches to achieving their goals. The obstacle encourages employees to become more invested in their job, which boosts their devotion to the organisation and happiness with their employment. Transformational leaders frequently

serve as positive role models for their followers. Consequently, followers may see such leader behaviour as extra-role gestures, which might contribute to increased job satisfaction among those who imitate similar behaviours. Leaders must uphold these values in their day-to-day conduct if they want to inspire their teams, promote integrity, and foster a sense of respect among their team members. Heads are happy with their employers' transformative leadership style, according to studies on teacher job satisfaction. (Bernarto et al., 2020).

Because followers have faith in their leaders, transformational leadership is linked to various significant organisational results, such as extra effort that is interpreted, organisational citizenship behaviours, and satisfaction with work. Bernarto et al., (2020) investigated that transformational leadership philosophies have a considerable positive impact on staff engagement and work satisfaction. Study based on principle leadership, there is a substantial link between principals' Transformational Leadership Style and the work happiness of their teachers (Bogale, 2020).

METHODOLOGY

The study employed a descriptive correlational research approach. According to Gay et al. (2011) a descriptive correlational study is one in which the researcher is primarily concerned in identifying connections among variables rather than trying to demonstrate a causal relationship. This correlational research is conducted on Govt High School at district Mardan Khyber Pakhtunkhwa. Data was collected from all Secondary School Teachers (S.S.T). There were twelve hundred and thirty-four (1234) S.S.T (both male and female) were teaching in Govt high school at district Madan.

The sample of this study was selected through stratified random sampling technique and selected three hundred ninety-four 394 SSTs (both social and natural sciences) teachers from Govt High Schools to get the responses about their Heads' Transformational Leadership style. The random sampling technique is used to choose a sample from the entire population (Turkoglu et al., 2017). The study used a correlational research methodology and survey. The study population consisted of secondary school teachers in the district of Mardan from public sectors, including both male and female teachers.

Research Instrument

The data from the respondents was gathered via a questionnaire. The TLS (Transformational Leadership Style) scale, created by Avolio and Bass (2004), was used to assess the transformational leadership style of heads. Four criteria—Idealized Influence, Inspiring Motivation, Intellectual Stimulation, and Individualized Consideration—form the basis of this rating. There were 15 statements on the four-point Likert scale, ranging from strongly agree to strongly disagree. The Teacher Motivation Scale from 1994 was the second scale. This scale is employed in several research to gauge the motivation of instructors. There was a total of 16 statements on this scale, including highly agreed, agreed, disagreed, and disagreed.

Pilot Study

Before the main investigation began, the researcher did a pilot study. The tool was tested on a sample of 63 instructors to determine its authenticity and appropriateness. The respondents were drawn at random from a non-sampled population of public schools in the pilot research. The sample understood the order and gesture of the surveys. The responders were given the opportunity to recommend changes to the questionnaire. Cronbach's Alpha and questionnaire reliability for transformational leadership style were both 0.857.

Data Collection

The above-mentioned instruments were used to collect data. The researcher visited the sampled schools in person and presented the questionnaire to secondary school instructors. This research only included teachers who were willing to offer the information.

Data Analysis

Data gathered by questionnaire and in light of research goals. SPSS was used to tabulate, analyze, and interpret the data. For the analysis, different correlation test and coefficient were used.

RESULT AND DISCUSSION

The analysis is presented below in accordance with the proposed objectives in the tables. To identify the leadership styles of secondary school principals/leaders as seen by teachers. In this analysis result gave us the teachers perception about their school principals transformational leadership style.

Table 1: Table for principal transformational leadership style and teacher job satisfaction

Items		SDA	DA	A	SA
PTL1	F	35	73	189	97
	%	8.9%	18.5%	48.0%	24.6%
PTL2	F	35	158	177	24
	%	8.9%	40.1%	44.9%	6.1%
PTL3	F	36	69	184	105
	%	9.1%	17.5%	46.7%	26.6%
PTL4	F	22	3	288	81
	%	5.6%	0.8%	73.1%	20.6%
PTL5	F	19	39	181	155
	%	4.8%	9.9%	45.9%	39.3%
PTL6	F	21	30	287	56
	%	5.3%	7.6%	72.8%	14.2%
PTL7	F	26	45	256	67
	%	6.6%	11.4%	65.0%	17.0%
PTL8	F	15	70	264	45
	%	3.8%	17.8%	67.0%	11.4%
PTL9	F	23	116	203	52

	%	5.8%	29.4%	51.5%	13.2%
PTL10	F	18	67	237	72
	%	4.6%	17.0%	60.2%	18.3%
PT11	F	30	73	213	78
	%	7.6%	18.5%	54.1%	19.8%
PTL12	F	20	125	154	95
	%	5.1%	31.7%	39.1%	24.1%
PTL13	F	35	189	126	44
	%	8.9%	48.0%	32.0%	11.2%
PTL14	F	28	159	145	62
	%	7.1%	40.4%	36.8%	15.7%
PTL15	F	22	157	153	62
	%	5.6%	39.8%	38.8%	15.7%

Table No. 1 shows SDA (8.9 %), DA (18.5%), A (48.0%) and SA (24.6%) secondary school teachers disagree (27.4%) and agree (72.6%) with statement "principal share the vision and mission of the school with teacher to achieved the goals", maximum percentage shows that majority of the teachers support the statement.

Table No.1 indicated SDA (8.9 %), DA (40.01%), A (44.9%) and SA (6.1%) secondary school teachers disagree (49.0%) and agree (51.0%) with statement "my school principal asks for ideas and input on upcoming plans and projects which lead school to success". The maximum teachers agree the statement which indicate positive support.

Table No.1 stated SDA (9.2 %), DA (17.5%), A (46.7%) and SA (26.6%) secondary school teachers disagree (26.7%) and agree (73.3%) with statement "My school principal always suggests me to develop confidence in my potential capabilities so as to perform well". The statement shows that principals are capable support the staff about their good performance.

Table No.1 calculated SDA (5.6 %), DA (.8%), A (73.1%) and SA (20.6%) secondary school teachers disagree (6.4%) and agree (93.7%) with statement "My principal motivates me to think about what I am doing for my students". The result shows majority of the principals motivates their staff and having positive relationship.

Table No.1 indicated SDA (4.8 %), DA (9.9%), A (45.9%) and SA (39.3%) secondary school teachers disagree (14.7%) and agree (85.2%) with statement "My principal guides me how to meet the required standards of teaching, when I am facing failure or problems". The analysis shows greater percentage in agree which support the statement positively.

Table No.1 expressed SDA (5.3 %), DA (7.96), A (72.8%) and SA (14.2%) secondary school teachers disagree (14.7%) and agree (85.2%) with statement "My principal allocates appropriate time for taking valuable suggestions from teachers". Greater percentage are agreed means the teachers are satisfied with principal and support the statement.

Table No.1 investigated SDA (6.6 %), DA (11.4), A (65.0%) and SA (17.0%) secondary school teachers disagree (18.0%) and agree (82.0%) with statement "My principal creates useful environment where everyone can present his idea for decision making process".

Maximum percentage show that teachers are agreed with statement and support the principal that he provides opportunities for teacher participation in school matters.

Table No.1 showed SDA (3.8%), DA (17.8), A (67.0%) and SA (11.4%) secondary school teachers disagree (21.6%) and agree (78.4%) with statement "My school principal place high expectation on the ability of teachers". Maximum teachers support the statement.

Table No.1 indicated SDA (5.8%), DA (29.4), A (51.5%) and SA (13.2%) secondary school teachers disagree (35.2%) and agree (64.7%) with statement "My principal raises teachers' awareness for collective interest". The greater percentage are agreed with statement which shows principals leadership qualities.

Table No.1 showed SDA (4.6%), DA (17.0), A (60.2%) and SA (18.3%) secondary school teachers disagree (21.6%) and agree (78.5%) with statement "My principal knows my strength". The percentage are greater who support agreed.

Table No.1 investigated SDA (7.6%), DA (18.5), A (54.1%) and SA (19.8%) secondary school teachers disagree (26.1%) and agree (73.9%) with statement "My principal encourage the creative thinking of teachers for school development".

Table No.1 showed SDA (2.1%), DA (31.7), A (39.1%) and SA (24.1%) secondary school teachers disagree (33.8%) and agree (63.2%) with statement "My principal involve the teachers in envisioning attractive future state". Mostly teachers are agreed with statement and results indicates that principals are showing great concern to teacher's future.

Table No.1 investigated SDA (8.9%), DA (48.0), A (32.0%) and SA (11.2%) secondary school teachers disagree (56.9%) and agree (43.2%) with statement "My principal stimulates the teachers to be innovative". Majority teachers disagree the statement that shows principals less interest to stimulate the teachers to be innovative. This shows that teachers were disagreed with this statement.

Table No.1 showed SDA (7.1%), DA (40.4), A (36.8%) and SA (15.7%) secondary school teachers disagree (47.5%) and agree (52.5%) with statement "My school principal discuss the future with an optimistic outlook". Mostly teachers agreed to statement which support the statement positively.

Table No.1 stated SDA (5.6%), DA (36.8), A (38.8%) and SA (15.7%) secondary school teachers disagree (47.5%) and agree (52.5%) with statement "My school principal is confidence that the goal can be achieved". Maximum teachers agreed with statement which support the statement positively.

Table 2: Glejser Test for Principal transformational leadership style and teacher job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constan)	23.390	.962		24.326	.000	
	PTL	.609	.027	.751	22.515	.000	.751

Table No. 2 showed relationship between principal transformational leadership style as predictor with teacher self-efficacy as dependent variable. If significance value is less than 0.05 then heteroscedastic and if greater than 0.05 then homoscedastic. If above case the significance value is less than 0.05 then it will be heteroscedastic.

Table 3: VIF values of Principal transformational leadership style and teacher Job satisfaction

Model		Correlations		Collinearity Statistics	
		Partial	Part	Tolerance	VIF
1	(Constant)				
	PTL	.751	.751	1.000	1.000
a. Dependent Variable: TJS					

Table no.3 indicated that VIF values is 1.000, therefore, there is no multicollinearity between principal transformational leadership style and teacher self-efficacy. As value of VIF should be less than 10 for the absence of multicollinearity in regression.

Table 4: Model Summary and Durbin-Watson test for (Principal transformational leadership style and teacher Job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.751a	.565	.563	2.93126	1.781
a. Predictors: (constant), PTL					
b. Dependent variable: TJS					

In model summary for Principal transformational leadership style and dependent variable teacher motivation R^2 0.565 (56.6%) show the relationship between predictor and dependent variable. This also explains the variance 56.5% (adjusted R-square = 0.563) of independent variable principal transformational leadership style in teacher motivation.

Table 5: ANOVA for principal transformational leadership style with teacher job satisfaction

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	4355.596	1	4355.596	506.919	.000b
1	Residual	3359.585	391	8.592		
	Total	7715.181	392			
a. Predictors: (constant), PTL						
b. Dependent variable: TJS						

ANOVA for principal transformational leadership style as independent variable regressed (6098.392) on teacher motivation as a dependent variable using linear regression model. F (935.712) having p=0.000 and p < 0.005 shows the model is significant.

Table 6: Glejser Test for Principal transformational leadership style and teacher job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constan)	17.498	.837		20.895	.000
	PTL	.721	.024	.840	30.589	.000

The values of B (0.721), β (0.840), t (30.589), p (0.000) and p is less than 0.05 show that principal transformational leadership style has significant predictive relationship with teacher motivation.

Correlative analysis has been used to test the strength of this relationship

Correlation analysis has been used to test the strength of this relationship (principal transformational leadership style with teacher job satisfaction). The results show that the principal's transformational leadership style has a strong, positive effect on the teacher job satisfaction.

DISCUSSION

In the study there is significant relation between TPL and TJS. The study's findings are consistent with the findings of (Shahzad et al., 2018), which indicated that democratic/transformational leadership is the most commonly used style, whereas transactional/autocratic leadership is less commonly used and laissez-faire leadership is rarely used. Findings of the study revealed that the state of having a mixed sensation of contentment and discontent. According to the findings of (Offermann et al., 2020), middle school teachers were unsatisfied with their remuneration and advancement. However, they were found to be satisfied in general. These findings are consistent with Ghazi's (2004) findings at the primary level, in which teachers were found to be content with their jobs. The study's findings are consistent with those of (Iqbal 2010).

Omeke et al. (2019) discovered that transformational leadership had a large and beneficial influence on teacher job satisfaction. According to the findings, there is a favorable association between a principal's transformational leadership style and teacher job satisfaction. Table 1 also shows that most administrators use a transformational leadership style, and the majority of teachers agreed with the assertion.

CONCLUSION

As a result, work satisfaction is a significant predictor of effective schools. Principals should be aware of their own conduct and consider applying effective techniques to boost growth and work satisfaction. Apart from this, much attention should be paid to the government on its educational reforms and special measures should be considered for implementation.

The research study indicated that transformational leadership is applied in the public sector secondary schools in district Mardan, favorably contributing to the job satisfaction

of district Mardan secondary school teachers. Secondary school instructors were often dissatisfied with their coworkers and their jobs. Communication suggests that secondary school teachers in the district of Mardan, public sector schools, are mainly compart able with the head who are executing transformational leadership style. Additionally, this study found that customized attention, with a pearson correlation value of 0.705, was the key transformational leadership quality leading to work satisfaction. This finding clearly supports the hypothesis.

RECCOMENDATIONS

Principals of secondary schools in district Mardan area may rely on this model as the results indicate that teachers were satisfied with transformational leadership. The 4 I-s of transformational leadership impact (II), intellectual stimulation (IS), individual consideration (IC), and inspiring motivation (IM) are taken into consideration when designing this approach.

- According to the findings, there is a substantial relationship between TPL and TJS. Teachers were happy with the transformational leadership style, thus the principals of secondary schools in the district of Mardan may continue to rely on it. Teachers may be motivated to perform better, and principals may begin, discuss, adopt, and support innovative and successful teaching practices.

- Because PTL has a strong relationship with TJS, it is advised that the Principal treat personnel as valued and respectable members of the school. Principals may motivate their workers by recognizing and rewarding good performance.

- Because PTL has a strong relationship with TM, it is suggested that the staff may involve in decision making for the improvement of the school.

- Principals ought to treat teachers and other staff members with respect and deference. Principals may encourage workers by recognizing excellent work.

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