



RESEARCH PAPER

A Study of the Relationship of Leadership Style and Job Satisfaction of Principals at Higher Secondary Level in Punjab, Pakistan

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PAPER INFO	ABSTRACT
Received: April 25, 2020 Accepted: June 15, 2020 Online: June 30, 2020	The motivation behind the investigation was to discover job satisfaction of principals with relation to their styles they employ to lead the human resources of their higher secondary schools. The study was delimited to (225) schools among them (210) were for boys and (215) for girls of Punjab territory. By utilizing random sampling procedure, a sample of (400) principals was selected. For this purpose, the survey tool was developed to collect data in accordance with the Likert scale. Job satisfaction part having 26 statements was divided into four parts while the second part for leadership with 25 statements was also divided into four leadership styles. Pearson Correlation and Linear Regression were utilized to find the relationship of the variables. SPSS (V-20) was utilized to analyse the data. It was discovered in the study that Leadership Style and Job satisfaction of the principals have not significant relationship. To cope with the multidimensional personalities of the staff, Continuous trainings, sound knowledge of psychology should be provided to the principals
Keywords: Leadership Style Job Satisfaction Principals Higher Secondary Schools	
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Introduction

Proper education, to educate the inhabitants, is bestowed through particular organizations same is the case in Pakistan. Education is the fundamental privilege of each person. Currently states are extremely cognizant to educate all the occupants. Here in the world is knowledge explosion. For the sake of knowledge there is a need of an open access of education for the people in the schools (Brien, et al. 2008). All the educational institutions are in charge of giving appropriate education. The expectations of community are expanding on the institutions step by step.

Everywhere throughout in present scenario is, an incredible move that puts an extraordinary pressure on instructive organizations to expand "efficiency", showed at every possible level, to increase the pace of support and all the while to uplift models both narrowly and extensively characterized. (Stevenson, 2006)

To fulfil the needs, there emerges the work of a principal with the goal that the assignment of the institutes might be cultivated appropriately and the directors or principals play out this driving job.

The significance of intermediate level is very crucial and complex. This is where the learners are set up for the particular fields, for example, therapeutic, building, expressive arts, programming designing and so on. Students verifying great imprints at this stage wind up qualified to represent considerable leadership in the ideal orders.

Now it is the obligation of the head or principal of the institute, to show the leadership to have the elevated educational environment for the attainment of the state objectives. Much the same as the leader of the state is in charge of the country to accomplish the set objectives, leaders of the instructive organizations are in charge of the best possible working of the institutes with the goal that the targets of education might be achieved. The best instructive organization is the one that has a visionary administration alongside basic variables. Richards and Catano, (2008) say that the present principals focus to realize a dream for their schools, offering initiative to the instructors, and impacting schools to work as learning networks.

As a critical phase of instructive stepping ladder, the higher secondary schools need exceptionally capable, skilful, equipped and dedicated leaders. However, shockingly, the heads of higher secondary schools come up short on the fundamental abilities obligatory to lead their followers.

Heads, in school setup don't possess any preparation for successful principal ship. They just believe in administrative aspect of their job. Indeed, even developed nations such as USA, the heads in secondary schools are very little able, as Foley, (2001) directed his research in North Carolina and observed that heads had all the earmarks of being less astute of their shortcomings for working as a principal. In Pakistani context, heads of schools in their attempt of efficiency for great principals attend the official gatherings of the area officers and refresh their paper work. All this is vital as well; however, the most imperative in this regard is a sort of condition given to the instructors as well as students in achieving national objectives for the schools. Various studies demonstrated importance of the job of principal in accomplishing the national goals can't be denied. The principal creates and keeps up an uncommon culture important to learn. The principal imparts the rage to get education in the students just as actuates the instructors to advance their educational abilities (Crow, 2006).

In the absence of cautious administration adequacy of schools is difficult, as Tayler, et al, (2009) state that initiative gives an unmistakable ability to read a compass, joined with energy for offering self-rule ponder and react.

State gives the targets or objectives to its educational system the person who his/her cautious administration outlines the techniques to accomplish these objectives is the principal. On the off chance that the school isn't performing as indicated by people in general wants, leader is considered capable. So these principals lead towards the goal (Peters, 2005).

Different initiative practices offer ascent to different sways of leading others. These ways or styles mean the practices of the principal (Beach, 1985). Scholars also perceived various initiative styles in perspective on hypothetical viewpoint, for example, totalitarian, law based, laissez-faire, participative, accomplishment arranged, etc. The identity characteristics of the principal are specifically included to receive some particular driving style. As Hassanzabeh and Ebadi, (2007) say that the most imperative characteristics for principals are high level of state of individual drive, the craving take initiative, individual uprightness, self-assurance and confidence.

In spite of the fact that the natural and logical components are of crucial significance as expressed by Kezar and Lester, (2010) administration convictions are moulded by character, setting, and power; such convictions influence the manner in which individuals build a comprehension of leadership, just as the manner in which they go about as principals.

In any case, without any administration preparing in our specific situation, the principals predominantly rely upon self-conception to lead others. Individual ways to lead are derived from the identity attributes. There isn't a particular single conduct that is to pursue for an effective principal. In the expressions of Broome, et al, (2009) effective principals utilize a wide scope of practices while collaborating the people in the institution. This view is bolstered by Grange, (2007) who says that methodologies and hypotheses of leadership are constrained as in they help in getting just parts of social reality.

The distinction for adequacy of principals demonstrates some assurance of identity characteristics that are fundamental to wind up an effective principal and this is as per Judge and et al, (2009), who state, the ownership of specific qualities enables principals to develop and to play out their jobs well.

At last, an ideal leader will be increasingly helpful for a viable administration and the principal or the leader will be progressively happy with his/her activity. As indicated by Byars & Rue, (2007) job satisfaction is a frame of mind that a worker has about activity. Obviously, a principal who is satisfied is more efficient in the assigned task and depended obligations. Having such

circumstance, the principal will show a progressively positive behaviour or vice versa.

It is obvious from different studies that leadership is essential in enhancing school effectiveness. At the point when different parts of schools' execution are concentrated, for example, the best usage of its condition, and the understudy adapting, every one of these things show one thing that great accomplishments in schools depend for the most part on the nature of school leadership (Scott, 2002).

Material and Methods

Population for this study was the government schools' principals at higher secondary level. The rationale to include principals was their availability and an importance of the 12th class results in academic setup. Principals are also the leaders of the institutions that provide the output in the shape of intermediate qualified candidates. The researcher made use of cluster and stratified random sampling technique. According to Punjab government statistics there were (650) government higher secondary schools in 2011-12 in the Province. The number of male schools was (305) while the number of female schools was (345). Among these schools (210) male schools and (215) female schools were selected for a representative sample. Total (425) schools were selected.

Survey method was used to conduct study. For this purpose, two close ended questionnaires were built to collect data. It is as per the technique that self-reports are utilized to accumulate information identified with identity, for example, quality uneasiness, requirement for accomplishment, locus of control, etc (Posakoff and Organ, 1986). The tool was constructed in the light of experts' opinion. After pilot testing some statements of the questionnaires were amended and some were dropped. SPSS (V-20) was used to analyse the data.

Results and Discussions

Table 1 Correlation among Leadership Styles and Job Satisfaction Factors

Leadership Style	Pearson value	Social factor	Personal growth factor	Economic factor	Management factor	Job satisfaction total
Democratic	r	-.498*	-.483*	-.397*	-.583*	-.529*
Laissez faire	r	.408*	.390*	.287*	.496*	.455*
Autocratic	r	.322*	.314*	.290*	.354*	.339*
Bureaucratic	r	-.223*	-.231*	-.188*	-.154*	-.226*
Leadership total	r	-.026	-.033	-.028	-.021	-.025

There is a significant negative correlation of Democratic Leadership Style with overall Job satisfaction. It ranged from ($r = -.583$) for management factor to ($r = -.397$) for economic factor. This depicts that the Democratic Leaders are not satisfied with the job. The larger value of 'r' for management factor shows that they face hardships in this regard. Overall correlation of Democratic Leadership Style with total scores of Job Satisfaction is also significant and negative ($r = -.529$).

Laissez-faire Leadership Style has positive significant correlation with all the factors as well as with the total score of Job Satisfaction. The correlation varied from ($r = .496$) for management factor to ($r = .287$) for economic factor. Overall correlation of Laissez-faire Leadership style was also positive ($r = .455$). This showed that Laissez-faire Leaders are always satisfied with their job in all conditions. This is in accordance with the nature of Laissez-faire style that this does not have much affiliation with the job.

Autocratic Leadership Style is also positively correlated with all the four factors and with the total scores of Job satisfaction. Highest value of correlation was for management factor i.e. ($r = .354$) and lowest for economic factor that was ($r = .290$). Overall correlation between Autocratic Leadership Style and Job satisfaction was ($r = .339$). These results showed that Autocratic Leaders enjoyed the all powers and they did not take tension but their job was to divert it towards the sub-ordinates.

Bureaucratic Leadership Style was significantly negatively correlated with all the factors as well as with the total scores of Job satisfaction. Maximum correlation was with personal growth factor ($r = -.231$) and minimum with the management factor ($r = -.154$). Overall correlation of Bureaucratic Leadership Style was ($r = -.226$) with the total scores of Job satisfaction. As the Bureaucratic Leaders are bookish and they always follow the rules not the ground realities so it was natural have the negative correlation with the Job satisfaction.

Total scores of Leadership Styles were insignificant negatively correlated with the total scores of Job satisfaction and with all its factors. Here the range of the correlation was from ($r = -.033$) for personal growth factor to ($r = -.021$) for management factor. Overall Leadership Styles to Job satisfaction correlation was ($r = -.025$). It was discovered that any specific Leadership Style could not have relationship with the degree of satisfaction that is attained by the principal in his/her job.

Table 2. Linear Regression Analysis of Democratic Leadership Style with Job Satisfaction of the Principals

		Unstandardized coefficients		Standardized coefficients			
Model	R	R ²	B	St. Error	Beta	T	Sig.
1(constant)	.529	.280	4.7	.138		34.105	.000
Democratic Leadership			-.56	.045	-.529	-12.447	.000

The results depicted that Democratic Leadership Style of the principals was significant predictor ($R^2 = .280$, $P < 0.05$) of their Job satisfaction. In other words, the results showed that Democratic

Leadership Style of the principals explained about 28% of the variances in their Job satisfaction.

Table 3. Linear Regression Analysis of Laissez-faire Leadership Style with Job Satisfaction of the Principals

		Unstandardized coefficients		Standardized coefficients			
Model	R	R ²	B	St. Error	Beta	T	Sig.
1(constant)	.455	.207	1.599	1.55		10.338	.000
Laissez-faire Leadership			.509	.50	.55	10.180	.000

The results displayed that Laissez-faire Leadership Style of the principals was significant predictor ($R^2 = .207$, $P < 0.05$) of their Job satisfaction. In other words, the results showed that this style explained about 21% of the variances in their Job satisfaction.

Table 4. Linear Regression Analysis of Autocratic Leadership Style with Job Satisfaction of the Principals

		Unstandardized		Standardized			
		Coefficients		coefficients			
Model	R	R ²	B	St. Error	Beta	T	Sig.
1(constant)	.339	.115	2.297	.122		18.753	.000
Autocratic Leadership			.331	.046	.339	7.177	.000

The results showed that Autocratic Leadership Style of the principals was significant predictor ($R^2 = .115$, $P < 0.05$) of their Job satisfaction. In other words, the results showed that Autocratic Leadership Style of the principals explained about 11% of the variances in their Job satisfaction.

Table 5. Linear Regression Analysis of Bureaucratic Leadership Style with Job Satisfaction of the Principals

		Unstandardized		Standardized			
		Coefficients		coefficients			
Model	R	R ²	B	St. Error	Beta	T	Sig.
1(constant)	.226	.51	3.865	.176		21.917	.000
Bureaucratic Leadership			-.347	.075	-.226	-4.628	.000

The results showed that Bureaucratic Leadership Style of the principals was significant predictor ($R^2 = .51$, $P < 0.05$) of their Job satisfaction. In other words, the results showed that Bureaucratic Leadership Style of the principals explained about 5% of the variances in their Job satisfaction.

Table 6. Linear Regression Analysis of Bureaucratic Leadership Style with Job Satisfaction of the Principals

Model	R	R2	Unstandardized		Standardized		
			B	St. Error	Beta	T	Sig.
1(constant)	.0225	.001	3.205	.238		13.450	.000
Overall Leadership			-.032	.065	-.025	-.498	.619

The results showed that Overall Leadership Styles of the principals were insignificant predictors ($R^2 = .001$, $P > 0.05$) of their Job satisfaction. In other words, the results showed that Overall Leadership Styles of the principals explained about .01% of the variances in their Job satisfaction.

Conclusion

Principals with Democratic leadership style and Bureaucratic style have a significantly negative relationship with all the four factors of Job satisfaction. On the other hand, principals having a Laissez-faire and Bureaucratic styles possess a significant positive relationship with Job satisfaction as a whole. Overall styles of Leadership have not a significant relationship with Job satisfaction. This study concluded that job satisfaction of a principal does not depend on any specific style Leadership. There might be other factors that affect the Job satisfaction of the principals.

This investigation discovered the relationship between the Leadership styles and Job satisfaction of the principals at higher secondary level. The importance of intermediate level education is manifold. This stage is the turning point in the academic life of the students. High achievers and competitors at this level get the desired field in practical life. On other hand this is a terminal stage for many students. They go to the field and get the jobs based on the knowledge attained at this level. It is utmost necessary to provide such an environment to the students in which they can achieve the predefined goals of this stage. Principal or head of the school is responsible to develop a conducive environment. Principal should lead the subordinates, so that they ought not stay inadequate in any centre expertise. Development of information is the corridor sign of the present period. In the past information was proliferated starting with one age then onto the next. Presently one delivers one's own insight. This move from engendering to creation needs new aptitudes of the people who are the capable to run the instructive organizations. Due to the soul of popular government ingrains the energy of self-

basic leadership and thinking uninhibitedly the way toward overseeing the social organizations turns out to be increasingly confused.

If head of the institution is continually in contact with the new advancements in their field so they might have the option to run their schools as per the requests of the general public. Some of the time they need to take exceptionally troublesome and touchy choices. They ought to have solid character qualities at exactly that point they might have the option to continue themselves in their activity and substantiate themselves solid pioneers to lead the educating/learning network toward the ideal objectives. The method for driving or the leadership style is vital. Writing on school adequacy more than once alludes to the requirement for solid authority of the head (Harris et al., 2003; Agezo, 2010). The results of this support studies of Bliss and et.al, (1990).

There is a significant negative correlation of Democratic Leadership Style with overall Job satisfaction. This depicts that Democratic Leaders are not satisfied with the job particularly with the management factor for the hardships in this regard. Laissez-fare Leadership Style showed a positive significant correlation with all the factors as well as with the total score of Job Satisfaction. This showed that Laissez-fare Leaders are always satisfied with their job in all conditions. This is in accordance with the nature of Laissez-faire style that this does not have much affiliation with the job.

Autocratic Leadership Style is also positively correlated with all the four factors and with the total scores of Job satisfaction. These results showed that Autocratic Leaders enjoyed the all powers and they did not take tension but their job was to divert it towards the sub-ordinates. Bureaucratic Leadership Style was significantly negatively correlated with all the factors as well as with the total scores of Job satisfaction. As the Bureaucratic Leaders are bookish and they always follow the rules not the ground realities so it was natural to have the negative correlation with the Job satisfaction.

Total scores of Leadership Styles were insignificant negatively correlated with the total scores of Job satisfaction and with all its factors. It was discovered that any specific Leadership Style could not be related to the job satisfaction of the respective principal.

Recommendations

On the basis of the results of study, the researcher recommended all stakeholders that;

- To upgrade the Leadership abilities of viable principal ship, the successful candidates for principal ship ought to be designated for a specific period. After that period the specialists ought to assess the principal and in the

event that they discovered some lack the time of apprenticeship might be enhanced.

- Continuous trainings should be provided to the principals to be effective. The motivation level of the principals should be boot up. The principal ought to have forces to cease the agreement of such an instructor whose work is not as per the school destinations.
- The Leading is a complicated procedure. It relies upon different inner and outside variables of the association. To cope with the multidimensional personalities of the staff, sound knowledge of psychology should be included in the training of the principals. Along these lines they will have the option to deal with the different evolving circumstances.

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