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IMPACT OF LEADERSHIP STYLE ON JOB SATISFACTION OF TEACHERS

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KEYWORDS	ABSTRACT
Leadership Styles, Job Satisfaction, Physical Education Teachers	<p>The purpose of the study was to investigate the impact of leadership styles adopted by head of institution upon job satisfaction of physical education teachers at school level in District Mianwali, Punjab. The population of the study comprised of all physical education teachers working in high and higher secondary schools. The research study was quantitative in nature and the researcher used cross sectional method for data collection by using Likert scale. The population of research study was 143 in number in which male were 87 and female were 56. The researchers used descriptive and inferential statistics for analysis of collected data. The findings of the study concluded that PETs were much contented with their profession when their HOIs motivate and closely work together by directing them and give proper concentration to personal well-beings of them. The research study also indicated the existing relationship of democratic and autocratic leadership styles in government high schools. It was suggested that democratic leadership styles should adopt by the HOIs which is beneficial for the promoting teachers' job satisfaction.</p>

INTRODUCTION

In government sector, schools have vital position wherein the growing generation is trained and accordingly the HOIs have high responsibility to run their institute successfully. They play a vital role in attainment of set targets and the overall development of the educational institutions as well as to enhance the motivation and job satisfaction level of teachers. Ciulla (2004) described that administration is the basic tool to motivate the other people to take any collective task in pursuit of general scenario. Thus, educational administration is method of motivating and supporting the teaching staff and students to work with spirit to know the realization of educational institutes and its objectives. For the heads, specific leadership style can determine the basic traits of HOIs, which may create a constructive picture of the head among followers. This productive trait of leadership can bring affirmative change in attitude

and behaviour of faculty members which may cause to enhance the professional performance of physical education teachers (Grosso, 2008). It indicates that transformational capability of democratic leadership style and may affect the teachers.

On the other hand, in government educational institutions, job satisfaction is a basic factor for teachers and other faculty members. An internal feeling of individual is Job satisfaction which is created by various aspects at educational environment. Aziri (2011) described that job satisfaction as degree on which people satisfy or dissatisfy from their jobs. An emotional state, at which a person feels satisfaction is a resultant from appreciating their performance or experience (Madlock, 2008). Research study by Roul (2012) concluded that strikes, poor performance, absence from work and teacher's burn out are produced by low levels of job inspiration by HOIs and caused to low job satisfaction. On other hand Northhouse (2010) stated that high level of teacher's morale, inspiration and general enthusiasm are due to their job satisfaction and it may cause to enhance the potential level of teachers". Poor teaching or output from students and educational institute's success totally depend on satisfy/dissatisfy level of teachers and has affected them negatively. Likewise, Ngwala (2014) described that leadership style adopt by HOI of institute affects educational climate, learning environment and professional level and job satisfaction level of teachers.

According to Akoth (2011) stated that leadership design is only way in which a principal gives direction, implements procedures and inspires teachers to achieve educational objectives. The relationship between HOIs' leadership style and teachers' job satisfaction has been a matter of the controversy by many research researchers (Ngwala, 2014). According to Kingori (2013) described that increasing the professional responsibilities and the positive and well in time motivational and moral support by HOIs along with other basic educational resources are the major factors that have to play important role in prevailing emotional and psychological issues and low job satisfaction. Research study by Jabeen (2016) commented that in Punjab, majority of the HOIs are of the view that sporting events are the time killer. The study results also indicated that HOIs are not in favour in leading sports events at school level. Reported by Oyetunyi (2006) concluded that physical teachers are feeling unsatisfied during their duty hours and cannot play positive role in promoting sports activities and in character building and motivation of youth (Maurice, Pamela & Jairo, 2019). Thus, this was basic need to carry out study on impact of leadership on teachers' job satisfaction.

LITERATURE REVIEW

Yilmaz (2007) research study findings could help HOIs of schools in refining their leadership style and their capability of their own leadership and also support them in developing their leadership behaviour to motivate the teachers in well manners and carry out some effective measures to meet staff requirements to improve levels of job satisfaction of teacher passably. Accordingly, Okumbe (2007) indicated the various types of leadership such as authoritarian, laissez-faire and democratic which are investigated in study. Several researches have shown

that there is positive or negative association in between different organizing leadership styles of head of department and school effectiveness. A study by Mohamed (2011) conducted on effect of leadership style and job satisfaction of employees in Malaysia. Weiss, Kreider, Lopez and Nelson (2005) described that head of institution and students' parents, both play a key role in enhancing their teaching staff morals and if the head teacher also allows the teachers' involvement in the process of decision making.

Moreover, if he/she provides a constructive organizational culture and environment to staff for carrying on their allotted duties then teachers feel satisfaction, win success and remain fit in their profession for the longer period of time. Teachers are also playing their significant role in development of defensive power of students. Research study by Ibrahim and Taneiji, (2013) have shown that constancy of the teachers and job permanence are very essential than compensation, profits and ways for the teachers. A research study by Modley and Lurochelle (1995) have identified successful leadership style in educational sector of Pakistan and Njeri (2011) found that democratic leadership style was mostly adapted and followed in Pakistani context to improve and to enhance the job performance and to achieve their desired goals. Humphrey (2012) described that the leadership styles of the manager has great impact on the followers such as teachers to accept their instructions and control happily. In Kenya, at many forums, many issues and challenges those which are faced by the teachers related with their encouragement and improvement of the job satisfaction which have been addressed such as meetings of public commissions and trade unions.

It has been discussed that for improvement working environment of teachers particularly the salary package is needed to enhance the job satisfaction there. According to Kipkebut (2010a) found that teachers feel a sense of satisfaction only in the job features like, the work setting, protection, appreciation, the work contentment and the control. Similarly, they work for the development of institute too. Charlton (2000) argued that a successful leadership style has the great impact on the teachers' job satisfaction including the physical education teacher. Leadership style of many school heads is not impressive for the reason that they behave with the teachers as a teaching tools that they can be treated anyway. Due to this reason, teachers including physical education teachers do not feel job security and proper hold on their jobs (Mwangi, 2013). According to Maurice et al. (2019), the literature review is the method of the evaluating, reading, analyzing and summarizing, method and material. It further provides a theoretical framework for the research and through this process, the researchers found the gap and finalized analyses over statistical process.

Hypothesis of study

H1: There is significant association between leadership styles and job satisfaction of physical education teachers at the school level in the district Mianwali, Punjab, Pakistan.

H2: There is significant impact of leadership leadership styles upon the job satisfaction of the physical education teachers at school level in district Mianwali, Punjab, Pakistan.

RESEARCH METHODOLOGY

Following research methodology was adopted in this study. The population of this study was comprised of all the physical education teachers working in the public secondary and higher secondary schools in the district Mianwali, Punjab Province of Pakistan. According to official record of School Education Department (SED, 2018) there were 149 government boys and girls high and higher secondary schools in three tehsils of the district Mianwali. As the 149 participants list in population was easily accessible and they were supposed to be contacted, census method was applied and all the participants surveyed for the purpose of collection of data. So due to easy convenient approach, the researcher selected all the physical education teachers for target population. The physical education teachers were 143 in number in which male were 87 and female were 56.

The study was quantitative in nature. Cross sectional approach was used for data collection. The researcher developed and used Likert scale for the purpose of data collection. The total 20 questions were included in questionnaire. For the purpose of validity, the scale was sent to the 05 experts of relevant field. The reliability of this scale was found to be 0.89 through Cronbach alpha method. Questionnaire was distributed among the respondents of study. The filled questionnaire was collected back after filling. Thus, 75% return rate was record. For systematically data analysis the collected data were tabulated and examined by using version 24.0 of SPSS. To reach at the results, Mean, standard deviation, regression and correlation analysis were used to analyze data.

RESULTS OF STUDY

Table 1 Means and standard Deviations for leadership styles and job satisfaction

Scales	Population	Mean(M)	SD
Democratic style	143	3.36	.87
Working Conditions	143	3.24	.89
Intellectual motivation	143	3.06	.92
Contingent incentive	143	2.81	.79
Work Relationships	143	3.12	.75
Administration & Supervision	143	2.48	.89
Autocratic style	143	2.24	.76
Occupational satisfaction	143	3.27	.48

The above table shows that results of SD and Mean. Table indicates the impact of leadership styles upon job satisfaction. The result of table shows that physical education teachers have neither positively nor negatively impact about Intellectual motivation from school heads (m = 3.06) and the head's administration and the supervision (m = 2.48). This indicates that by questioning postulations, and reshaping problems, administration and supervision of heads make the physical education teachers to be innovative and creative are not common thing in public schools of district Mianwali. In addition, many of school heads just little bit supervise

performances of teachers in institute, and only to some extent take measure to right any mistakes done by the physical education teachers. They generally do not be familiar with that their heads give incentives on Contingent incentive ($m = 2.81$), or show administration and supervision ($m = 2.48$). Not more than 14.5% of the physical education teachers considered the leadership style of their HOIs as contingent incentive. Table No. 1 also shows that on average, the physical education teachers were reasonably contented with their profession ($m = 3.27$).

Table 2 Differences in leadership styles between schools

Scales	Sum Squares	F-Deviation	Frequency-V	Sig
Democratic style	28.405	8	5.023	.00
Working conditions	29.246	8	5.043	.00
Intellectual motivation	12.644	8	1.745	.06
Contingent incentive	21.864	8	4.695	.00
Work relationships	18.354	8	4.305	.00
Administration & supervision	21.090	8	3.349	.00
Autocratic style	11.644	8	1.535,	.05

Analysis variance was properly used for the purpose of whether schools vary in leadership style of heads. Table No. 2 statistically found significant differences in leadership styles of heads in different schools of district Mianwali. The results shown large differences among government schools regarding democratic style of the heads of schools ($F = 5.023$, $df = 8$, $p = .00$), the degree to which the school heads give concentration to physical education teachers' basic need for working conditions ($F=5.043$, $df=8$, $p=.00$), degree to which HOIs' incentive physical education teachers' performance ($F=4.695$, $df = 8$, $p = .00$), and work relationships ($F = 4.305$, $df = 8$, $p = .00$) and Administration and Supervision ($F = 3.349$, $df = 8$, $p = .00$). The intellectual motivation of the physical education teachers ($F = 1.745$, $df = 8$, $p=.06$) and autocratic style of heads ($F = 1.535$, $d.f. = 8$, $p = .05$) were not found significant differences in this regard.

Table 3 Correlations between leadership styles and job satisfaction

	DEM	AUT	LS	WR	IM	CI
Working condition	.83*					
Intellectual Motivation	.62*	.67*				
Contingent reward	.65*	.72*	..59			
Work relationships	.40*	.46*	.30			
Leadership & Supervision	-.45*	-.39*	-.32	-.06		
Autocratic Style	-.46*	-.41*	-.33	-.06	.57*	
Occupational Satisfaction	.73*	.66*	.45	.35*	-.50*	-.39*

The above table shows correlation among the different features and types of leadership styles and level of job satisfaction of physical education teachers. Almost all tested relationships

among variables were originated found to be significant. It was found that a democratic style of heads is much related to school principal giving more attention to need for achievement of organization and working condition of physical education teachers ($r = .83$). likewise, it was also shown that democratic style in public high schools of Mianwali was also significantly correlated to encourage the physical education teachers to be innovative and creative by their postulations of questioning, reshaping issues, and to establish incentive for the teachers' job satisfaction ($r = .64$). Democratic leadership is somewhat less clear correlated to intellectual motivation, and related to the administration and supervision negatively ($r = -.45$) and the autocratic style ($r = -.46$).

likewise, this research study results shown that working condition by the head of school is very correlated to intellectual motivation by the institute's principal ($r=.67$), and incentive of contingent in institute ($r = .72$), and not as much of strongly to intellectual motivation ($r = -.46$, $r = .30$ and $r = .35$ respectively). Administration and supervision and autocratic style of heads, in turn are linked to each other positively ($r = .57$). Furthermore, job satisfaction of teachers is correlated with HOIs using administration and supervision negatively ($r = -.50$, $p < .001$), and autocratic style of school heads ($r = -.39$, $p < .001$). This identifies that heads of school who are not have knowledge about the basic necessities of the teachers, and not concerned in all processes of education, only reacting to issue order in her/his school, cause to dissatisfaction of teachers.

Table 4 Regression showing the impact of leadership styles upon job satisfaction

Predictor	Dependent	R	R ²	Adj- R ²	F	T	U- β	Sig.
Administrative Style	Job Satisfaction	.325	.105	.099	17.071	4.132	.184	.000

The Table 4 showing the impact of the leadership styles upon job satisfaction of the physical education teachers at school level. The results show that there is positive significant impact of leadership styles upon job satisfaction of physical education teachers at school level. The impact on job satisfaction of the PETs at school level due to leadership styles was 10%. leadership styles significantly predicted the job satisfaction of physical education teachers at college level $\square = .184$, $t = 4.132$, $p < .05$. the leadership styles explained the significant proportion of variance in PETs' job satisfaction at school level $R^2 = .105$, $F = 17.071$, $p < .05$. Hence the hypothesis H1: There is significant the impact of leadership styles upon job satisfaction of physical education teachers at school level is hereby accepted.

DISCUSSION AND CONCLUSION

The study explored the impact of leadership styles which were adopted by heads of school for the job satisfaction of physical education teachers within the government high and higher secondary schools of District Mianwali. The study results shown that both types of leadership styles (democratic and autocratic) were adopted by the heads of public schools. Findings of this study also shown that different leadership styles, like intellectual stimulation, working

condition and work relationship as the democratic type of leadership are commonly used by heads of government school sector (Bass & Avolio, 2003). It is very necessary for heads of schools to use contingent incentives for physical education teachers, revealing autocratic leadership style. The study findings shown that the parameters of democratic administration seem more useful to differentiate leadership in high schools of Mianwali than dimensions of autocratic leadership style. Along this, it indicated that considerable differences lie between different styles of administration and schools.

The research study shown that there was positive relationship between physical education teachers' job satisfaction and leadership styles of HOIs. The job satisfaction of the physical education teachers is positively related to democratic leadership style, working condition, intellectual motivation, contingent incentive and administration and supervision. A negative relationship was found in the arena of work relationship and autocratic leadership style. This finding shows only partially in line with prior research studies. Although all research studies show impact for democratic leadership style on job satisfaction of teachers Griffith, (2004) and Nguni et al. (2006) studies results support for autocratic leadership style is not clearer. Bass and McKibben, (2003) indicated less negative impact of a composite scale for autocratic leadership style on job satisfaction of physical education teachers'. In this study the adverse relationship was initiated for administration and supervision and autocratic leadership style. Thus, style scales now and then are divided into 'positive' autocratic style and administration and supervision (Ibrahim & Taneiji, 2013).

This finding of the study is related to prior findings that the two styles of administration are in same range and not different from each other. The study shows that next to democratic leadership style, working condition, and administration and supervision, has positive impact on physical education teachers' job satisfaction. The endings of this study identify that the related teachers having the diploma in the education or bachelor degree seem to be more comfortable with their profession than high qualified. These results are in accordance with results of Abdullah et al. (2009), Nguni et al. (2006) and Maurice et al. (2019) indicated that physical education teachers have significant different about the job satisfaction level having the graduate and non-graduate degrees. This result shows according to the facts that low qualification of physical education teachers is more satisfied with their profession due to less chance of the finding another job. High qualified teachers considered that their job is not according as per their educational levels.

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