Relationship between leadership styles of head and teachers' job satisfaction in the public colleges of district Lahore

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iD **Iqra Noreen**

Institute of Education and Research University of the Punjab, Lahore, Pakistan.
Email: Iqrapu1@gmail.com

ABSTRACT

Leadership encompasses the ability to influence individuals in pursuit of defined educational and institutional objectives. This study aimed to ascertain the leadership styles of principals in colleges, assess the job satisfaction levels of college educators, and examine the correlation between leadership style of head and the job satisfaction of teachers. A descriptive research design was employed for this investigation. The study's population comprised public colleges located in the Lahore district. Proportionate multistage stratified random sampling method was used to choose the sample by the researcher. The researcher evolved two questionnaires to probe the relationship between job satisfaction and leadership styles, both of which demonstrated a reliability coefficient of 0.91. Data collection was conducted through personal visits to public sector colleges. The Pearson Coefficient Product Moment was applied to analyze the correlation among leadership styles and job satisfaction. Furthermore, to investigate variations in demographic characteristics pertaining to leadership style and work satisfaction among college teachere in Lahore, independent sample t-tests were utilized.The results indicated a significant, positive, and robust relationship between heads' leadership style and the job satisfaction of teachers. Both transformational and transactional leadership styles were found to be strongly associated with teachers' job satisfaction. Results of the study showed female teachers are more satisfied than male. It is essential to emphasize effective leadership styles, accompanied by appropriate guidance and supervision, to enhance job satisfaction, as satisfied teachers are more likely to perform their duties effectively and contribute significantly to achieving educational objectives.

Keywords: *Job satisfaction, Leadership styles, Leadership, Transformational, Transactional, Head teacher, Teacher.*

Highlights of this paper
- The objective of this research was to identify the leadership style of head teachers that most significantly influences teachers' job satisfaction.
- Additionally, the findings indicated that job satisfaction levels differ based on gender and years of experience in the profession.

1. INTRODUCTION

Leaders have a significant impact on the attitudes of employees towards their respective tasks. The present environment of organizations has made some changes with respect to the leaders, since success of any organization today is determined by the leadership styles adopted by the leaders. All leaders align with the vision of their organization, its people through their ideas and simplicity of being and hence are part of what they are doing as opposed to chasing personal career advancement. It is not to say that other models do not exist, it is only fair though, to state that the transformational and transactional models are probably the most studied. Leadership studies that are oriented toward transformational approaches have been quite a lot, however other leadership studies are of equal importance and such is taking transactional leadership (Mintzberg, 2010). Leadership is nothing but a collaborative influence process in which leader assumes the entirety of employees to seek the common purpose of an organization. It is a stage where a leader fully committed to influencing and directing everyone, it is a way of changing behavior of employees in a situation, or motivating a group to achieve a goal, and a perspective of action that aims to change people. Relating to the importance of leadership in educational institutions, leadership is one of the major issues that decides whether an educational institution, be it a school or a college survives or fails. Generally accepted such an idea is substantiated by considerable measures undertaken for the improvement of educational leadership in England (Simkins, Sisum, & Memon, 2003).

Leadership or the notion of the people occupying these positions is taken as necessary and helpful for modifying both the individual as well as the organizational performances, hence researchers, academicians and educational institutions, where courses in management have sprung up across the globe, rushed for it. There are some authors who redefine leadership in terms of personal traits or abilities while some authors put it in a social context (Northouse, 2010). Leadership is regarded as a crucial factor in enhancing both individual and organizational performance, attracting the interest of researchers, scholars, and educational institutions, which have initiated leadership programs globally. Some scholars conceptualize leadership as an inherent trait or behavior, while others examine it from a sociocultural perspective (Northouse, 2010). Job satisfaction, which reflects how content an individual is with their employment, has been a relevant concept for centuries, often influenced by the occupational choices dictated by one's parents. Numerous factors can impact an individual's level of job satisfaction, including compensation and benefits, perceived equity within the organizational development environment, workplace conditions, leadership dynamics, interpersonal relationships, the nature of the job itself, the challenges it presents, and the clarity of job responsibilities. Generally, the greater the satisfaction employees derive from their roles, the more content they are overall. It is important to note that job satisfaction is distinct from motivation. Job design aims to enhance job satisfaction, while performance strategies may involve job rotation, job enrichment, and job redesign. Additional factors influencing job satisfaction include leadership style, organizational culture, employee engagement, empowerment, and autonomous work teams. Job satisfaction is a critical attribute frequently assessed by organizations. The relationship between various leadership styles of school administrators and employee job satisfaction and productivity has been the subject of extensive research. Job satisfaction serves as a measure of how content an individual is with their employment. Historically, the professions accessible to individuals were frequently determined by parental influence. Numerous factors can influence an individual's level of job satisfaction. Compensation and benefits, perceived fairness of the

organization, surrounding for development, the level of work environment, approach to leadership, interpersonal relations, the nature of jobs or the job itself, the degree of job variety, the degree of the job apprehensive as well as the degree of clarity of roles and responsibilities. Generally, the greater the contentment employees feel in their roles, the higher their job satisfaction. It is important to note that job satisfaction is distinct from motivation. Strategies aimed at enhancing job satisfaction often involve job redesign, work enrichment, and job enlargement. Additional factors impacting job satisfaction include leadership style, organizational culture, employee engagement, empowerment, and autonomous work teams. Job satisfaction is a critical attribute frequently evaluated by organizations. The relationship between the leadership styles of school administrators and the job satisfaction and productivity of their staff has been the subject of extensive research (Vroom, 2000). The leadership styles adopted by organizational leaders are influenced by the context and culture of the institution, which can, in turn, affect teachers' job satisfaction. Therefore, it can be inferred that leadership style may lead to either employee satisfaction or dissatisfaction. The leadership approach of school administrators is a significant and positive factor that has a direct correlation with job satisfaction, and substantial research has been conducted on the effects of leadership behavior on job satisfaction (Stockard & Lehman, 2004). Understanding the critical factors influencing work fulfilment of teachers is essential for providing the necessary evidence to maintain a thriving institutional system. Among these factors, the leadership style of the head teacher stands out as a significant and positive contributor to job satisfaction. Numerous studies have explored the relationship between leadership behavior and job satisfaction (Shah, 2009). Previous research indicates the importance of investigating the impact of head teachers' leadership styles on teachers' workplace satisfaction. Additionally, there is a pressing need for further research in Pakistan, as the existing literature primarily references key studies from Western contexts, revealing a gap in knowledge regarding the leadership practices of heads in Pakistan and their consequences on teacher job satisfaction. In Western contexts, it is generally accepted that the leadership style of school heads correlates with job satisfaction of teachers.

1.1. Significance of Research

The present investigation is characterized by its multidimensional nature. This research aims to assist educators and school administrators in comprehending the importance of teachers' job satisfaction at the collegiate level. The study will examine the correlation between the leadership styles of principals and the job satisfaction of teachers in colleges located in Lahore. It will provide insight into both effective and ineffective leadership styles employed by principals in public colleges within the region. The findings of this research could enhance the understanding of leadership dynamics within educational institutions. Furthermore, it will shed light on the relationship between principals' leadership styles and the job satisfaction and productivity levels of teachers. This research endeavor will lay the groundwork for the professional development of educators and will also identify specific demographic characteristics of teachers that may influence their job satisfaction. Conducting this research is essential to assess the current situation and to propose recommendations for achieving institutional goals more effectively. It is anticipated that this study will prove advantageous for teachers. There is a pressing need for college administrations to recognize the shortcomings in their leadership approaches. The results of this study will serve as a repository of ideas to facilitate advancements in this area, providing valuable insights for other researchers as well. Additionally, this research will help identify areas of weakness and deficiency. Ultimately, this study will be beneficial for school leaders seeking to improve both the job performance and job satisfaction of their teaching staff.

1.2. Research Questions of the Study

The study's research questions were as follows:

1. What leadership styles are employed by heads of colleges in Lahore?
2. To what extent do teachers at the college level experience job satisfaction?
3. Is there a notable correlation between the leadership styles of heads and the job satisfaction of college teachers?
4. Are demographic factors such as gender, age, academic qualifications, and experience significantly influence the leadership styles of principals and the job satisfaction of teachers in the colleges?

2. LITERATURE REVIEW

This chapter focuses on the existing literature regarding leadership styles and their correlation with job satisfaction of employees. It assesses various theories, models, and sources related to leadership approaches and job satisfaction. Additionally, it analytically explores the association within two variables based on findings and recommendations from previous studies. The primary objective of the literature review was to establish a theoretical framework that facilitates understanding derived from earlier related research. The review encompassed both national and international inquiring initiatives relevant to the study.

2.1. Leadership

This concept is characterized as the capacity to attain goals by leveraging the support and collaboration of individuals within an organization, association, or system (Adereti, Sanni, & Adesina, 2011).

2.2. Perceptions on Leadership

Leadership is fundamentally a concept that arises in individuals' minds to clarify and articulate the collective impact on people. Many employees perceive leadership as a force that is both powerful and expansive. Within an organizational context, leadership possesses distinct and significant definitions. A leader, or change agent, is someone who charts a course in an endeavor and motivates individuals to adhere to that path. Leadership is defined as the process through which an individual influences others, inspiring, motivating, and guiding their actions to achieve the objectives of a group or organization (Jones & George, 2004).

In essence, leadership encompasses the recognition of the necessity for change and the capability to implement it. It is a practice wherein an individual galvanizes their team or colleagues towards the accomplishment of shared objectives (Flynn, 2009). Leadership involves engaging coworkers and providing direction towards a specified goal. A successful leadership approach promotes change and creates a driving force for transformation. The diverse interpretations and theories surrounding leadership underscore its complex character. A leader may be perceived as a powerful catalyst for change (Naidu & Van Der Walt, 2005). This process involves leaders fostering a collective vision and setting objectives that shape the actions of all individuals within the organization, thereby promoting the attainment of shared values (Banerji & Krishnan, 2000). A shared vision facilitates the development of a collective rational framework for guiding subordinates. Leadership is fundamentally a relational dynamic between leaders and followers within a social group. It encompasses the provision of a vision, the creation of power, and the utilization of that power to enable individuals to realize the vision (Jones & Rudd, 2008).

The existing literature on leadership identifies three predominant styles: transformational, transactional, and laissez-faire, with transformational and transactional leadership emerging as the most influential in contemporary settings (Mester, Visser, Roodt, & Kellerman, 2003). A significant portion of leadership theory has focused on the examination of these styles, particularly transformational and transactional leadership, which has laid the groundwork for research across various domains over the past two decades (Vance & Larson, 2002). Leadership can also be understood as the development of a distinct and cohesive set of expectations aimed at identifying, motivating,

and effectively utilizing all organizational resources, with individuals being the most critical asset. Consequently, leadership represents a form of influence whereby followers willingly accept the guidance and authority of another individual. In essence, leaders are tasked with inspiring followers to perform willingly beyond the constraints imposed by formal authority (Ololube, 2006).

Leadership styles vary significantly from one organization to another, and it is essential to recognize that no two leaders can guide their organizations in the same manner. Research on leadership styles indicates that women tend to exhibit stronger relationship-oriented styles, while men generally excel in informational and supervisory approaches (Fennell, 2005; Krüger, 1996). Eagly, Johannesen-Schmidt, and Van Engen (2003) conducted a quantitative synthesis of 45 studies comparing transformational, transactional, and other leadership styles between genders. Their findings revealed that women outperform men in transformational leadership and unexpected rewards, whereas men tend to score higher in both active and passive management by exception. The leadership styles employed by head teachers significantly influence employee behavior. Those who adopt a transactional leadership style believe that discipline and rewards motivate individuals, while transformational leadership is often deemed more effective. The body of literature on leadership is continually evolving, tracing its origins from the Great Man theory to contemporary styles such as transactional and transformational leadership, with a focus on leader traits, behaviors, and situational factors. The Great Man theory posits that leaders are inherently born rather than made, suggesting that their innate qualities cannot be acquired. The term "man" was historically used as it was believed that only men could be leaders (Bolden & Gosling, 2006). Following the exploration of leadership theories, scholars shifted their attention to the behaviors exhibited by leaders in the past, aiming to provide training for others to emulate these leadership qualities (Robbins, Judge, & MacLachlan, 2009). The subsequent development in leadership thought introduced situational theory, which posits that leaders must assess the context and adapt their approach accordingly. The desirable situational elements encompass the characteristics of the followers, the attributes of the workplace, the roles of the followers, and the external environment. Situational theory is sometimes referred to as contingency theory (Hinkin & Schriesheim, 2008). Recent literature often considers transformational and transactional leadership styles. The influence of leadership styles on employee effectiveness cannot be overstated; even a competent teacher may become ineffective if the leadership style of the principal conflicts with the teacher's role or responsibilities. When the principal's leadership style aligns appropriately, the manner in which the principal trains subordinates, fosters human connections, considers the well-being of staff, motivates employees, and manages staff development, among other factors, is likely to significantly impact teacher productivity (Daft et al., 2005).

2.3. Job Satisfaction

Job satisfaction refers to the sense of fulfillment and internal contentment experienced upon the completion of specific tasks. It is characterized as a positive emotional response derived from the evaluation of one's profession or particular aspects of a job (Smith, Kendall, & Hulin, 1969). More simply, it can be described as the degree to which an individual enjoys their work or the responsibilities associated with their role (Hugnes, Gonnett, & Curphy, 2006). The concept of job satisfaction is recognized as a significant issue globally, as it plays a crucial role in the advancement of educational systems and societal progress. In contemporary contexts, job satisfaction is linked to addressing the needs and demands of educators to enhance their skills and performance. Employee satisfaction is essential across all job sectors; the development of skills, knowledge, and competencies is contingent upon the satisfaction of individuals. Consequently, the satisfaction of teachers within any educational institution is vital for their engagement, commitment, and diligence, enabling them to provide the most current knowledge and information to students for their growth (Wicker, 2011). Job satisfaction serves as a critical strategy for attracting and retaining top talent within

an organization. Job satisfaction, when viewed from a global standpoint, is conceptualized as a comprehensive emotional reaction to an individual's work experience. Studies have shown that a multitude of factors contribute to employees' levels of job satisfaction. These factors encompass remuneration, benefits, acknowledgment and accomplishments, autonomy, working environment, the importance of the job, interpersonal relationships with coworkers, skill proficiency, job stability, social interactions, support from management, flexibility in the workplace, and inherent genetic traits (Randeree & Chaudhry, 2012). This perspective adopts a macro-level approach, particularly when examining the perceived behaviors of subordinates. In this broader context, condensing the numerous essential components that constitute a job into a singular outcome may overlook the underlying determinants of job satisfaction. Consequently, this comprehensive viewpoint may be considered biased if specific aspects of low satisfaction levels remain unidentified.

Although, Alegre and Chiva (2008) argued that even when a singular outcome is derived, the validity of the findings is not necessarily compromised. Leadership style is acknowledged as a critical determinant of employees' job satisfaction, which plays an essential role in the overall success of an organization. The levels of job satisfaction and dissatisfaction are not exclusively dependent on the characteristics of the work itself but also depend on how the job aligns with the needs of the employee (Mahmoud, 2008). Enhanced intrinsic, social, and extrinsic rewards are likely to elevate job satisfaction levels (Mulinge & Mueller, 1998).

2.4. Relationship between Leadership Styles and Job Satisfaction

This section explores a critical viewpoint on leadership to analyze the possible connections between teacher job satisfaction and different leadership styles. Unlike the somewhat restricted impact of current research concerning educators and their job satisfaction, a significant number of studies have concentrated on the causal relationships between particular behaviors and the job satisfaction of teachers in educational settings. Dinham and Scott (2000) highlighted the significance of teacher job satisfaction and the interactions between teachers and principals. They argue that the primary contributors to teacher dissatisfaction include societal negative perceptions of educators, unfavorable media portrayals, working conditions, challenges related to changes in leadership styles, and insufficient support and professional development, which collectively initiate the problem. Moreover, it is essential for principals to be accountable for addressing these prior assumptions and deficiencies as perceived by teachers. School leaders should prioritize societal relevance to foster a positive work environment (Dinham & Scott, 2000). Berson and Linton (2005) corroborate earlier findings, indicating a positive correlation between job satisfaction and transformational leadership styles. The results of a study conducted by Nielsen, Yarker, Brenner, Randall, and Borg (2008) work demonstrated a significant correlation between transformational leadership and the working conditions experienced by employees. This observation is consistent with Herzberg's two-factor theory, which asserts that positive working conditions enhance job satisfaction. Xirasagar (2008) notes that effective leaders engage in behaviors aimed at preventing potential conflicts before they emerge. Furthermore, a study conducted by Andreassen, Hetland, Hetland, Notelaers, and Pallesen (2011) reveals that management approaches that prioritize the constant monitoring of mistakes can severely undermine the long-term sustainability of job satisfaction.

3. METHODOLOGY

3.1. Research Design

The study adopted an explanatory research design. A correlational research methodology was implemented to investigate the association between various leadership styles and the level of job satisfaction experienced by teachers in colleges located in Lahore.

3.2. Research Population

The sample for this research framework was obtained from the public colleges situated in the Lahore district. Currently, the Lahore district has 46 public colleges, comprising 30 institutions for women and 16 for men. Employing simple random sampling techniques, eight colleges for males and fifteen for females were selected. A comprehensive list of these colleges can be found in the appendix.

3.3. Sampling Technique

The sample was selected using a stratified random sampling technique, which categorized the population into two strata: male and female teachers from public colleges in Lahore.
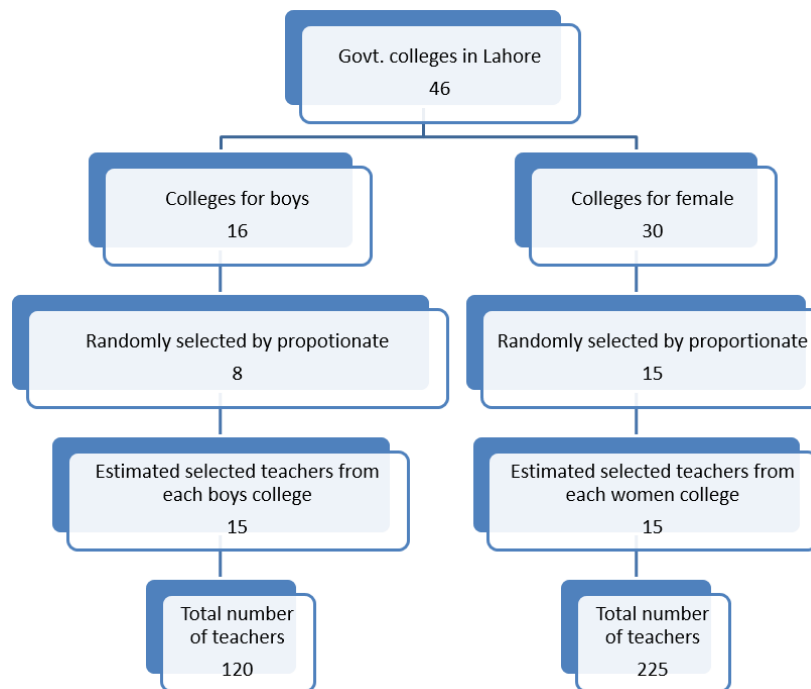

Figure 1. Sampling.

3.4. Data Collection Tool

A self-designed questionnaire was utilized to collect data from the participants. Through this instrument, the principal's perspectives on leadership were examined. The researcher developed the questionnaire after reviewing existing literature on leadership and job satisfaction. In crafting the questionnaire, the researcher considered all relevant aspects and dimensions related to job satisfaction and leadership, incorporating insights gained from discussions with experts and doctoral researchers. The questions focused on various leadership factors and indicators of job satisfaction.

3.5. Validity

The researcher validated the questionnaire by consulting with experts. After receiving feedback from a lecturer in English and two PhD scholars, the researcher utilized the questionnaire to gather data.

3.6. Reliability

To find out the reliability of questionnaire researcher used the cronnach's alpha.

Table 1. Reliability of questionnaire.

Scale	Cronbach's Alpha
Leadership style	0.909
Job satisfaction	0.916

The value of cronbach Alpha in Table 1 indicates good reliability.

3.7. Pilot Study

An initial investigation was carried out to assess the reliability and validity of the measurement scale. For this exploratory study, 40 educators from various colleges in Lahore were selected. A questionnaire was distributed to the instructors with the assistance of the principal. The analysis of reliability and validity was performed utilizing SPSS software.

3.8. Procedure

The researcher conducted personal visits to the colleges to gather data. The researcher encountered challenges while collecting the data, resulting in an inadequate response rate from participants. Each college was visited three times with the aim of data collection. Although the researcher aimed to collect data from 400 faculty members, only 345 responses were obtained to facilitate ease of understanding and to eliminate any ambiguity.

3.9. Ethical Consideration

An authorization letter was provided by the supervisor (Prof. Dr. Abid Hussain Ch. Chairman of Institute of Education and Research, University of Punjab) on May 5, 2017 for data collection.Throughout this study, the researcher diligently followed the prescribed research ethics concerning the respondents. Informed consent was secured from all participating respondents as well as their respective heads.

3.10. Analysis of Data

The analysis of the data was conducted through both descriptive and inferential statistical methods. Following the processes of data cleaning and screening, the analysis proceeded. The statistical evaluation involved the computation of means, standard deviations, and percentages. In order to investigate the connection between leadership styles and employee satisfaction, the Pearson Product Moment Correlation Coefficient (Pearson r) was applied within the context of inferential statistics. Furthermore, the independent sample t-test was utilized to analyze the demographic differences among teachers in the colleges of Lahore in relation to leadership style and job satisfaction.

4. RESULTS

This chapter was based on the interpretation and analysis of data. The analysis employed the statistical techniques outlined below.

Table 2. Leadership styles being used by Head teachers.

Variable	N	M	SD
Leadership style	345	73.68	12.618
Transformational	345	36.8203	6.87912
Transactional	345	36.8638	6.77860

Note: Standard deviation and mean of leadership styles.

8

Table 2 presents the standard deviation and mean for various leadership styles. The universal leadership score is reported as M=73.68 with a standard deviation of SD=12.618. For transformational leadership, the mean is M=36.8203 and the standard deviation is SD=6.87912, while for transactional leadership, the standard deviation is SD=6.77860 and the mean is M=36.8638. The findings of this study suggest that there are significant differences in the mean and standard deviation between the two leadership styles.

Table 3. Teachers' job satisfaction level.

Variable	N	M	SD
Job satisfaction	345	76.52	12.541
Valid N (List wise)	345		

Note: Job satisfaction mean and standard deviation.

Table 3. Shows the satisfaction levels among college educators, indicating a mean job satisfaction score of M=76.52 with a standard deviation of SD=12.541.

Table 4. Relationship between transformational leadership style and job satisfaction.

Variables	N	r-value	Sig.
Job satisfaction and transformational	345	0.722**	0.000

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table 4. Presents The Pearson Correlation Coefficient Product Moment indicates a relationship between transformational leadership style and job satisfaction. The correlation coefficient (r=.722) reflects a strong and positive association between the transformational leadership style and job satisfaction.

Table 5. Correlation between transactional leadership style and job satisfaction.

Variables	N	r-value	Sig.
Job satisfaction and transactional	345	0.713**	0.000

Note: **. Correlation is significant at the 0.01 level (2-tailed).

The Pearson r product moment correlation between transactional leadership style and work satisfaction is presented in Table 5. At p≤0.01, transactional leadership style has an important connection with job fulfillment. A relationship greater than.65 is believed to be a strong and positive affiliation.

Table 6. Significant difference in demographic variables (Gender, age, qualificationqualification, experience) regarding leadership style.

Variable	Gender	N	Mean	SD	Df	t-value	P
Leadership styles	Male	120	71.14	12.773	236.077	-2.731	0.007
	Female	225	75.04	12.350			

An independent sample t-test was employed to analyze the mean scores of male and female teachers in relation to the leadership style exhibited by their heads. As illustrated in Table 6 female teachers reported a mean score of 75.04 (SD=12.350), which is significantly greater than the mean score of their male counterparts, which stands at 71.14 (SD=12.773). The calculated t-value of -2.731 is significant at p≤0.05, suggesting a meaningful disparity in the perceptions of leadership styles between male and female teachers.

5. FINDINGS

The primary outcomes of the study indicated that head teachers predominantly utilized transformational and transactional leadership styles. These two leadership styles exhibited slightly varying average scores. The transactional leadership approach was favored by most principals, achieving a mean score of 36.8. Faculty members at public colleges reported a moderate level of job satisfaction, as reflected in the mean score and standard deviation.

The average job satisfaction level among teachers was recorded at 76.52%. Furthermore, the findings obtained from the Pearson product-moment correlation coefficient demonstrated a robust and commendatory relation. The relationship between the leadership style of the heads and the job satisfaction of educators was quantified at 776**, with a correlation of 0.65 or higher considered to be both positive and strong.

6. CONCLUSION

The results of the research indicated a notable and positive relationship between the leadership style of school heads and the job satisfaction of teachers. The manner in which heads lead is intricately linked to the degree of job satisfaction that teachers experience. A proficient leadership style is associated with heightened job satisfaction, which may subsequently improve teachers' performance in their roles. Furthermore, the study observed a slight difference in job satisfaction levels based on gender. Additionally, the findings suggest a connection between the age of teachers and their job satisfaction, with older educators reporting greater levels of satisfaction. The data also indicated that professional experience positively influences job satisfaction, while the educational qualifications of teachers significantly contribute to enhancing this satisfaction. The demographic characteristics of the study's population differ from those in previous research conducted by other scholars. It can be inferred that teachers in Lahore's colleges experience a higher level of job satisfaction when led by a principal who is focused on instruction, provides clear direction, and offers close supervision. Furthermore, the study concluded that the empowering behaviors of principals did not have a significant relationship with teachers' job satisfaction or stress levels. It is suggested that a variety of effective leadership styles should be implemented within educational institutions to enhance teachers' job satisfaction, which is essential for organizational success. Leadership is recognized as a crucial factor in driving institutional success both in the present and in the future. The effectiveness of an institution is achieved through the active engagement and commitment of satisfied employees. Therefore, the leader's role is critical in fostering this understanding.

7. DISCUSSION

The primary aim of this research was to explore the correlation between leadership styles and job satisfaction among teachers. The researcher focused on public colleges in the Lahore District to examine the relationship between the leadership approach of school heads and the job satisfaction experienced by teachers. The sample for this study comprised 345 teachers, both male and female. The study was directed by four key research questions, which addressed in the subsequent sections. There are numerous methodologies available for the analysis of leadership styles, with both transformational and transactional styles being notably supported by empirical evidence. Although a significant portion of the current literature has focused on transformational leadership, certain researchers also underscore the importance of transactional leadership styles (Bass & Avolio, 1993).

In this study, it was determined that both transformational and transactional leadership styles are widely recognized and frequently employed by educational leaders. No significant differences were observed between the two styles; both are deemed equally vital. The second research question focused on assessing teachers' job satisfaction, revealing that job satisfaction levels among instructors in Lahore's colleges were moderate. The study examined the interplay between transformational, transactional, and laissez-faire leadership styles and their impact on job satisfaction. Numerous studies indicate that transformational leaders tend to engage more effectively with teachers compared to other leadership styles.

The second last question aimed to determine the connection between the two variables. It systematically examined whether there was a significant and positive correlation between the leadership styles of school leaders and

the job satisfaction of educators. Importantly, this research did not consider the laissez-faire leadership style. The gathered data revealed a significant association between transformational leadership and job satisfaction.

The final objective of the research was to analyze the variations in demographic characteristics such as gender, qualifications, and age. The analysis of the data revealed that the mean difference in job satisfaction based on gender was highly significant, with female lecturers reporting higher levels of job satisfaction compared to their male counterparts. The educational qualifications of the respondents had a minimal effect on job satisfaction. Furthermore, work experience had a substantial influence on job satisfaction, with individuals possessing more extensive work experience expressing greater satisfaction than those with less experience. The results indicated that job satisfaction tends to increase over time.

8. LIMITATION, STUDY IMPLICATION AND FUTURE RESEARCH

This study focuses exclusively on the teaching staff within government colleges in Lahore. The researcher chose public institutions due to their accessibility and convenience, as well as time constraints. To enhance job satisfaction among instructors, it may be necessary to foster effective leadership through appropriate guidance, direction, and supervision, as content educators tend to excel in their roles and diligently work towards achieving academic goals. While restructuring may present challenges, it is not insurmountable; thus, workshops, training sessions, and interventions for current leaders and educators are crucial. This research is intended to assist principals and college administrators in developing, implementing, and refining existing leadership style policies. Leadership qualities can be integrated at all educational levels, especially among emerging professionals and during in-service training, as these educators are expected to assume leadership roles in the future. School leaders should navigate difficult situations effectively and empower their teaching staff.

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Appendix A

Appendix A presents all the statements which were used to know about the teachers Jon satisfaction and heads' leadership styles.

Questionnaire

Relationship between leadership styles of head and teachers' job satisfaction in the colleges of lahore.

Personal Information

Name: _____ (optional)

Gender: _____

Age: _____

Education / Qualifications: _____

Job Experience _____

Here five choices are given ranging from strongly disagree to strongly agree and these are numbered from 1 to 5. Please tick only one to show your opinion.

1. SD = Strongly Disagree 2.D = Disagree 3.U = Undecided 4. A = Agree 5. SA = Strongly Agree

Sr. No	Statements	5	4	3	2	1
		SA	A	U	D	SD
Heads' leadership style (Transformational)						
1.	My head respects all the employees					
2.	My head keeps me busy all the time in academic activities					
3.	My head encourages me to express my ideas and opinions in meetings					
4.	My head treats every teacher as an individual with different needs, abilities and aspirations					
5.	My head helps his/Her teachers to develop their abilities and skills					
6.	My head encourages me to adopt creative ways of performing duties					
7.	My head expresses satisfaction when I meet his/Her expectations					
8.	My head expresses confidence that goals will be achieved					
9.	My head is an example of good behaviour for me to follow					
10.	My head makes me feel proud to be associated with him/Her					
Transactional leadership style						
11.	My head gets their teachers to do more than they are normally expected to do					
12.	My head displays a sense of power and confidence					
13.	My head articulates a strong vision about future					
14.	My head directs my attention towards failure to meet standards					
15.	My head talks enthusiastically about what needs to be accomplished					
16.	My head gets me to look at problems from different angles.					
17.	My head stresses the importance of having a strong sense of purpose					
18.	My head talks about his/Her most important values and beliefs					

13

19.	My head focuses on mistakes and deviation from standards
20.	My head seeks differing perspectives when solving problems

Teachers' job satisfaction

21.	My head respected by me
22.	I am able to keep busy all the time
23.	I am given the chance to express my ideas and opinions in staff meetings
24.	My head treats me as an individual with different need, ability and aspiration
25.	My head helps me to develop my abilities and skills
26.	I am given the opportunity to adopt creative ways for performing the duty
27.	I always meet the expectations of my head
28.	I do more than I am normally expected to do
29.	I feel proud to make association with my head
30.	I consider my head is an example of good behaviour to follow
31.	My head gives me confidence to achieve the goals
32.	I am given the opportunity to display a sense of power and confidence
33.	My head encourages me to have a strong and clear about future
34.	I try to direct my attention towards failure to meet standards
35.	I am much enthusiastic about what needs to be accomplish
36.	I am given the opportunity to look at problems from different angles
37.	I have a strong sense of purpose of institution
38.	I appreciate the beliefs and values of my head
39.	I try to focus on mistakes and deviation from standards
40.	My head seeks me differing perspectives when solving the problems

Appendix B

Appendix B presents the list of colleges from where researcher collected the data.

- Govt. Islamia Degree College, Allama Iqbal Town, Lahore.
- Govt. Degree College, Shahdara
- Govt. Degree College of Commerce, Sabzazar
- Govt. Degree College, Model Town
- Govt. Islamia Degree College for Women, Lahore Cantt
- Govt. Degree College for Women, Shahdara
- Govt. Jinnah Degree College for Women, Mozang
- Govt. Model Degree College for Women, Model Town
- APWA Govt. Degree College for Women, Lahore
- Govt. Degree College for Women, Wapda Town
- Govt. Kulliyat-ul-Banat Degree College For Women, Lahore
- Govt. Degree College for Women, Kot Lakhpat
- Govt. Degree College for Women, Gulshan Ravi.
- Govt. Ayesha Degree College For Women, Timber Market
- Govt. Degree College For Women, Shalimar
- Govt. Degree College For Women, Shadbagh
- Govt. Islamia Post Graduate College, Lahore.
- Govt. Post Graduate College for Women, Samanabad.
- Govt. D.S. Post Graduate College, Lahore.
- Govt. Science Post Graduate College, Wahdat Road. Lahore.
- Govt. Islamia Post Graduate College for Women, Cooper Road Lahore.

- Govt. Post Graduate College for Women, Township.
- Govt. Post Graduate College Gulberg, Lahore.
- Govt. Post Graduate Home Economics College for Women, Gulberg.