

Impact Of Transformational Leadership On Teachers' Job Satisfaction In Secondary Schools Of Shahfaisal Town, Karachi

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ABSTRACT

Transformational Leadership is widely discussed area of leadership which has various aspects to influence job satisfaction of teachers under their control. The present study is speaking the principals' transformational leadership style impact on teachers' job satisfaction. Main objective of this study was to find out the impact of transformational Leadership on job satisfaction of teachers. Data was collected through questionnaire distribution from 50 teachers of 23 secondary schools of shahfaisal town, Karachi and results analyzed through SPSS version-25 with graphs. It was found that the hypothesis is rejected on basis of regression analysis and proved that there is significant impact of transformational leadership on teachers' job satisfaction in secondary schools of shahfaisal town, karachi. On the basis of ANOVA results, the overall model is significant. It is recommended Government should initiate policy and training programs for teachers' career productivity.

Keywords: Principals', teachers', Transformational leadership', Job Satisfaction.

Background of Study

Leadership plays a very important role in the functioning of any organization, institute or firm. A leader is a person who is supposed to guide his sub-ordinates to achieve set goals of any organization. The objective of all leaders is same that is to lead the team to meet the organizational goals and to complete the set targets. But the difference is the difference of subordinates. This means though all leaders do the same job, they need to adopt a particular strategy. They need to

consider the nature of organization and the team of workers to deal with them and to help organization to achieve its goals. The core objective of a leader, be it in an educational setup or with an organization, remains the same, to guide and lead the subordinates, but the participants are different. In an industrial leadership, a leader is dealing with the employees of a company (M.L.Voon, 2011) but in the school leadership, a leader is dealing with the students (Pepper, 2010). The type of attention and care a leader should give to his students is very different

from the type of attention given to the employees. In both the cases, the main objective is the improvement of the firm and subordinates.

A number of previous studies observe the impact of leadership styles on job satisfaction in the fields of management and business, same is not applied in the field of education and specially, transformational leadership impact on job satisfaction is still un-checked (Whiteley, & Johnson, 2012). Likewise, many researchers has conducted research to the check the impact of transformational leadership on job satisfaction in the field of management and business (Zareen, Razzaq, & Mujtaba, 2015). In this regard this research study is planned to examine the transformational leadership impact on teachers' job satisfaction in secondary school level in shahfaisal town, karachi.

Statement of the Problem

Karachi is a cosmopolitan city where we can see a chain of secondary schools. An educational leadership enhance working capability with the passage of a certain period of time, it happens due to understanding, tutoring and working out very hard. Over the some years the researchers try to explore the attitude and behaviors of leadership to achieve success (Dessler, 2004). Leaders flexibility become very effective tool to improve an organization (Felfe & Schyns, 2004), which has good impacts on employees job satisfaction and managerial results (Tickle et, al, 2005).Transformational leadership develops fresh thoughts to deal with problems and solve them ultimately. This also brings visualization of leaders competently, and renovates qualities of employees. It is changing agent, which promotes, extend and gain the trust of a leader's employees. Transformational leadership also make a leader able to understand the needs of subordinates (Avolio, 2004). Job satisfaction of staff, teachers, workers or employer is the feelings of achieving the something good at their workplace. They also

enjoy to work in this environment comfortably and happily. The impact of workers job satisfaction can be judged through their good salaries, transport, health, education facilities for their children and other incentives like bonus of Eid or bonus on good sales etc (Kaliski, 2007)

Research Objectives

1. To find out the impact of transformational leadership on secondary schools' teachers' job satisfaction in secondary schools of shahfaisal town, Karachi.
2. To examine the main motivational factor of teachers on their job satisfaction in secondary schools of shahfaisal town, Karachi.

Research Questions

1. What is the impact of transformational leadership on teachers' job satisfaction in secondary schools of shahfaisal town, Karachi?
2. What is the main motivational factor of teachers on their job satisfaction in secondary schools of shahfaisal town?

Research Hypothesis

H₀: There is no significance impact of transformational leadership on teachers' job satisfaction in secondary schools of shahfaisal town Karachi.

Review of Literature

2.1. Leadership

Effective leadership is very important for timely completion of any task and high quality work. Leadership influences the activity or process that is being led in a positive manner. Proper leadership guides the project or work that is being conducted at every phase. A leader, guided by the vision, converts the strategy into actions to be carried out by the lower staff. Few leaders are

born while majority needs to work hard to develop leadership for better their performance. A leader is responsible to bring about a change and for this he needs to work on his skills to do this. It is also believed that leadership is something that causes social influence. This influence is caused by someone higher in the organization hierarchy over a person lower than him/her. The success of a leader arises only when the person who is being led displays the behavior desired by the vision of the leader as mentioned by Bolden (2006).

The responsibilities of heads include a wide range of responsibilities, which may include managing departmental finances, applying by-laws and rules of procedure such as curriculum changes, conducting teacher examinations, promotions and appointments, hiring new teachers and staff, retention. records of teachers, staff, and students, administering and supervising bursaries and sailing student support, administering financial assistance and minutes of understanding, and ultimately arranging schedule internal actions like scholarly gathering and communal proceedings (Thomas & Schuh, 2004). Among extremely significant dimensions of headship to facilitate manipulation, effective guidance is the way of working of leadership. The style of headship demonstrates all possible activities when showing his organization's employees right direction (Certo & Certo, 2006).

2.2. School leadership

When we talk about school improvement, it requires effective leadership in addition to other resources. To develop the quality of education in schools and bring about such a change, effective leadership is essential. Different leadership practices are used or can be used for school improvement. Each teacher/head has a different leadership style, yet he is able to bring about a change in his arena at the school. The term school leadership often implies leadership of the school principal. The concept of school leadership is

important as often decisions to be taken at school require the authority of a leader and it includes much more than operations and resource management (Cale et al, 2015).

School is known as a symbol of discipline for the students, and on the other hand, teachers also need to manage things properly. These two requirements of schooling need an effective leader who can control and apply regulations throughout the school. Schools can only be run if the people involved there follow the rules strictly and maintain them.

2.3. Educational leadership

In addition to the principal, there are other leadership roles that are also required at schools. These include teachers and administrators, who need to play their part in running the school, as they are also the part of the school management. The activities at the school need to be directed, the same is the responsibility of the headmaster or principal. While the responsibilities of the principal may be delegated to others at school, the directions to be given are vital to run the school. The school leaders have the responsibility to strengthen the culture adopted at the school, adjusting the structure of the school as an organization, creating processes to achieve efficiency and effectiveness. It is believed that successful school leadership has a focus on learning and teaching and successful leadership is essential for school improvement (Hopkins, 2013).

2.4. Transformational Leadership style

Transformational leadership is based on five dimensions which include influence the behavior, leader is ideal for his/her workers/staff. These count the perfect manipulation, i.e. The skills of transformational leaders are directions and motivation for subordinate workers or employees to do better job and prove themselves trustworthy of their leaders. Transformational leadership realizes the significance of workers wants and

requirements. So they provide best possible facilities to their employees. (Gill, Sharma, Mathur, & Bhutani, 2012). Encouraging incentive of transformational leadership is their quality to make their team understand the courage to attain targets with in time. Vision and mission is very clear from transformational leaders. They inculcate vision and mission to subordinates and workers to realize them actual perspective of organization. (B. M. Bass, 1985). Personal intention to every staff member is priority of this kind of leadership. They support and help their workers to work with hardship to achieve desired organizational goals and objectives. (Northouse, 2010).

2.5. Job satisfaction

Job satisfaction is often no longer used as part of the industry and organization (Judge et al., 2017). Training and learning that includes, using practical tools to make staff and teachers satisfied. They have similarly understood the implication of job satisfaction, specified the effectiveness to judge the important factors for organization's positives outputs (Judge & Kammeyer-Mueller, 2012)

2.6 Theoretical Framework

2.6.1 Herzberg's Two Factor Theory

As stated by Yusoff et al., (2013) in this theory, Motivation and Hygiene Theory or two-factor theory for Frederick Herzberg in 1959 has been recognized on international levels. An American psychologist, who wishes to present best model for workers'/employees' satisfaction for their jobs and motivation to do work well.

Hygienic factors—Those factors which enhance the motivation level of worker at their jobs. Impact of hygienic factor is positive, but not for long period of time. However, absence of these factor creates frustration at the job place. If we

say that, without hygiene factors presences workers and displeased and uncomfortable on their respective jobs. Hygienic factors considered as external factors for work. These factors are external to the job. They are dissatisfaction or maintenance factors; therefore, these are probably to avert disappointment at workplace. The physiological wants of workers are happening to be achieved at the working settings/set up. Hygiene factors have following dimensions:

- **Salary** – The salary package must be appropriate and realistic. All employees should be dealt as equivalent and reasonable with other workers on the same positions in the organization.
- **Company policies and administrative policies** – The polices must not be so stick. The secan be simple and flawless. The timings for working should be relaxed. Dressing, Lunch and tea breaks time duration, and routine of holidays should also be the part of flexible polices of an organization.
- **Fringe benefits** –Health and medical facilities must be provided to staff and workers with their families. Loans facility and other employees welfare packages must also be part of fringe benefits.
- **Physical working conditions** – Safe working conditions including unpolluted and sanitized working environment must be ensured.
- **Status** – The working employee's status must be recognized and preserved.
- **Interpersonal relations** – The relationship of the employee with his peers, superiors and subordinates should be appropriate and acceptable. There should be no element of conflict or humiliation.

• **Job security** – The organization must provide employees with job security.

b. Motivational factors- According to Herzberg, hygienic factors cannot be considered as motivators. Motivational factors bring positive satisfaction. These factors are inherent to work. These factors motivate employees to excel. These factors are called satisfiers. These are the factors involved in job performance. Employees find these factors really rewarding. Motivators symbolized psychological needs that were perceived as an additional benefit. Motivating factors include:

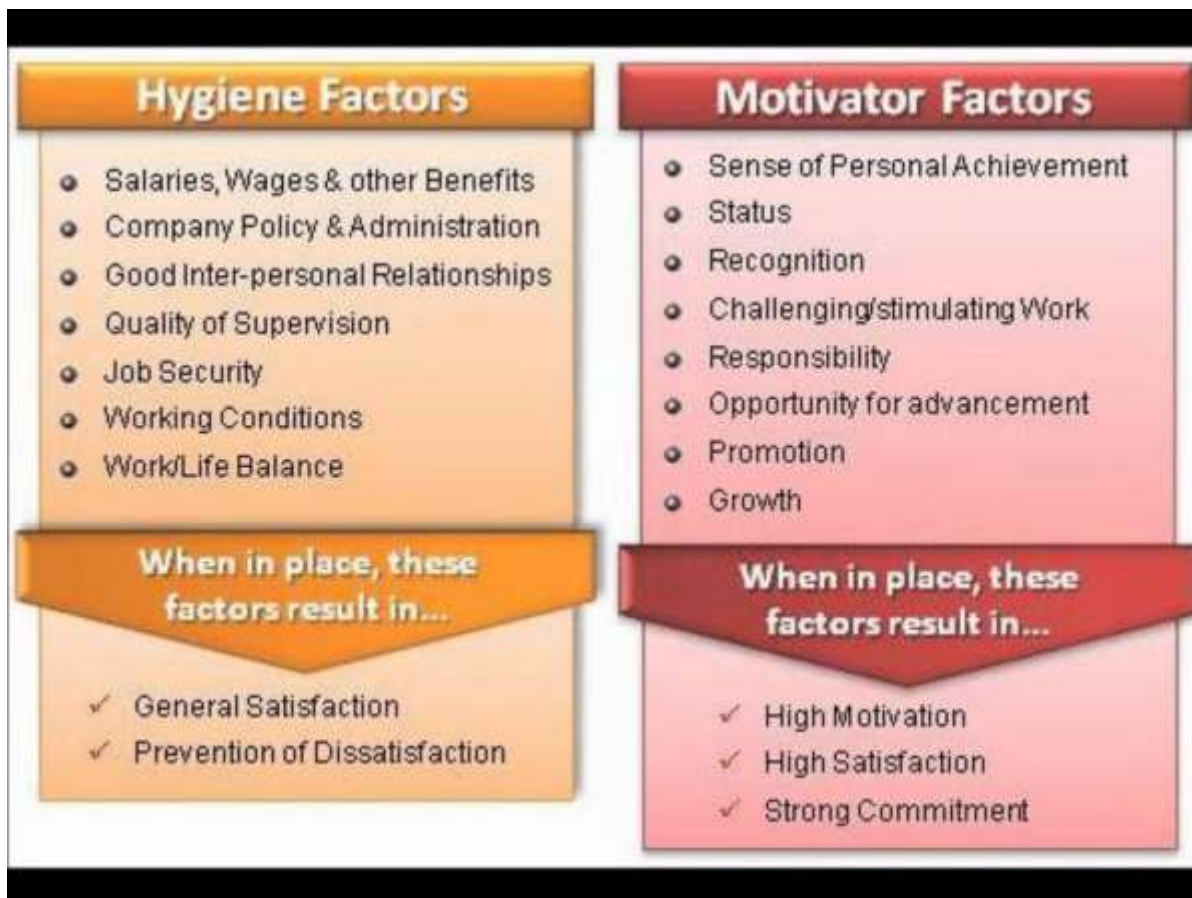
• **Recognition** –The work of workers must be appreciated by the administration and appropriately be acknowledged in the shape of some financial benefit/reward.

• **Sense of achievement** – Working staff should be given opportunities and independence that they can feel sense of achievement fairly.

• **Growth and promotion opportunities** –If promotion and advancement criteria is opened and favorable for employees then it gives a boost to their motivational level to do well on job.

• **Responsibility** – Employees must behave responsibly at work. Managers should give them ownership of the work. They should minimize control but maintain accountability.

• **Meaningfulness of work** – The work itself should be meaningful, interesting and demanding for performance and motivation for employees.



Research Methodology

3.1 Research Design

The transparency of study emerges as one of the most critical parts of the research which can be enhanced by elaborating the type of research design which has been used, either quantitative or qualitative (Buthe et al., 2015). In this research quantitative approach was used as research methodology, and survey method was used as research method.

3.2 Independent Variable

Following is the independent variable for the study.

- Transformational leadership.

3.3 Dependent Variables

Following is the dependent variables for the study

- Job satisfaction of teachers.
- Motivational factors for Teachers.

3.4 Population of the Study

All teachers of secondary schools of shahfaisal town. All male and female teachers of secondary schools of shahfaisal town, and all public secondary schools of shahfaisal town, Karachi were the population for this research study.

3.5 Sampling Design (Size and Technique)

Random procedure sampling was used to get results. The researcher proceeded towards the selection of about eighteen towns, out of which randomly one town, shahfaisal was selected for present study.

3.6 Research Tool

Questionnaires mostly consist of elements like Likert scales, yes or no, multiple choice or rank questions (Brown & Rogers, 2002). In current study researcher considered questionnaire for collection of data from teachers of secondary schools shahfaisal town, Karachi. The creation of this questionnaire (Appendix A) was undergone

for an examination of research variables, as well as developed items linking to these variables. The questionnaires were wisely translated into English by the investigator before collecting data, which was used to develop the finishing form of the instruments.

3.7 Pilot Study

The pilot study was conducted in three public secondary schools of Shah Faisal Town, Karachi. From these schools ten teachers were selected for pilot study.

3.8 Validity of the Instrument

There was two validities were used in this research study, one is face and second is content validity. Face validity is checked by 01 English (linguistic) expert from English language center (ELC PNS Bahadur Navy, Karachi), and Content validity is checked by 01 subject expert from HOD, Teacher Education Department, University of Karachi.

After this process among 28 items of questionnaire 08 were discarded and 4 were modified as per guidelines of both experts.

3.9 Reliability of the instrument

The questionnaire was served to respondents and data collected from 50 teachers of secondary schools of shahfaisal town, Karachi.

To assess the caliber of an inquiry, reliability and validity analysis must be applied (Price, Jhangiani & Chiang, 2015). To comprehend, the earlier study added that the validity and reliability of data collection are evaluated to forecast the accuracy of results obtained from the analysis. The significance of Cronbach Alpha is considered while assessing the authenticity and trustworthiness of data. The data is deemed credible if the Cronbach Alpha level is 0.6 or higher (Gidron, 2020). Two dependent variables—teachers' motivation and work satisfaction—were examined in this study. The only independent variable was transformational

leadership. The figures below analyze the obtained data for validity and reliability using 10 samples:

Case Processing Summary			
		N	%
Cases	Valid	10	100.0
	Excluded	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.957	20

The above table illustrates that the Cronbach Alpha value is .957, higher than the threshold of 0.6. Thus, it may be determined that the results produced in relation to transformational leadership were reliable and valid.

3.7 Data Collection Method

Data was collected through questionnaire. Questionnaire was distributed among male and female teachers of secondary schools of Shah Faisal town, Karachi.

3.8 Data Analysis Procedure

In order to analyze the numerical responses of the participants, the software has been used to make accurate and logical conclusions. According to a study conducted by Ngulube (2015), the lucid analysis of the data can be made by statistical

tools such as SPSS IBM which can be an effective tool to be utilized. In this research Study the data was analyze through SPSS IBM version 25. The items of the questionnaire were analyzed through frequency with graphical representations and hypothesis was testify through using linear regression equation.

3.9 Null Hypothesis

H₀: There is no significance impact of transformational leadership on teachers' job satisfaction in secondary schools of shahfaisal town, Karachi.

3.10 Ethical Considerations

For this study, it is maintaining the research ethics compulsory to protect the safety, security, rights, and responsibilities of the participants. For the ethical procedures, the following steps were taken to maintain in this research study.

- Research topic was allowed after following comments and instructions of the research ethics committee and applying all research principles of SMIU Karachi.
- It is requested permission from the Secretary School Education, Karachi data is collected from the secondary schools of Shahfaisal town, Karachi and permission was taken from the District Education officer Korangi Karachi, Sindh.
- It was requested to the heads of the institutes for data collection through Questionnaire and consent form was signed and filled between researcher and the participants with the permission.

Correlation Analysis

Table 4.1 Correlation

Transformational Leadership	Job Satisfaction
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Transformational Leadership	Pearson Correlation	1	.861**
	Sig. (2-tailed)		.000
	N	50	50
Job Satisfaction	Pearson Correlation	.861**	1
	Sig. (2-tailed)	.000	
	N	50	50

A co-relational study just establishes a link between the factors under investigation. Coefficients in the correlation analysis may be either positive or negative and fall on a scale from zero to 1. Notably, if the value range is positive, then there is a direct correlation (which means a surge in one variable would cause a surge in other variables). If the correlation is negative, the two variables will increase in one direction while decreasing in the other; this is known as an inverse relationship. The levels of correlation used in correlation analysis include low (or no), medium (some correlation), and high (significant) correlation. Values between 0.1 and 0.3 indicate a poor correlation, indicating a tenuous relationship between the variables. Indicating a moderate connection between the variables, a correlation range of 0.3 to 0.7 is considered moderate. Values between 0.70 and 1 indicate a high correlation between the two variables.

The rationale behind conducting a correlation analysis in this research was to determine the relationship between the independent and dependent variables. The independent variable in this study is transformational leadership, while the dependent variable is job satisfaction. Various researchers have employed correlation analysis to evaluate the relationship between independent and dependent variables. However, at the same time, some researchers believe that correlation analysis does not deliver a detailed analysis as the

thematic or content analysis does, and detailed analysis is a necessary component for the success of any research.

According to the table above, the results for the correlational analysis were determined using SPSS. The primary values from the correlation table are Pearson correlation and significance value. It can be observed that the Pearson correlation value for job satisfaction is .861 in transformational leadership. This displays a strong relationship between these two variables. Therefore, it can be concluded that the independent variable of transformational leadership tends to influence the dependent variable, which is job satisfaction. It should also be noted that the value ranges between both variables are positive, which means the independent variable also has a direct relationship with the dependent variable.

4.2 Regression Analysis

To determine the connection between two variables, regression analysis employs statistical techniques. The purpose of this research was to use regression analysis to find out how much of an influence one variable had on another. However, there are many who argue that regression analysis is useless since it does not take into account cause and effect.

Table 4.2 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.861	.742	.737	.44740

The above table shows the Model Summary. This table mainly focuses on the R-value and R Square value. The R-value represents the significant percentage of the value, meaning that it shows how appropriate the model is for practical application. The R-squared values represent the level to which the model is considered appropriate for predicting the other variable. It is to be considered that the value falling in the range from 0 to 1 is estimated to be a strong value and has a positive impact. In the case that the values

of R-squared are revealed to be around zero, the model is considered unfit for use. In this study, the above table depicts that the R-value is .861, which proves that it is 86.1% reliable. The R-squared value recorded here is .742, which determines that the independent variable is 74.2% calculating the dependent variable. In simple terms, the predictor identified as transformational leadership is making a considerable impact on job satisfaction.

Table 4.3 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.648	1	27.648	138.125	.000
	Residual	9.608	48	.200		
	Total	37.256	49			

The table above helps analyze the outcome of the ANOVA test. This specific test demonstrates two essential values known as F-statistic and significant values. The F-statistics emphasis the significance of the model. The F-statistic is more appropriate for the regression model when its value is high. From the above table, it can be analyzed that the value of the F-statistic is 138.125, which means the model cannot be considered appropriate for conducting an analysis. The next value to be observed is the

significant value. It is important to consider that the Threshold value is 0.05. This demonstrates that if the significance value is above 0.05, it will not be fitting, significant or reliable. From the above figure, the significance value is observed to be .000, such that the model is reliable and appropriate for analysis. This also shows that there is a strong relationship between the independent predictor and the dependent variable.

Table Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.392	.182			
	Transformational Leadership	1.125	.096	.861	11.753	.000

From the above table, it is observed that the significance value is .000 for transformational leadership, which makes it appropriate for the analysis. Therefore, it is essential to consider that the values are positive, proving that there is a positive association between the independent variable and the dependent variable.

Here, null hypothesis is rejecting because t-value is greater than 2 and sig. is less than 0.05.

In simple words, there is impact of Transformational Leadership on teachers' Job Satisfaction in secondary Schools of Shahfaisal town, Karachi.

$$Y = \alpha + \beta_1 X_1 + \varepsilon$$

$$Y = \alpha + \beta_1 (TL) + \varepsilon$$

$$Y = 0.392 + 0.861 (TL) + \varepsilon$$

If there is 1% change in transformational leadership, there will be 0.861% change in teachers' job satisfaction.

5.1 Conclusion

This research sought to analyze the impact of transformational leadership on secondary schools' teachers' job satisfaction. The study was conducted using the primary quantitative methodology and utilized a closed-ended survey to gather precise responses from secondary school teachers on the influence of transformational leadership on their motivation and job satisfaction level. In terms of results, findings from correlation analysis revealed a strong and meaningful connection between transformation leadership, motivation of teachers, and their job satisfaction level.

5.2 Findings

5.2.1 Motivational Factors

Communication – Due to good level of understanding among leadership and teachers increased level of conducive working environment. **Communications seem good between this school leadership and staff and**

teachers. Respondents answered 36.0 % in strongly agree, 34.0% agree, 28% disagree & 2 % strongly disagree

Sense of achievement – Teachers are briefed well before assigning work; it generates sense of positive achievements, among teachers for fruitful results in the work. **Work assignments are fully explained by school leadership.** Respondents answered 66.0 % in strongly agree, 32.0% agree, & 2 % disagree.

Chances of promotion opportunities – There are opportunities for advancement in the organization so that employees are motivated to perform well. In this case **those who do well with the job expect a fair chance of being promoted.** Respondents answered 58.0 % in strongly agree, 40.0% agree, & 2% disagree.

Competency of Leadership. They minimize control but maintain good schools disciplines and results **my school Headmaster/headmistress is quite competent in doing his/her job.** Respondents answered 66.0 % in strongly agree, 8.0% agree, 24% disagree & 2% strongly disagree.

5.2.2 Null Hypothesis

Therefore, the results rejected the developed hypothesis that transformational leadership has no significant impact on teachers' job satisfaction in secondary schools of Shahfaisal town, Karachi. It is thus proved that transformational leadership has significant impact on teachers' jobs satisfaction secondary schools of Shahfaisal town, Karachi.

5.3 Discussion

The impact of transformational leadership on secondary schools' teacher's job satisfaction.

The first objective of this research was to examine the impact of transformational leadership on secondary school teachers' job satisfaction. In order to determine the impact of

transformational leadership on the job satisfaction level of secondary school teachers, the findings of regression analysis (coefficient table) illustrated in the preceding section can be referred to. It can be observed from the above analysis that transformational leadership has a significant impact on both the motivation level of teachers as well as their job satisfaction level. Therefore, the results rejected the developed hypothesis that transformational leadership has an insignificant impact on teachers' job satisfaction in secondary schools of Shahfaisal town, Karachi. To preceding results were supported in the literature, which demonstrated that in secondary schools in Karachi, transformational leadership is thought to be a crucial element that improves the school's efficiency. This is due to the fact that a leader's leading approach assures an academic institution's overall success in a way that allows them to handle the school's operations effectively (Gill, Sharma, Mathur, & Bhutani, 2012).

The main motivational factor of teachers on their job satisfaction in secondary schools of Shahfaisal Town.

The second objective of this research was to examine the main motivational factor of teachers on their job satisfaction in secondary schools in Shahfaisal town. In terms of results, findings from one of the studies literature highlighted that there is a statistically meaningful link between intrinsic motivating factors, such as the chance to learn additional abilities, prospects for advancement, involvement in decision-making, independence, and appreciation as well as work satisfaction among teachers (Judge & Kammeyer-Mueller, 2012). The preceding study added that the association between extrinsic motivating elements (such as compensation, relationships with superiors, incentive, evaluation, and working atmosphere) and teacher job satisfaction was also statistically meaningful. Nevertheless, internal motivating elements

account for 39 per cent of teacher job satisfaction, with extrinsic motivational factors making up the remainder of 12 per cent. Other than that, results also demonstrated that the continuous monitoring of teachers' performances and assessments as well as instructing educators to meet objectives and aims are also thought to have an impact on how well a secondary school performs overall (Branch, 2012).

5.4 Recommendations

- (1) Headmasters should give more chances to upcoming newly appointed teachers to use their skills in betterment of quality of learning.
- (2) Training in proper way must be adopted by DEO for new teachers with little changes in old training styles.
- (3) This kind of research must be conduct in private sector as well for checking the impact of transformational leadership style on private schools teachers.
- (4) A qualitative research study should be conducted of same problem to get in-depth information

5.5 Future Implications

The author suggests that instead of focusing on objective investigation, future research could use primary qualitative data collection techniques, such as an open-ended interview, to gain subjective data and enlarge the scope of this study. This is because it will provide more in-depth information about how transformational leadership impact on secondary school teachers' work satisfaction. Future research must focus on gathering primary data utilizing an open-ended interview questionnaire in order to analyze a significantly more relevant sample and make critical conclusions about the crucial motivating factors and their effect on the job satisfaction of the teachers in the secondary schools of Shahfaisal town, Karachi. For example, a study

of the many motivating elements and the leadership involvement in integrating those components in secondary schools of any other town located in Karachi.

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