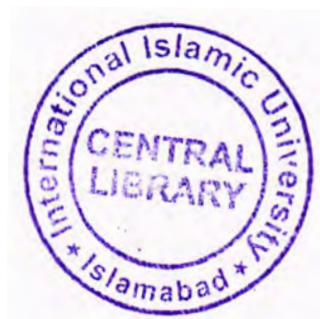# EFFECTS OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADS ON JOB SATISFACTION OF THEIR TEACHERS

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EFFECTS OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADS ON JOB SATISFACTION OF THEIR TEACHERS

By

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A thesis submitted in partial fulfillment

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APPROVAL SHEET

"EFFECTS OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADS ON JOB SATISFACTION OF THEIR TEACHERS"

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The Thesis entitled "Effects of Transformational Leadership of School Heads on Job Satisfaction of their Teachers". Submitted by Sabahat Zaman in partial fulfillment of the requirement of MS degree in Education has been completed under my guidance and supervision. All the viva voice observations are carried out under my supervision. I am satisfied with quality and originality of students' research work and allow her to submit this thesis for further process as per IIUI rules and regulation.

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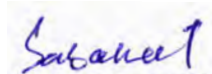Co-supervisor-----------------------------------

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DEDICATION

I would like to dedicate this thesis to my beloved family, especially to my parents, and daughter Zimal Usman. I want to thank my family members especially my sisters and brother Qaiser Zaman, their love and support encouraged me to reach this destination. In particular, I wish to express my gratitude to my husband Usman Raza, whose whole-hearted support is the main source of my strength.

AUTHOR'S DECLARATION

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS in Education. This thesis in its present form is original work of the author except those which are acknowledged in the text. The material included in this thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

Sabahat Zaman
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First of all, I am highly thankful to Allah Almighty for the completion of this work and my parents whose continuous encouragement enabled me to do it well.

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Finally, my heartfelt thanks and appreciation also go to all those who in diverse ways assisted me to complete this work.

Sabahat Zaman

ABSTRACT

The purpose of the current study was two-fold. First; the study aimed to access the transformational leadership perception, practices and skills of school heads. Secondly; the study aimed to explore the effects of transformational leadership of school heads on teacher's job satisfaction. The objectives of the study were: to explore the school heads perception about leadership and to investigate to what extent does transformational leadership style and skills are practiced by the school heads, to determine the effect of transformational leadership style on teachers' job satisfaction to explore the relationship between transformational leadership behavior of the school head and teachers' job satisfaction and to explore the teachers' level of satisfaction. This study used the mixed method approach for data analysis and data collection. "Concurrent triangulation design" was selected for the study. The quantitative part of the study was cross-sectional survey and is 'descriptive' and 'analytic' in nature. A co-relational design was adopted to seek information from the quantitative set of data. The qualitative part of the study was phenomenological design. The City schools and Silver Oaks schools selected as institution of study. Questionnaires and interview guide were administered to 165 teachers and 13 heads of school from private institutions respectively. Pilot test conducted in two schools from thirty (30) teachers and two (2) school heads for questionnaire and interview respectively. The pilot study provides fruitful foundation for the main study, with several modifications and a better-planned strategy. Reliability of tool, for teachers, was determined through SPSS software which was 0.804 for transformational leadership (questionnaire section B) and 0.717 for job satisfaction (questionnaire section C). Validity determined through expert opinion. Both quantitative and qualitative analyses were executed to establish the transformational leadership practices of heads of schools and the relationship and effect between transformational leadership and the job satisfaction of teachers. Regression and correlation tests were used to analyze the data taking into consideration the descriptive statistics of mean and standard deviations. Explication process of qualitative data involved four phases; Bracketing and Phenomenological reduction, Delineating the unit of Meaning, Clustering of units of meaning to form Themes, Generation of key themes and composite Summary. The results showed a

positive correlation between transformational leadership and teachers' job satisfaction. It further revealed moderate impact of transformational leadership on job satisfaction of teachers. The results also depicted the satisfactorily practices of transformational leadership of school heads. It was witnessed that school heads build vision and goals, offer individual support, symbolize professional practices and values, demonstrate high performance expectations and develop structures to foster participation in decisions. The results exposed transformational school heads exhibited leadership skills. Finally, the study recommended that policy makers and boards of institutions integrate programs such as seminars, workshops and updates on school administration and leadership in order to sharpen the skills of institutional leaders on the job.

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LIST OF ABBREVIATIONS

1. TL   Transformational leadership
2. JB   Job Satisfaction
3. MLQ   Multi Factor Questionnaire
4. SPSS   Statistical Package for Social Sciences
5. RWP   Rawalpindi
6. SOS   Silver Oaks School
7. TCS   The City School
8. C   Charisma
9. IC   Individualized Consideration
10. IS   Intellectual Stimulation
11. IM   Inspirational Motivation
12. M   Mean
13. SD   Standard Deviation
14. R   Respondent
15. GCE   General Certificate of Education
16. SSC   Secondary School Certificate

CHAPTER 1

INTRODUCTION

The study of the leadership has increased exponentially within the last 30 years and is a continuously expanding subject the drive for organizational effectiveness and excellence has been a force for the quest for the best method or style of leadership. Organizational leaders understand need for leadership, and its importance to the success of their organization, they also understand the nature of the leadership and the need to establish leader-follower relationship lead to developing, maintain an interdependent organization that is able to embrace organizational transformation when required (Bennis & Nanus, 1985).

School is the most important organization and one of the most important elements of the school is experienced leader (principal or school head). As DeLucca, et al. (1997) found that, "the literature on educational leadership clearly emphasizes that principal's highly complex and demanding role". Fullan (1991) described that principal role over the past two decades as becoming dramatically more complex. The role of the principal/school head in creating an environment conductive to learning is very important. Principals especially are expected to make learning the center of the organization, to empower teachers, and to ensure that parents are involved in their child's education.

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is alarming to find that many of today's teachers are dissatisfied with their jobs. It is dire need to closely examine and observe the role of principal in order to increase and sustain the teacher level of job satisfaction at high level. It is expected that through some true and concrete efforts teachers satisfaction level will

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raise, teachers will more encourage to their profession which ultimately effect the students' academic achievement and decrease the teacher's attrition (Bush, 2003).

Transformational leadership plays an important role in promoting and managing school development by influencing subordinates. Transformational leaders inspire their followers so that they idealized the leaders' behavior and follow their leaders. These leaders stimulate their followers and make them ready for any challenging situation and emphasize on creative thinking. In doing so the followers appears satisfied from their leaders behavior and performance as well as, high level of workers satisfaction are attained (Bass, 1985).

1.1. Background of the Study

Leadership is function of management which helps to maximize the worker productivity and efficiency and achieve the organizational goals. To achieve the common goals in an organization or institution it is essential to adopt good leadership style in order to run the organization effectively and to increase the employee's outcome (Bennis and Nanus, 1985).

School is the most important organization in Pakistani educational system. One of the elements to a school's success is an experienced leader, who has a positive attitude and is able to create a school environment that encourages cooperation and communication among staff members. A solid leadership is the most essential key to school success. School needs to improve from time to time for this purpose satisfied and highly qualified teachers are required and this process needs to be lead by a qualified leader who is talented, determined, knowledgeable and capable. The most appropriate starting point is to search and train that capable, talented principal who then lead the staff and students in the development of common expectations. We must

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understand the importance of leadership that focuses the school on a vision of excellence and the effort they must invest to achieve excellence. In this entire situation transformational school leadership is key to success.

Effective leadership also effect employees' job satisfaction level and their job performance. Formal collegial model of leadership was presented by Bush (2003) in educational institutions. Transformational leadership style represent the effective leadership style and it contribute well for the outcome of educational institutions.

Transformational leadership stimulates and inspires their worker, motivate and encourage followers for the common goals. Transformational leadership encourages the worker to achieve beyond expectations (Bass, 1985).

Teachers' satisfaction from their job in Pakistani's educational institute has long standing concern. The education system in Pakistan is facing number of the challenges. Government and private sector aim to advance the quality of teaching and learning and have introduced initiatives that facilitate quality teaching and learning practices in schools. The efforts aim to work for quality assurance and main focus to develop the teachers' capacity to participate constructively in quality improvement. but the main concern about teachers' lack of motivation, less satisfaction from the job, constant turnover of the staff have been highlighted for educational researchers in Pakistan. To attract the customers in private institution and to enhance the job satisfaction among teachers as well as to achieve the intuitional goals smoothly with help of teachers in schools, a possible solution could be leadership that may be transformational in character. Previous studies proved that those school leaders adopt transformational leadership behavior they tend to more teachers satisfaction and learning in their schools (Silins & Mulford , 1992).

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Several studies have been conducted which confirmed that transformational leadership behavior is positively related with high employee performance, high level of job satisfaction, greater organizational commitment among employees.(Seltzer and Bass ,1990; Avolio & Bass, 1988). Bass (1985, 1988) studies confirm that Transformational leadership had positive influence on organizational commitment and worker performance.

Through this study it is explored whether educational leaders (principals) at elementary level are practicing the Transformational leadership, and to what extent they have Transformational leadership skills, either teacher are satisfied under heads' leadership, effect and relationship of Transformational leadership with Job Satisfaction.

1.2. Statement of the problem

With the passage of time researches on techniques of administration and management bring out very viable results, therefore there is need to practice modern management skills to fulfill the leadership challenges and to satisfy the employees. The role of the principal/school head in creating an environment conductive to learning is very important. School heads especially are expected to make learning the center of the organization, to empower teachers, and to ensure their (teachers) professional growth and development which ultimately essential for students' achievement. There is need to know to what extent school heads held the necessary attributes to make their staff satisfy from their jobs and to what extend these attributes can be used. Teachers are arguably the most important group of professionals for nation's future. Therefore, it is alarming to find that many of today's teachers are dissatisfied with their jobs.

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There are several studies which have been done on transformational leadership in different context and in different disciplines, but in Pakistan still huge efforts are required to understand leadership concept and role of leader and also the needs and demands of teachers who play main role for academic carrier of the students.

Drawing on all enlisted issues, this research was designed to specify school heads leadership role and teachers' job satisfaction. The purpose of the current study was two-fold. First; the study aimed to access the transformational leadership perception, practices and skills of school heads. Secondly; the study aimed to explore the effects of transformational leadership of school heads on teacher's job satisfaction.

1.3 Significance of the Study

Education in Pakistan bears enormous challenges, both in scale and complexity. Concrete efforts are required to improve the educational provision in Pakistan. all key planners especially teachers and school managers could play vital role in this aspect. Many problems are highlighted (school teachers are facing) from Ministry of Education, donors, education researchers and teachers. Policy makers and educationist are the well aware from these problems but they do not take the effective action to address these problems. In all this situation there is need to choose effective leadership style and guide the teachers properly for their effectiveness and maximum output in education sector.

It is dire need to closely examine and observe the role of principal in order to increase and sustain the teacher level of job satisfaction at high level. It is expected that through some true and concrete efforts teachers satisfaction level will raise, teachers will feel happier and more stimulated and encourage to their profession.

The transformational leadership is important concept in every discipline, in this leadership style the leader empower their followers, transformational leader build trust for willingness to adopt organizational, values and encourage workers to become the leader. Those school principals who adopted TL style they find their teachers more energetic, enthusiastic and self-confident.

Pakistan is developing country there is dreadful need to practice new management skills to fulfill the leadership challenges, if educational leaders practice the transformational leadership skills in schools, colleges and universities the teacher working under their supervision will be more satisfied, confident, motivated, empowered, creative, innovative. This 'study explored the nature and extent of relationship between transformational leadership and job satisfaction and explored the transformational leadership practices, perception and skills at elementary level's school heads. Results of this study may contribute for the school heads in making aware of their leadership style, skills and abilities. This heightened conscious and modified principal leadership may contribute to the teacher's satisfaction for their jobs. This study may prove helpful for the educators, school heads and administrators to polish their leadership skills, it may provide insights review for researchers in the field educational leadership. It may provide satisfaction to the teachers with their work. It may enhance leadership behavior and skills of head teachers for staff member and promote friendly environment, that lead to maximize input, which might be enhanced students' performance and achievement. This may also provide particular essentials to foster growth of teachers.

1.4. Rational of the Study

Educators generally have higher academic qualification than the average people in the society. Educators are role model for their society and they are expected to be intelligent. Strength of the educationists (school leaders) must be used in effective way, principal must have a vision and sense of mission and an agenda and these qualities must come from inside not from school itself, from reflection and from ones' personal values and beliefs. Educational leaders have capacity and ability of enabling other team members to attain and exercise leadership skills. Drawing on these view points, educational leaders can only attain and sustain lasting commitment to change by adopting more transformational leadership approach. By the practices of Transformational leadership approach in educational institutions the employees those who are working under their supervision seems more satisfied from their jobs. Present study aimed to explore Transformational leadership effect on teachers Job satisfaction. As elementary level education is very crucial stage in students' life so it is needed to have intelligent and fully equipped heads with all crucial leadership skills which can lead teachers on right policy and encourage and inspire staff to new and challenging situations.

1.5. Objective of the Study

The primary focus of this study was twofold. First; the study aimed to access the transformational leadership perception, practices and skills of school heads. Secondly; the study aimed to explore the effect of transformational leadership of school heads on their teachers' job satisfaction. Whereas research study set following objectives to address the research problem, these are given below.

1. To explore the school heads perception about transformational leadership.

2. To investigate to what extent does transformational leadership style and skills are practiced by the school heads.

3. To explore the relationship between transformational leadership of school heads and teachers' job satisfaction.

4. To explore the teachers' level of job satisfaction by practicing transformational leadership style.

1.6. Research Questions

1. What is school heads' perception about transformational leadership?

2. What extent does transformational leadership style and skills are practiced by the school heads?

3. What is the effect of transformational leadership style on their teachers' job satisfaction?

4. What is the effect of transformational leadership attributes on their teachers job satisfaction

5. What is the relationship between transformational leadership (predictor variable) and teachers' job satisfaction (dependent variable)?

6. What is the relationship between transformational leadership attributes (predictor variables) and teachers' job satisfaction (dependent variable?)

7. What is the teachers' level of job satisfaction by practicing transformational leadership style of school heads?

8. What is the satisfaction level of the teachers for their school heads' transformational leadership practices?

9. What is the teachers' level of satisfaction for various dimensions of job?

1.7. Delimitation of the Study

Delimitation defines the parameters of investigation. On the bases of the availability of facilities, resources and time the study was delimited to:

1. Only the elementary teachers of Silver Oaks schools (SOS) and The City Schools (TCS) in Rawalpindi city.

2. Teachers and the study related characteristics; gender, education level, professional qualification, teaching experience, teaching experience with current head.

3. Head teachers and the study related characteristics; gender, qualification, years of teaching in general and years of headship in current school

4. The measures of job related dimensions; recognition, peer group relation, autonomy, heads management style, professional development and decision making.

1.8. Definition of the Key Terms

1. **Job Satisfaction:** Job satisfaction in general is simply "how people feel about their jobs and different aspects of their job....it is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector 1997, p.2.).

2. **Facet Job Satisfaction:** an effective response of individuals which is reflected in the evaluation individuals make of all individual salient aspect of their job and organization for which they work.

3. **Head Teacher:** an individual who is working as administrator or as school head or principal in (selected) schools

4. **Mixed Method Approach:** The mixed method approach exists in the center of the continuum as it involves the features of both qualitative and quantitative research; consequently, it offers more credibility to a study as compared to quantitative and qualitative research alone (Creswell, 2009; Creswell and Plano Clark 2007).

5. **Concurrent Triangulation Design:** mixed method research design. This model allow researcher to implement both (qualitative and quantitative) data during the same time and with equal weight.

6. **Cross-sectional study:** these studies do not allow researcher to manipulate variables, its only allow the researcher to record the information that is present in population, and these studies are observational in nature.

7. **Mean:** arithmetic mean is the most widely used of measure of central tendency, also called average. Mean is sensitive to extremely large and small value.

8. **Standard Deviation:** Standard deviation is a square root of variance. It means the spread of a set of observation. The larger the SD is the more spread out the observation.

9. **Valid N:** Valid N, this is the number of the non-missing values and N is the number of the valid observation for the variable.

10. **Correlation:** measure of relationship or association between two continuous numeric variables that indicates both direction and degree to which the co-vary with one another form case to case, without implying that one is causing other.

11. **Cross tabulation analysis:** it is also known as contingency table analysis. provides detailed information about the relationship between the variables.

12. **Bivariate Regression:** Bivariate regression analysis created a linear regression line to determine the strength of relationship of two variables, an independent variable and dependent variable.

13. **Multivariate Regression**: Multivariate Regression analysis is a statistical process for estimating relationship among variables. This analysis determine the strength of relationship of more than two variables, focus on relationship between a dependent variable and two or more independent variables.

14. **R-Square:** Measure how much variability in the independent variable is accounted for by predictor variable.

15. **Adjusted R-Square:** give the basic idea how well the model is to generalize the population.

16. **ANOVA:** ANOVA is totally different word for procedure in regression. It divides the variance in regression model and provides analysis of variance in the regression model. So don't confuse this with statistical procedure ANOVA.

17. **Sig:** The term 'Sig' in SPSS refers to a "'significance test" which is another way to of saying "statistical hypothesis". In other words the labeled vales in sig column called p values and therefore gives the results of a hypothesis test. In this study p values refer to test of entire values (the entire collection of independent variables).

18. **Unstandardized Beta coefficient:** Correlation coefficient presents the unstandardized Beta coefficient. It expresses the degree to which two or more independent variables (predictors) are related to dependent variable (criterion).

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19. **Level of Significance:** Generally in social sciences an alpha level of 0.05 or 0.01 is used as level of significance which represents that resulted are at 95% and 99% confidence level respectively. The level of significance is also called the p (probability) - value.

20. **Phenomenological model:** Phenomenology approach develop an understanding of the participants reality how the participants perceived, it investigates the reality of group or individuals as they construct it (Welman & Krugr, 1999).

21. **Semi structured interview:** it is flexible interview, in which the interviewer does not follow a formulized list of questions but hs list of general topics called interview guide for respondent(s) (see Appendix B).

1.9. Variables of the Study

Study involved two variables, Transformational Leadership (TL) considered as Independent variable (predictor variable) and Job Satisfaction (JS) considered as Dependent variable (response or criterion variable).

1. Independent Variable: Transformational Leadership (TL) considered as Independent variable, whereas the attributes of transformational leadership are Charisma, Inspirational motivation, Individual consideration and Intellectual stimulation.

2. Dependent variable: Job Satisfaction (JS) considered as Dependent variable, whereas the facets of job satisfaction are decision making, recognition, administration, peer group relationship, autonomy and professional development.

1.10. Overview of the remaining Chapters/Thesis

The second chapter of the thesis present a review of the literature related to leadership and job satisfaction and relationship between them, construct will be described, followed by the discussion about different theories related to job satisfaction and leadership. However, in the leadership section, more and focused discussion will be upon transformational leadership and its theoretical framework supports the present study. A number of research articles, masters and doctoral theses from a variety of cultural context, countries related to the study will be evaluated and discussed.

In the third chapter, the research design will be discussed, which provide the study frame to achieve the research objectives. This chapter will also mentioned the population and sampling, further more in this chapter data collection strategies`, procedure, reliability and reliabilities and frame for analysis will be discussed.

The forth chapter will deal with the presentation of quantitative data, analysis of quantitative data and findings with specific focus research question 1, 2 and 3. The qualitative data presentation, related findings, and findings with regards to research question 4 and 5 will be addressed in the same chapter.

Finally the fifth chapter will provide in depth but complete picture of the data, this chapter will also provide detailed analysis and synthesis of different sets of data. Brief outline of the thesis and a summary of the main findings of the study will be presented and discussion on research findings with respect to research guiding questions. This chapter will present conclusion and implication for theory and practice, followed by the limitation of the study are discussed, finally the recommendation for further study will be discussed in the same chapter.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter includes the literature related to transformational leadership and job satisfaction. Study used different sources to access the relevant material, different e-journal was explored on the similar research study by using major educational research engine: Sage, Emerald, Eric, J-store and Google, after relevant collection of relevant material for the study the conceptual and theoretical framework of the study is formulated. The conceptual model is the exact picture of the literature review. Whole data were collected to keep an eye on the objective of the study.

2.2. Leadership

Different scholars give their own definition of leadership. Chemers (1997) offers typical definition of the leadership.

> "Leadership is process of social influence in which one person is able
> to enlist the aid and support of others in accomplishment of common
> task"

For the effective leadership there must be strong bonding between leader and his subordinates. Leader just not impose his decision and ideas on his/ her workers but try to influence them with his vision and his/her charismatic personality that workers just obeyed him/her and ready to die for him as for such type of leader worker believe that he/she is always right and will not do that work which is harmful for the subordinates or for the organization. Leader must try to create shared sense of purpose (Jago, 1982).

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Leadership is human activity it creates a force that creates capacity and empowers employee to do something better (McKenna, 1991).

For many people leadership word implies that one person is director: he makes all the decision and make all important decision in the group, but the true leadership is more than this because in group of more than two or three there are also other function to do it himself. A good leader evokes or draws forth leadership from the group. He works as senior partner with other member to achieve the task, build the team and meet individual needs (Adair, 1988).

Its wholly depends upon a leader how he works and which style he/she adopts for his/her organization and worker to keep them on highest place . most recent studied of leadership take the view that style of leadership is dependent upon a number of factors associated with The leader's values and beliefs, Confidence in the staff involved, Personality and style, Leaders' need for control and The degree of success (Leask, and Terrell, 1997).

An effective leaders is person who guide other group or organization members towards common goals, showing them right way through personal example, create smooth active and healthy environment for work, prefer work in team , prefer collaboration. A good leader is always a good listener: initiate his workers towards common goals, appreciate their ideas, arouse them for creative thinking. A good leaders is focused for the team/ organization mission and vision, focus on shared vision and keep the workers on track in this way worker will stay motivated and more productive. Good leaders are motivated and organized and motivate his/her team member to manage their work according to the organization objectives. Good leader

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appreciate individuals differences and give attention each worker and delegate duty to the worker keeping in the view about the strength and weakness of a person.

Being educationists we are supposed to check that all these qualities exercise by the education leaders? Certainly all these qualities are important in all the fields of the life. Leaders are able to influence others those who have a vision that is well communicated, or someone who builds trust among colleagues.

Leadership is not solitary activity. It requires the involvement of others like followers participate enthusiastically to achieve the organizational goals. Leadership creates and facilitates a vision for what must be done. Leadership therefore required not only right vision to accomplish the common goals as well as it needed right attitude (Kouzes. James, Ponser, Barry 1987).

According to Bennis and Nnus (1985) leadership is activity and has ability to push all the members to perform collective task and achieve the goals. According to Rost (1991) leader inspire their followers and intend real change. Cuban (1894) describes leadership a social process, where leader follower work together and share the ideas to pursue the goal of organization.

Effective leadership involves alignment of people with organizational aims and this way leaders and followers shared the same vision and work for the same objectives and move forward in same directions (Kotter, 1990).

Nandi's (1997) recoded the views the leaders, that the good leader is always goal oriented, self-motivated, hard work and keep responsibilities for excellent performance and further he described that it is only possible through team work and strong bonding between leader and follower. If the leaders want to be successful they must develop people and develop the organization. Thus the leadership defined generally as a social process.

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Leadership is equal important in school, where school efficacy determined by school administration through nature and quality of leadership. There is no doubt that effective leadership is vital part of school success. Transformational leadership is considered an effective leadership style for school success and this leadership style is focus of this study.

2.3. Transformational Leadership

In early 1970 interest in transformational leadership increased due to significant global economic changes (Simic, 1998). Transformational leadership provide mission and vision to their followers, it provide mutual relationship where leader and follower work together for organizational goals and leaders make their follower more powerful and work oriented (Leithwood as cited in Hoy and Miskel, 2005).

Transfer refers to change completely or essentially in composition or in structure. All transformational approaches to leadership emphasize the emotions and values; vision in common, preference to organizational goals, increased capacity and commitment that is assumed in transformational leadership as extra effort and great productivity (Davis, 2005).

James Mac Burns (1978) formulated the idea of transformational and transactional leadership and he applied these leadership styles in political arena. On the bases of the Burns ideas, Bass (1985) further constructed highly influential and broad range model for the leaders in social organizations. The basic concept of TL can be conceptualized using the Bass continuum which is called "A full range leadership model".

According to Bass (1999) transformational leadership

> "Occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir employee to look beyond their own self-interest for the good of the group"

Bass (1985) argues that transformational leaders are proactive and raise the awareness level of the followers about the inspirational and collective interest and help their followers to achieve the common goals of te organization by giving their high level of performance. Transformational leadership charismatically directed their employees to achieve beyond expectation (Graham, 1991). Transformational leadership facilitate the redefinition of the people mission and vision (Leithwood, 1992).

The theory of transformational leadership suggests charisma, intellectual stimulation, inspirational motivation and individualized consideration as essential attributes of the leadership. Transformational leaders create friendly environment for the employees and try to bring change in employee in positive way.

This form of leadership was developed for business purpose but Leithwood (1992) and Fullan (2001) further developed this theory for the application in educational setting. Summarizing from all above discussion and definitions it is concluded that transformational leadership is leadership style which allow attraction between leader and followers to achieve the common goals. In all this process leader and follower work together and provide assistance on hard problems and give the vision and sense of mission. Doing so worker become their own change agent and accomplish the challenging task for organization.

2.4. Bass's Full Rang Leadership Model

Building on the work of Burn 's the Bass(1985) created a model integrating a continuum of leadership styles in an organizational setting that ranged from Laissez-fair, to transactional to transformational, while Burns focused on leaders' behavior being either transactional or transformation. Bass made a difference that both leadership style e necessary to a leaders' success and not mutually exclusive.
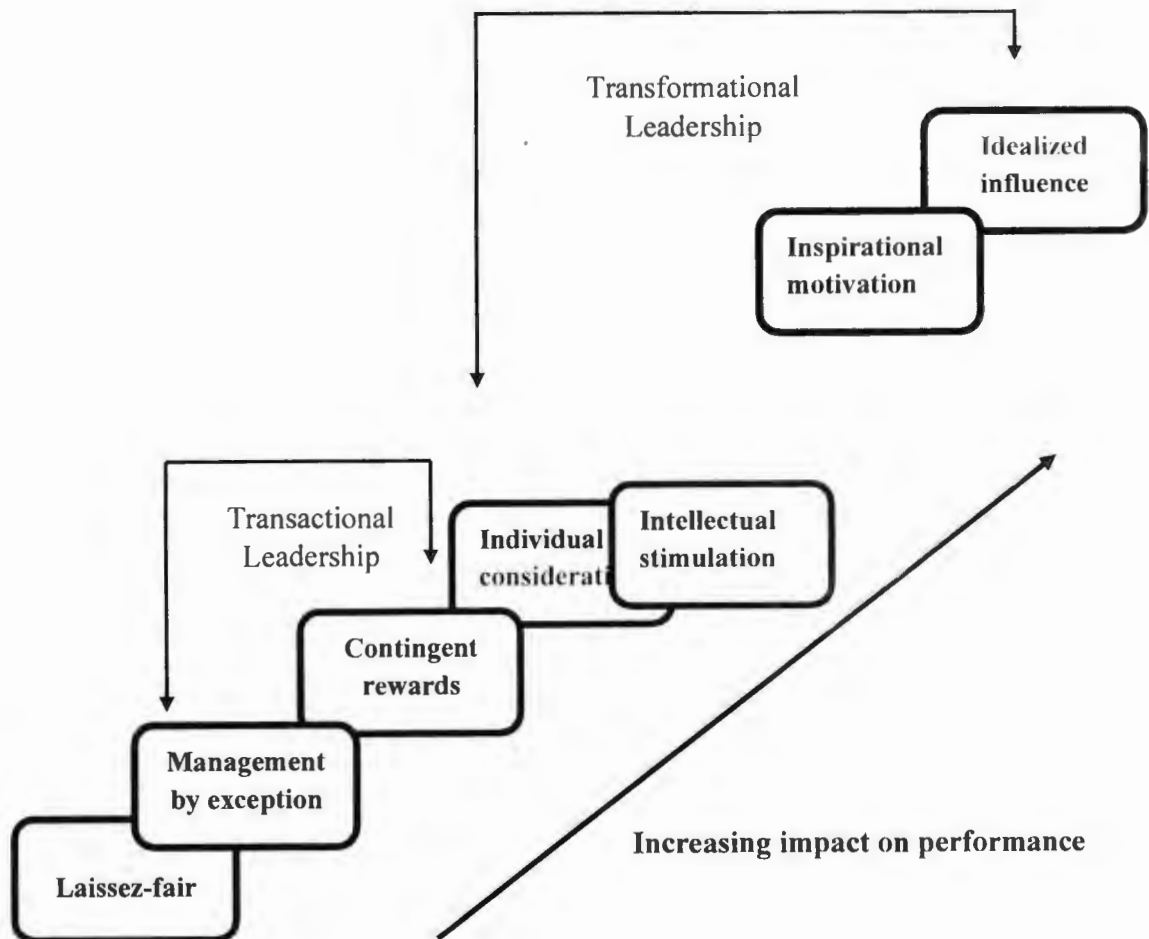
Source: Adopted from Kirkbirde (2006)

Figure 1 Bass's Full Rang Leadership Model

Laissez-fair is characterized by hands-off approach. The transactional characteristics are consistence with Burn (1978) that leaders take action only when they feel

performance and results are not conform to standards. Transformational leaders behave in different way they inspire their followers and encourage them to go beyond their own self-interest to achieve high purposes and collective good of the organization (Howell & Avolio, 1993).

2.5. Differences of Transformational leadership from other styles

Transformational characteristics make it different from other leadership styles. For example instructional leadership which focus in school setting on school work and learning process and development of curriculum. . On the other side when we compare transformational leadership in school setting, it emphasize all the organization including employees and leaders and particularly pay attention to its followers.

Transactional leadership based on an exchange of followers services with multiple tangible rewards (salary, bonus, and other financial and material rewards) from which control the followers. Leaders believe on to-down decisions for effective control on staff, allocate resources and initiate the process of change. Sergiovanni (1990) considered TL a first and central stage to get day to day routines carried out. Transactional leadership works only when bother follower and leader understand which tasks are more important. TL shapes, alerts, elevate followers, motives and values. Transactional leaders motivate and encourage their followers for the small change and doesn't authorize or empower their workers, it fails to impart vision, meaning and truth in workers but the Transformational leadership motivate and inspire their workers to make huge change and these leaders also empower their followers to achieve the organizational goals, Transformational leaders motivate and challenge their workers to be innovative and creative in new and challenging

situation. Transformational leaders re change agents who have vision for the organization in order to effect the change, Transformational leadership has wide range important implications for educators and educational systems.

2.6. Characteristics of Transformational leaders

Transformational leadership empower their leaders and provide them vision, mission and purpose in order to better understand what Transformational leadership is, one must clearly understand what Transformational leaders does. Egan (1985) stated that transformational leaders are shapers of values; they are the creators, interpreter of the organizational goals, role models, and pathfinders. Vision of the Transformational leaders so convincing, that they knew what they want from every interaction. The vision of Transformational leaders does not blind their followers but empower them and show them the right path. Transformational leaders have deep sense of purpose. House (1998) further defines the role of Transformational leaders "as providing followers with clear visions of the future, expressing high expectations for follower performance, and displaying confidence in their followers' to accomplish challenging tasks".

According to the literature, Transformational leaders go together with four basic attributes of Transformational leadership. Transformational leaders are people who can create significant change in both followers and organization with which they are associated (Burnham, 2009). Transformational leaders have some intangible qualities like shared vision and values, ideas and relationship building.

Carlson & Perrewe (1995); Yulk (1989) state that there are four stages of organizational change under Transformational leaders.

First, it is necessary to make a compelling case for change Transformational leaders helps to bring change by making convincing case for it, example within school or educational environment to invite government authorized person to the school to present an overview a policy and related context.

Second, it is important to inspire a shared vision, seeking broad input, and encourage everyone to think of new and better future. This might be achieved through involving all staff in shaping and reshaping to the school/departments' strategic plan on regular basis.

Third, change need to be led. A sense of firmness must be instilled, team work has to be encouraged, and self-confidence of the followers must be increased. In fact it is necessary to create an environment conducive to creation sharing of knowledge (Bryant, 2003).

Finally, change need to be embedded, this task may be fulfilled by, monitoring progress of followers and organization it-self, changing appraisal and reward system, and hiring team members to cooperation and collaboration and provide followers common vision, and providing followers support and guidance and work together for the collective good of the organization (Carlson & Perrew, 1995).

In summary " transformational leader articulates the vision in clear, tempting and attractive way, explain how to attain the vision, acts consistently, confidently and positively with values shared with other, expresses confidence in the followers, emphasizes with symbolic actions, leads by example, and empowers the followers to achieve the vision (Stone, Russell &Patterson, 2003).

Transformational leadership studies have been successfully revealed in diverse range of professional and cultural settings, including, military, schools, corporations, business and political arena (Bryant, 2003).

2.7. Core Qualities and Attributes of Transformational Leaders

In order to understand best about the transformational leadership and transformational leaders, it is essential to identify the core qualities, skills and attributes which transformational leaders possessed

Kouzes and Ponser (1999) surveyed in different industries for top qualities in managers, they found the top five responses for their leader; forward looking, inspiring, intelligent, and honest and competence. And they considered all these qualities essential for a good leader. In any situation it is clear honesty is most important part of being a leader, if an individual d not trust their leader it is difficult to achieve the goals. It is very difficult to measure the someone level of honesty as honesty as it is a judgmental inference in order to improve the level of honesty in leaders and to build the trust, leader must create an friendly and smooth environment for followers where they work independently, leader provide their worker essential guidance and support, leaders must act consistently, optimistically with their values and belief and make those values and beliefs aware to all followers in order for individuals to entrust them which their careers and security.

Competence involve that leaders are able to successfully perform their tasks. Transformational leaders are have ability to inspire their followers for the collective good of the organization. Transformational leaders are aware of their performance and skills they possessed. Anderson, Gisborne and Holliday (2006) stated that most organizations perform poorly in the selection of the competent and effective leader as

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these leader are lack of clear description of skills. This study will help those organizations in determining particular skills in leaders.

Great leaders always have sense of vision and direction for their organization and followers. Being forward looking is an important to trust in followers and those who working around the leaders. Finally being a successful leader require the ability to inspire those who around the leaders and ability to motivate other to commit the common vision for the collective good of the organization. Those leaders who are enthusiastic, eager, positive and energetic about the future they perceived as more inspiring for their followers. A transformational leader always help and guide the followers to achieve the mission and goals, followers are much inspired by the leaders they follow their leaders blindly as they have trust and confidence on their leaders, transformational leaders help follower to see their purpose; therefore resulting in several positive outcomes.

2.8. Theory of Transformational Leadership

Transformational leadership provides a prominent approach for looking at new leadership. The early work on transformational leadership was done by James McGregor Burn's (1978) analyzed political leadership to define two types of leaders transformational leaders and transactional leaders, the work of Burns further elaborated by the Bass (1985) and instrumentation by Bass (1994, 1995). The basic idea of Burns was that the leaders transform the life of their followers by alerting their perceptions, expectations, values and beliefs. The leader demonstrates, communicates, has a sense of vision and encourages the followers. The Burn's main contribution for theory was to measure the efficacy of the Bass Transformational leadership theory.

Transformational leadership was first eminent from transactional leadership by Downtown (1973) in accounting for differences among revolutionary, rebellious, defiant, reform oriented and common leaders. Burn argued that leadership style can be placed on continuum in term of leader competence and effectiveness, he made a difference between ordinary (transactional) leaders who exchange tangible rewards for the worker liability and extraordinary (transformational) leaders who engaged with followers, and focused on the specific needs of the followers.

Bass Transformational leadership theory in other words was interested in the extent to which leader influence the followers. The followers go after their leaders because of the inspiration, trust, confidence, honesty and other qualities, the follower showed great responsibility and loyalty towards their leader and leader acknowledge. The four dimension of transformational leadership was identified by Bass, these were charisma, inspirational motivation, intellectual stimulation and individual consideration. Charisma means being able to influence by one's personality, charisma refer to a degree to which the leader behave in admirable way. Individual consideration means leader pay full attention to the followers needs, listen effectively them and aware of the individual concerns of their followers. Intellectual stimulation is process to which a leader stimulates and motivates followers intellectually, leaders encourage their followers to be innovative and creative in their work and adopt new and alternative ways to solve the problems. Inspirational motivation means leaders must have sense of vision and capacity to motivate others. The four main dimension of transformational leadership together are mutually dependent on each other and must co-exist all of them are held to have an additive effect that yield performance beyond expectation (Gellis, 2001). Most author in the field suggested that four factors make up transformational leadership whereas Leithwood and Jantiz (2000) suggested six.

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Table 1: Attributes of transformational leadership

The Four Common I's	Leithwood's Six
1. Idealized Influence: *charismatic vision and behavior that inspires other to follow*	1. Building vision and goals.
2. Inspirational Motivation: *Capacity to motivate to commit the common vision.*	2. Providing intellectual stimulation.
3. Intellectual Stimulation: *Encouraging innovation and creativity.*	3. Offering individual support.
4. Individual Consideration: *Coaching to the specific needs of the followers.*	4. Symbolizing professional practices and values.
	5. Demonstrating high performance expectations.
	6. Developing structures to foster participation in decisions.

Sources: Barbuto (2005); Judge & Piccolo, 2004; Simic (1998).

Source: Leithwood & Jantzi (2000).

The source of transformational leadership is in the personal values and beliefs of the leaders. Transformational leaders are able to unite their followers and are able to change the followers' goals and belief by expressing their personal beliefs and standards due to the highest idealized influenced of the leader worker obey and respect him . In this way the leader produce the higher level of the performance than previously (Hoy, and Miskel, 2008).

Similarly the Boss (1985, 1999) observes in his studies that the transformational leadership can be seen in the organization when a leader stimulate followers to see their work from new perspective, produce information and consciousness regarding mission and vision of the organization, motivate and stimulate the followers to beyond the personal interest and work together for the collective good of the

organization. In overall assessment of the theory the Yukl (1999) concluded that transformational leadership seems to be making important explanation for the leadership assessment (outcome) and process.

2.9. Dimension of Transformational Leadership

Bass (1985) developed the Multifactor Leadership Questionnaire (MLQ). This is an instrument which intended to measure transformational and transactional leaders' behaviors. Over the past two decades following applications are used in studies conducted for military, education, political, commercial, business and even for cultural studies (Gellis, 2001). An outcome of transformational leadership is segregation of four factors which are essential to be a effective leader. These effects are summarized below in figure 2.

Idealized Attributes

Idealized Behaviors

Build Relationship Based upon Trust and Respect

Set the Example & Model the

Individual Consideration

Enable others to act through coaching support

Transformational Leadership

Take people places they have never been

Intellectual Stimulation

Get people excited about going to new places

Source: Adopted from Burn (1978)

Inspirational Motivation

Figure 2: Transformational Leadership Model

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2.10. The Additive Effect of Transformational Leadership

Idealize Influence is about building trust and confidence and becoming a role model for the followers so that the followers pursue to follow their leader. Leaders are admired, praised, trusted and respected by their followers for their (leaders) charismatic vision. (Bass, Avolio, Jung & Berson, 2003). Leaders confidence provide foundation to their followers to accept organizational change, followers follow blindly their leaders and sure about the leaders qualities.

Inspirational Motivation is related to idealized influenced but charisma is necessary to motivate individuals, whereas inspirational leadership is about motivating the entire organization, transformational leaders give clear and compelling view of the future, encourage followers to become a part of the organization and this goal might be achieved through motivational speech and public displayed of enthusiasm, positivity towards outcomes and stimulation for teamwork (Simic, 1998). Through the motivational speech transformational leaders encourage their followers to contribute for the welfare and development of organizational goals (Bass, Avolio, Jung & Berson, 2003).

Intellectual Stimulation involves the solution of old problems in new and alternative ways and encourages the followers to creative and innovative (Bass, 1999; Barbuton, 2005). Transformational leaders empower by motivation to propose new and controversial ideas (Ston, Russell & Patterson, 2003).

Individual Consideration involves responding to the particular needs of the followers and accepts the fact that each individual is unique in terms of talent, knowledge, ability, capability, skills and capacity and ensure the followers are participated in transformation process of organization (Simic, 1998). This might take expression,

through the word of praise, fair workload distribution among workers, individual career counseling, mentoring and coaching, and professional development opportunities transformational leaders.

Together the four main dimensions of the transformational leaders are mutually dependent on each other, these factor yield the performance beyond expectation (Gellis, 2001; Simic, 2003; Stone, Russell & Patterson, 2003).

On whole it can be summarized in few words that TL have clear sense of purpose, it simple to follow , by nature it is expressive, value driven. TL encouraged congruent behavior , it require hi performance expectation ,Transformation leaders give clear direction and vision to their followers . these leader evoke the followers and make them enthusiastic and active , transformational leaders have ability to inspire and attract the followers with charisma and guide them through inspiration towards creativity and innovation , transformational leaders are emotionally mature and they are effective communicators that why they communicate their mission and vision to their followers . transformational leaders consider the personal needs of the worker as well they give the equal importance to each individual to bring the neglected worker on the highest place and give the workers with chance for professional development and good relationship with their colleagues as well as with the leaders.

2.11. Transformational Leadership in School setting

Leithwood (1994) was prominent for assimilating the work of Burns and Bass into the field of education. Therefore, certain dimension are associated with transformational leadership give different meaning when these are compared to the Leithwood's model that was presented by Leithwood & Jantzi (2006). Leithwood's model give a framework of TL that can be connected to transformational activities and methods

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within school setting. This model support the distributed leadership in school setting as it is assumed that school leader share the power and responsibilities among teachers instead of controlling with other power. By this particular model of leadership focus of school leaders to provide individual support, motivate teachers, instill pride in others and collective vision for learning is advocated (Stewart, 2006). Leithwood's model of education also included the dimension of educational practices, included creating productive community relationship that was not found in any prior model of transformational leadership.

2.12. Transformational Leadership and Educational Leadership

Transformational leadership is a term which appeared with increasing frequency in writing about education since the late 1980s in the early mid to 1990s it was used as importantly as appropriate type of the leadership for schools. In educational setting the best work has been done by the Leithwood (1994), he assessed the effects of seven dimension of transformational leadership. His conceptual framework is based on two statements. First transformation leadership in schools directly affects the school outcome (student's achievement or student's grade). Second transformational leadership indirectly effects the school characteristics, teacher commitment, and organizational. Leithwood concluded from his research following generalization school setting or for educators:

1. Transformational leadership depends upon to presence of all aspects of leadership (4I's) in Bass's terms, idealized influence, intellectual stimulation, inspirational motivation and individual consideration.

2. School organization need unique formulation of TL for the individual consideration

3. apart from expert thinking, TL represents contingency approach

4. Distinction between management and leadership cannot be made in terms of observed behavior

Several studies conducted and the results of the studies concluded that transformational leadership dimension have positive influence on student learning, work environment, organizational change, teachers' satisfaction (Hallinger, 2003). Transformational leadership proves guidance to the followers in order to help them to adapt the ever changing world of education (Bass, Avolio, Jung & Berson, 2003). Leithwood (1994) concluded in his study that transformational leadership values help the school to reform, reconstruct, restructure, renovate and recreate, similarly the Silins (1992) resulted in the study that transformational leaders have great positive effect on schools than transactional leadership.

Marks and Printy (2003) report contribution to class room instruction of both instructional and transformational approaches to leadership and the part of principals. Leithwood and Jantiz (1999) found that TL practices had smaller but significant effect on the student performance. Sillins (1992) found significant contribution for both student's achievement and organizational learning in the school. The execution of transformational leadership try to transform feeling of teachers that must effect the school culture, Geijesi et al. (2003) reported significant effect of TL approaches on teachers' level of commitment and effort. The execution of transformational leadership tries to transform feeling of teachers that must affect the school culture. Leithwood and Jantzi (2000) established that transformational leadership redirect the student achievement through the school culture and that emphasizes learning at all levels.

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A study conducted by Mir and Abbasi (2012) investigated the relationship between emotional intelligence and transformational leadership of academic leaders at higher education; Pakistan. Findings of the study provide an evidence that emotional intelligence is at the core of transformational leadership style and elements of emotional intelligence are significantly related to transformational leadership behavior of academic leaders.

Overall transformational leadership widely used in different studies in educational setup but it is necessary to lead the transformational initiative leaders must possess the numerous skills and abilities and behavior that according to the Bass (1998) can be developed , taught, and learned. Transformational leadership can be enhanced through formal training (Driven, Avolio & Shamir, 2002).

2.13. Educational Transformational Leader Model

Ross and Gray (2006) asserted that transformational leadership positively influenced pedagogical efficacy of schools and positively influenced faculty and staff commitment to the schools mission and to the professional learning community. In developing these assertions, Ross and Gray (2006) developed and tested two educational transformational leader models. This model is depicted in figure 3 hypothesized that transformational leadership would have direct effect on teacher commitment and indirect effect through teacher efficacy. Teacher efficacy is set of beliefs within a teachers' professional behavior that provide the expectation that he/she would ensure student learning (Ross & Gray, 2006).
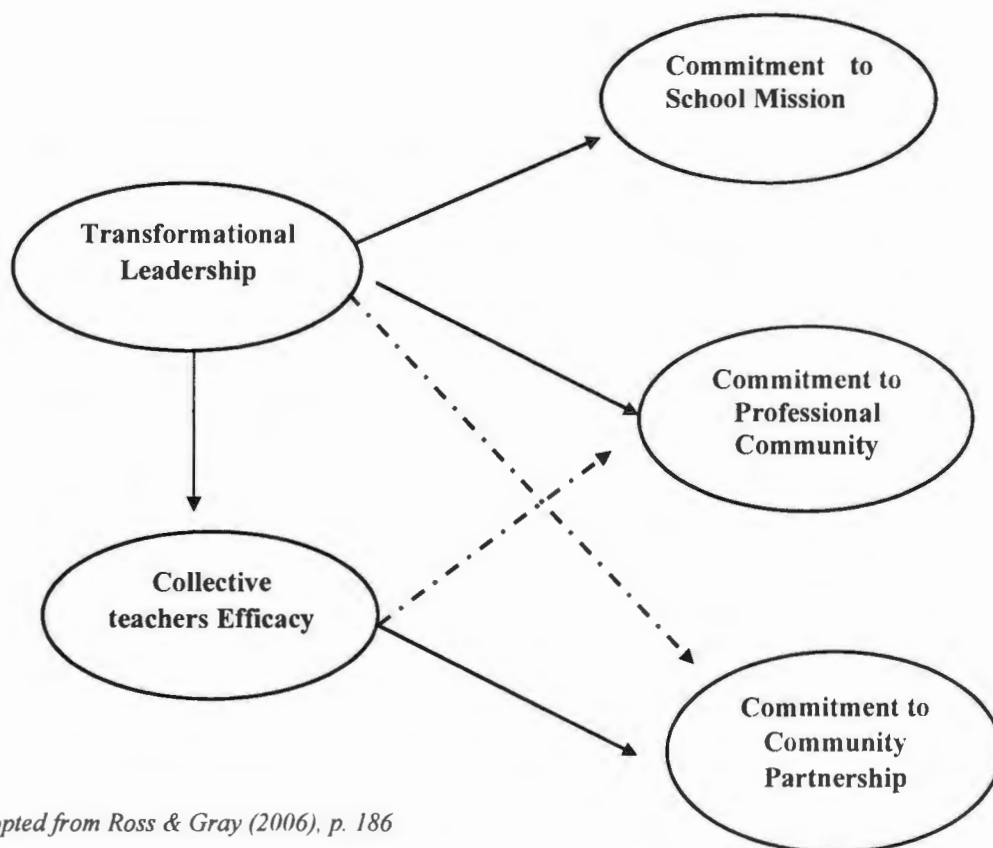
Source: Adopted from Ross & Gray (2006), p. 186

Figure 3: Transformational Leader and teachers Efficacy Model

It was concluded by Ross and Gray that transformational leadership directly affect teachers' commitment and efficacy and directly and positively affect the faculty and staff commitment, teachers' collective efficacy to the school mission and commitment to the professional community, as depicted by the solid arrows (see figure 3). Through the influence by the transformational leaders, teachers were able to directly and positively, influence the commitment to the community partnership. This commitment, in particular was developed through the relationship developed with parents, which in turned provided for higher student achievement.

Transformational leadership indirectly but positively, influenced commitment to the community partnership through the direct influence of teacher efficacy, as in figure it

is depicted by dash arrows. Finally, through the direct influence of teacher efficacy, teacher committed to the school's mission as well as to the professional community.

2.14. Transformational leadership and School Effectiveness

Educational leaders who follow and contribute to the Transformational leadership philosophy are effective leaders for the institutes as the close association of Transformational leadership qualities and skills with those of the effective school leaders. Murphy (2011) stated that, effective and good school leader must understand the meaning of leadership and it is not build around the power and authority but it is power sharing to all group members or followers to reach the common goals of organizations. He further argued that effective and good school leadership is not depend upon principal (school head); instead it is about the legacy that school head leave behind.

Transformational leadership model is correlated with effective leadership attributes, central them of the transformational leadership is based on distributed leadership emphasizes on power sharing rather than control and power, consider all group members valuable contributors to the organizational vision and mission.

2.15. Outcomes of Transformational leadership in Pakistan

Number of the studies have been conducted in Pakistan in different sectors; banking, telecom, and private sectors and in educational context. Ghafoor et al. (2011) Concluded in their study that significant relationship exist between managers transformational leadership and employees performance, results also supported the mediation of psychological ownership in relationship of these variables.

Imran and Haque (2011) reviewed in the study that the transformational leadership facilitates the organizational model that is characterized by flexibility and external focus and that is positively affect the innovative work behavior. A study by Bushra et al. (2011) concluded in their study that transformational leadership positively and significantly affects the employee job satisfaction and organizational commitment. Riaz and Haider (2010) found transformational leadership and job success highly correlated with each other. Batool's (2013) study supports the argument that there is positive and significant relationship exists between transformational leadership and organizational commitment. Chaudhry, Javed and Sabir (2012) conducted a study in Pakistan's banking sector, they concluded in their study that positive and significant relationship exists between transformational and transactional leadership with dependent variable motivation.

A study conducted by Rehman et al. (2012) on perceived leadership style indicated that both transformational and transactional leadership styles have positive relationship with organizational commitment but transformational leadership has slightly strong relationship as well as strong impact on organizational commitment than transactional leadership.

A study conducted by Mir and Abbasi (2012) provides evidence that emotional is at the core of transformational leadership style. Results of the study also revealed that elements of emotional intelligence are significantly related to transformational leadership.

JOB SATISFACTION

2.16. Concept of job Satisfaction

Concept of job satisfaction got excessive importance in social sectors, social mangers, organizations, educators and scientists showed great interest in recognizing the value of job experience in one's life. There is number of definition of job satisfaction, there is no universal definition of job satisfaction. Schermerhorn (1993) argues that job satisfaction as an emotional response towards various aspects of a job, further he explains the most likely causes of job satisfaction: status, coworker relationship, leadership style, promotion, nature of job and work, work environment and organizational structure. Spector (1997) states that, job satisfaction is about how people feel about their jobs and different aspect of their job. Ellickson and Logsdon (2002) states that it is term in which employee like their work. Milkovich and Boudreau (1998) define the job satisfaction as "a pleasurable and positive emotional reaction to person job experience". According to Cano and Miller (1992), job satisfaction can describe as "the condition of contentment with one's work and environment, donating a positive attitude. Robin et al. (2003) describes that an individual with high job satisfaction show positive attitude for their job whereas dissatisfied individuals showed negative attitude towards their job. Rue and Byars (1992) give contrast views about job satisfaction and refer it as an individual's' mental state about their job. Nnadi (1997) said that job satisfaction is composed of reaction, attitude or perception of an individual to work. Job satisfaction is cognitive effect and evaluative reaction towards their job (Greenberg & Baron, 1995). Griffin and Bateman (1995) defines the concept of job satisfaction is a global construct including variety of specific aspects of job that effect the level one's level of

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satisfaction, they define some crucial aspects of job satisfaction; benefits, promotions, nature of the work , workload, work environment, pay supervision and coworker relationship.

A commonly accepted definition by Lock (1976), "the pleasurable emotion state resulting from the perceptions of one's job as fulfilling or allowing fulfillment of one's job values".

In other words job satisfaction is relationship between what a people wants form job and what the job actually offers. Bolger (2001) defines job satisfaction from aspect of two factors. First factor from intrinsic side and this factor associated with satisfaction such as achievement, autonomy, professional development. Other factor is extrinsic which is related to pay, working condition and benefits. Both aspects are important for job satisfaction. From all above discussion it concluded that job satisfaction is function of employees' attitude to their work. Job satisfaction is one of the important aspect that lead to recognition, income, promotion and achievement and autonomy and general feeling of fulfillment. It is pleasurable emotional state that lead employee towards positive attitude towards work and increase the productivity of employee and empower the employee to be creative, loyal, flexible and innovative on work place. Cherrington (1994) revealed in his research that two aspect of job satisfaction is important; facet satisfaction and overall satisfaction. These two aspects are explained as follow.

2.16.1. Facet Satisfaction

Facet satisfaction refers to tendency for a worker to be more or less satisfied with various dimension or aspects of job satisfaction (Jhons 1998). Cherrington (1994) refers various facets of job from which an employee may be less or more satisfied;

nature of the work, recognition, workload, autonomy, soft managerial approach and pay, all possible facets of job satisfaction are given in figure 4.
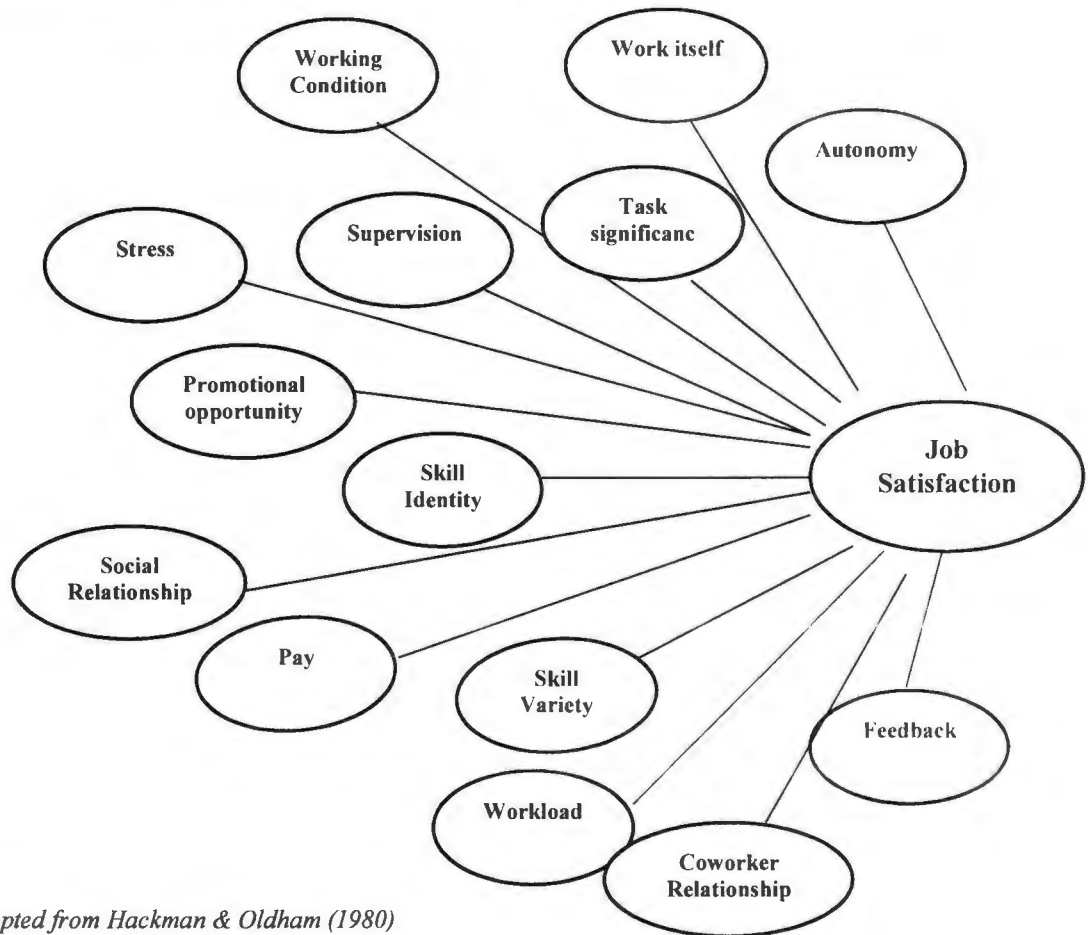
Figure 4: Facet Satisfactions

2.16.2. Factors that determines the job satisfaction

Psychological rewards: this is the positive inner balance that comes from whether there is favorable working experience or not. It is the product of the positive outcome of the factor outline below.

Material Rewards: Good salaries and allowance can determine the job satisfaction so it must be of high priority. This is very crucial motivation factor that motivate a employee through some kind of material reward s. employee should consider

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improving on his status as it is a great convincing factors that could cause worker to protect their sources of good income.

Opportunities and Socialization: training opportunities for employees, posting on informative places and introduction to interactive plate form can improve the status of employees as well equally important for the professional development of individual worker in any organization.

Physiological Needs: if the employee are availing basic necessities during their working hour they seem to be more satisfied from their job like drinking, eating resting all these factors make the employees relax during their working hour.

Security Needs: worker must be facilitate and ensure about his/her future comfort in the tern of reliable pension and health insurance.

Good relationship: workers must provide healthy and friendly environment where they can freely interact with their fellows. Workers could bring in a session of belonging.

Self-esteem: workers should be given recognition on his/her good performance this thing will build up their confidence. They will improve their performance to achieve the highest standards of the job.

Self- actualization: a great job allows a worker to drive personal satisfaction in terms of personal fulfillment. This thing will bring worker personal pride, identification.

2.17. Job Satisfaction and Motivation

It is a reality that motivated employees considered as more satisfied than others, concept f job satisfaction is associated to the motivation. Several theories have been offered to support the concept of job satisfaction with motivation. Factors related to

job it are achievement, autonomy, recognition, advancement and responsibility and there are some other factors that may not essential to motivate worker but in the absence of some other aspects (related to job) may cause dissatisfaction. This includes salary, management style, working condition, interpersonal relationship, and job security and working policy.

No organization can successful without highly motivated and committed employees. Due to the numerous effects of the factors on working behavior and performance of workers, understanding human motivation is vital for managing people. Number of the researches have been conducted to explore the factors how to motivate the employees and how make them happy and satisfied from their jobs. Motive is drive force or desire which causes a person to act in a manner he/she does (Singh, 2005).

Mullins (1996) states that, "Motivation is process which may lead to job satisfaction". Usually it is not easy to determined exact relationship between job satisfaction and motivation, relationship between these two constructs can explain through motivational theories. Motivational theories divided into two main groups content and process theories of motivation. Mullins (1996) process theories determined the relationship of job satisfaction and motivation in effective way and content theories reflect the relationship between job satisfaction and job performance. Nadim et al. (2010) revealed that positive and significant relationship exist between extrinsic and extrinsic factors and motivational factors, however they concluded that teachers job satisfaction is largely caused by intrinsic motivational factors as compared to extrinsic motivational factors. To run a successful organization is vital to motivate the employees on iterative bases. Ahmed and Islam (2011) considered three important facets of motivation or job satisfaction; working condition, compensation and recognition, results of their study revealed that there is positive and significant

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relationship exist between all three factors and motivation furthermore they concluded that motivated employees were found to be more satisfied with their jobs.

For better understanding the concept of jab satisfaction and its related variable which may cause satisfaction and dissatisfaction of the employees it is essential to discussed both contemporary and early theories of the motivation.

2.17.1. Content theories/need theories

Content theories attempt to provide support for job satisfaction.

2.17.1.1. Maslow's needs hierarchy theory

This theory was developed by Abraham Maslow in 1943. Hierarchy of needs theory was emerged in early 1960. He developed a method for gaining insight by providing categories of need in hierarchical order. He believed that it is a natural process whereby individual fulfill needs in ascending order from most immature to most mature Hierarchy divided into five levels. Edwards (1993 cited in Arnold and Boshoff, 2004) level describes satisfaction of physiological needs that describes the basic needs like water, air, cloth, house, food, etc., these factors have positive impact on the job performance of employees. Level two of hierarchy shows the safety and security needs, steady employment and benefits for the old age, insurance against risk, safe working environment for the employers (Abdullah, 2002). Al level three social needs of human must be fulfilled; need for sociability, informal contacts, recognition, sense of belonging, need for affiliation, focusing on relationship with coworker. Level four of hierarchy describes the need for self-esteem and self-esteem for others, feeling of achievement, recognition, appreciation and status. The self-expression needs exits at level five and it is enhanced by the existence of power, potentialities realization, creative expression and achievement.

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Morality, creativity, freedom, problem solving, acceptance of facts

Self-actulization

Esteem

Self-esteem confidence, achievement, respect of others, respected by others

Love/belonging

Friendship, family, sexual intimacy

Safety

Security of: body, employment, resources family, health and property

Physilogical

Breathing, water, food, excretion, sex
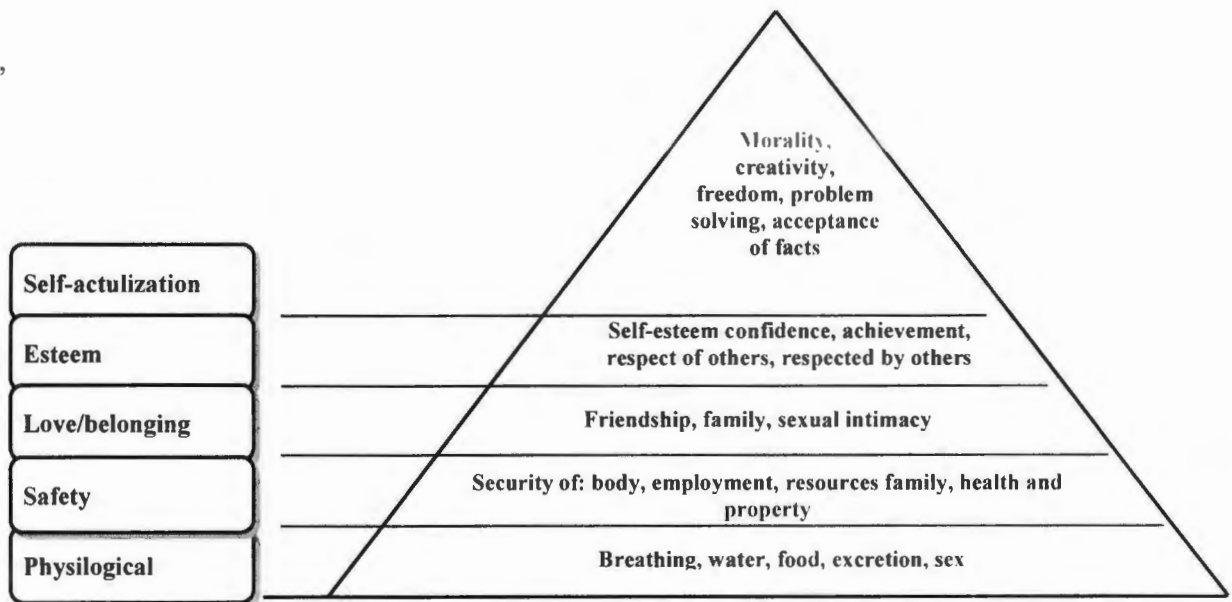
Source: Adopted from Singh (2005) book, p.137

Figure 5: Maslow's needs hierarchy theory

2.17.1.2. Herzberg's two factor theory

This theory was prepared by Frederik Herzberg and his associates in 1966. Herzberg two factor theory consist of two main factors known as hygiene factors and motivator factors. The hygiene factor also known as extrinsic factor responsible for satisfaction or dissatisfaction of employees on their job. These factors include interpersonal relationship, nature of work, management style, personal polices, job security and benefits, salary and working condition (Ruthankoon & Ogunlana, 2003). These factors according to Herzberg must be rightly termed as preventives to prevent job dissatisfaction. These factors must be present and satisfied before motivation can be activated. As these factors support people mental health, existences of "Hygiene" factors do not yield satisfaction but absence of these factors may cause in dissatisfaction. The 'Motivation' Factor: these are the factors which motivate employee for work and for the better performance and people are motivated to work only when job satisfactory or motivators are present in the work situation , these

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motivators are related to the job content and Herzberg term these factors as intrinsic

(motivators factors) ; nature of the work (chall **High**   , achievement in the   Low

successfully completing a task, responsibility at work. recognition of the work.

opportunity for advancement, environment in which job is done. It is observed that

these factors are necessary for the improvement in work performance.
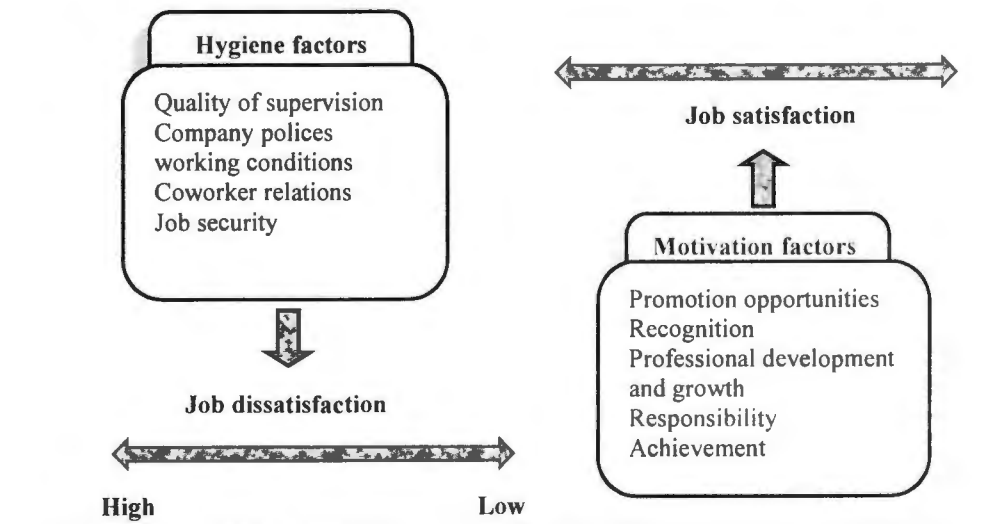
Source: Adopted from Singh (2005) book, p.145,

Figure 6: Herzberg's two factor theory

According to Schemerhon (1993), Herzberg is an important for managers and leaders

to best understand the concept of job satisfaction. This concept is equally important is

school setting where the school leaders can eliminate the poor hygiene source of job

dissatisfaction in workplace and ensure to build factors that satisfied the teachers.

2.17.2. Process theories

Process theories that will be given attention and that best provide a supporting

context for the job satisfaction are: Expectancy theory, Equity theory, Goal setting

theory.

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2.17.2.1. Vroom's Expectancy Theory

This theory was developed by Victor H. Vroom. Expectancy theory established the concept of valence (V), instrumentality (I) and expectancy (E), referred as VIE. This theory views that motivation as a process governing choices; most behaviors are under the voluntary control of the person (Cronje et al., 2003).

This theory also emphasizes individual differences in motivation and makes possible the examination of very explicit relationships between motivation and the accomplishment of organizational goals, whatever these goals may be (Nel et al., 2004). In brief, Vroom's theory requires that needs and satisfaction be considered before a person sets a meaningful goal. In Expectancy motivation model, force to perform defined as expectancy times instrumentality times valence, or M = EIV. The theory proposed three determinants of motivation (Dessler, 1998). Expectancy theory predicts that motivation to work will be high if:

1. The Expectancy that individual Efforts will result in Performance

2. The Expectancy that Performance will result in Reward

3. The Valence of Regards
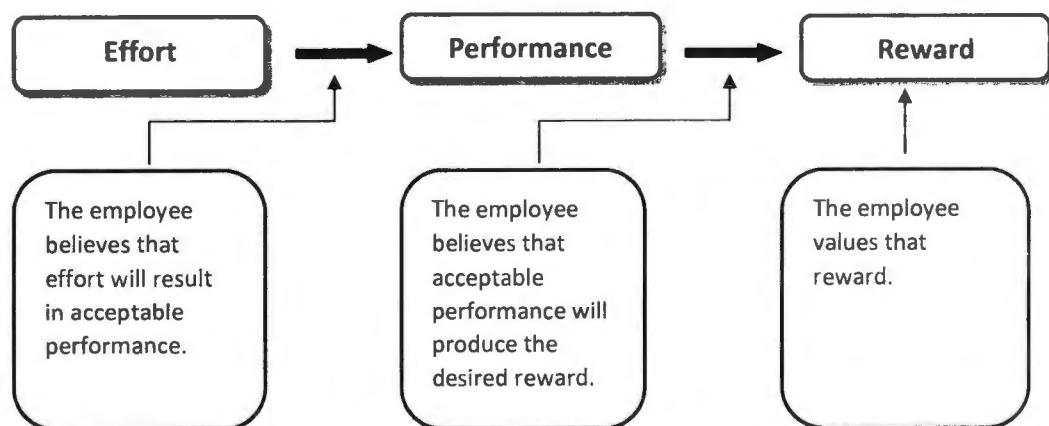
Adopted from Singh (2005) book, p.156

Figure 7: Vroom's Expectancy Theory

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2.17.2.2. Equity Theory

Equity theory was formulated by J. Stacy Adam. The principal object of any system is equity or fairness. Every employee of an organization expects that he/she must be treated with justice (Dessler, 1998). Robbins (1993) stated for Equity theory that satisfaction is determined by an individual input-outcome balance. This theory proposes that employees evaluate the outcomes from the job i.e. salary, benefits, recognition, achievement and promotion for the input knowledge, skills, ability, education, experience and expertise. Robbins et al. (2003) states that employees must compare their job input; knowledge, skills, ability , education, experience and expertise with job outcomes salary , benefits, incentives, recognition, achievement and promotion and in relation to that of others. In equity exist when employees perceived that they are over or under rewarded to other in relation to their jobs. Equity and inequity is totally based upon individual perception, individual has to make concrete efforts to reduce the inequity (Dessler, 1998).Example of equity and inequity is shown in table 2.

Table 2: Example of equity and inequity

Ratio Comparisons	Perception
O/1A< O/1B	Inequity due to being under-rewarded
O/1A=O/1B	Equity
O/1A>O/1B	Inequity due to being over-rewarded

2.17.2.3. Goal setting theory

This theory was proposed by Edwin Lock, he anticipated that setting specific goals will improve the motivation. This theory is based on this concept that behavior of employee can be changed by influencing their goals and targets (Heery & Noon,

2001). Nel et al. (2004) stated that employees are motivated if they already aware of what to do and what things need to do for the fulfillment of specific goals. refer management by objective technique (MBO). Employee perform better if they get continuous and positive feedback for the progress towards the fulfillment of common and personal goals. Four general principles are noted from Heery & Noon (2001) to provoke and promote high performance of the employees and raise their motivation in terms of goal setting theory:

1. Goals should be attainable but challenging

2. Goals should be specific

3. Employees' involvement in process of goal setting

4. Goals should be measureable; clearly understood by employees

2.18. Models of Job Satisfaction

Three theories of job satisfaction are discussed below: Affect theory. dispositional theory and job characteristics theory.

2.18.1. Affect Theory

This theory of job satisfaction was developed by Edwin Lock in (1976). it a most famous model of job satisfaction. The main notion of this theory is that work is differently weighted by employees according to their current salary expectation. Further the employee decided that how much he satisfied or unsatisfied from his job and when employee meet his/her expectation how much he/she valued the work. When an employee meet all the expectation related to his/her job has great positive effect on his performance, when employees' expectation are not meet than there this negative impact on job satisfaction.

2.18.2. Dispositional Theory

This is general theory of job satisfaction , this theory composed that people have some innate dispositions that leads them towards the certain level of job satisfaction, this theory also states that job satisfaction level gradually tend to stable the simplest notion of this theory is there is no job satisfaction if there is no prior need

2.18.3. Job Characteristics Theory

This theory was developed by Richard Hackman and Greg Oldman in 1976; this theory proposed that how core set of job characteristics affect the different physiological states, in specific work environment. This theory also explained and what are the effect of these characteristics on motivation, job satisfaction and employees' performance. In this regard two job characteristic theories will be discussed.

JCM Model: job characteristics model developed by the Hackman and Oldman (1976) according to them job satisfaction can be accessed through five job attributes which are also called "core job dimension". Skill variety, task identify, task significance, autonomy and feedback, presence of first three dimensions, skills variety, task identify and task significance in job make the job value able , important and worthwhile .autonomy give personal responsibility to person who is entrusted with job. Feedback gives right information to the employee for his performance effectiveness.

SIP Model: the central theme of this social Information Processing model is this that employee respond to job as they perceive it so rather than the reality of the job. According to this theory employee behavior and attitude on job are profoundly

influenced by social interactions from peers supervision. friends. family members. subordinators. competitors. customers and vendors.

2.19. Educators and job satisfaction /Job Satisfaction and Teaching

Transformational variables that have been associated to job satisfaction include centralization; climate and culture; job autonomy pay and other benefits; challenge and variety; employee age; motivation gender. education. provisional development. coworker relationship. interpersonal relationship. management. For example when the bureaucratic aspects of school related with jib satisfaction it will give very complex and hard picture but factor that clarify the job and job duties produce high level of job satisfaction (Misk, Fevurly. and Stewart. 1979). however the role conflict are the strongest negative factors for the educators job satisfaction . in term of educator job satisfaction five job characteristics are very important that are autonomy. feedback. skills variety, task identity, and task significance are the variables which are positively associated with job satisfaction (Hackman and Oldham, 1980). work motivation is also correlated with job satisfaction (Miskel. McDonald. and Bloom. 1983). open and participative climate of the school showed the high level of teachers' job satisfaction. There is limited relationship exit between the personal variables such as age gender (Thomson, McNamara, and Holye, 1997). There are number of that studies have been conducted in the support of employees job satisfaction. that can provide guide and for administrative practices .A study conducted on job satisfaction of head teachers by Ghazi (2004), revealed that government school heads were over all satisfied from their jobs and from various extrinsic, intrinsic, general and demographic dimension of job satisfaction (utilized MSQ). Iqbal and Akhter (2012) compared the level of job satisfaction between male and female secondary teachers and interpreted the results in the context of Pakistan; they concluded that female teachers were more satisfied with

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nature of work and supervision aspect of job satisfaction as compared to male teachers. Nadim et al. (2010) conducted a study on motivational factors and teachers job satisfaction, their study revealed that positive and significant relationship exist between extrinsic and extrinsic factors and motivational factors, however they concluded that teachers job satisfaction is largely caused by intrinsic motivational factors as compared to extrinsic motivational factors.

2.20. Leadership and job satisfaction

From all above discussion and from all motivation theories and job satisfaction models, it is concluded that job satisfaction and leadership have very strong association with each other. A significant research conducted by Bass (1985) and Vroom and Jago (1998) pointed out the fact that leader behavior have consistent and reflective impact on many facets of employees job satisfaction. Griffin and Bateman (1986) concluded that leadership style have huge and stable effect on workers' job satisfaction. According to Maslow's (1954), an administrators' duty to provide opportunities to the employees for the satisfaction of the needs, that may contribute to the achievement of organizational goals. In school Maslow's suggested that successful school leaders, who are achievement oriented, provide guidance and support all the members of the community, provide opportunity to achieve, and contribute to the quality of education and learning and try to sustain the standards, which in turn enhances school teachers' job satisfaction and satisfaction towards work (Drysdale, Frod, Gurr & Swann (2003). Mine's (2008) revealed in the study that due to the individual considerate behavior of the leader, significant and positive relationship exist between teachers' satisfaction and leader behavior, evidently individual considerate behavior of the school heads satisfies their teachers and recognize the individual differences between teachers and best utilize the teachers

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strength which lead the teachers towards job satisfaction. Ryan (1980) found positive relationship between school head management style and teachers' job satisfaction. Delaney's (1991) revealed in his study that management practices of school leaders affect the morale of the teachers. Evans (1998) conducted the study in United Kingdom concluded in his research that collaborative and consultative leadership style are the key factor for teachers satisfaction from their jobs and to raise the morale of the teachers. A study conducted by Zame & Hope (2008) concluded that lack of leadership competences of school head due to the absence of school leadership preparation programs.

2.21. Transformational Leadership and Job Satisfaction

Transformational leadership has huge spectrum of outcomes, employees' job satisfaction and satisfaction with leaders. Bolger (2001) found principals' job transformational leadership style influence teachers satisfaction in direct ways, teachers' satisfaction increased when they perceived their principals' leadership style as more transformational. Delaney's (1981) concluded in his study that management practices significantly affect the morale of the school teachers, further he found that three factors more emphasis; job security, working condition, and management style. Evans (1998) conducted the study in United Kingdom concluded in his research that collaborative and consultative leadership style are the key factor for teachers satisfaction from their jobs and to raise the morale of the teachers. Koh et al. (1995) conducted their study in Singapore; they found that transformational leadership had significant effects in the predictions of organizational commitment and organizational citizenship behavior and teachers satisfaction.

Bass (1980) revealed that relationship between transformational leadership and personal outcomes such as job satisfaction and commitment. Transformational leaders instill pride in their followers and inspire them to go beyond their own self-interest for the sake of organizational goals, transformational leaders are deeper insight and followers focused on new approaches to do their job and become more goal oriented and motivated to pursue the tasks. Graham (1998) suggested that transformational leadership leads to organizational citizenship behavior through the process of member empowerment.

Dvir et al. (2002) showed that transformational leaders had direct impact on follower's empowerment, morality, and motivation, transformational leaders frequently good role model for their followers. Brayman (1992) discovered that transformational leadership is positively related with many necessary organizational outcomes including job satisfaction and organizational commitment.

Juge and Bono (2000) indicated in their study that work motivation factor for the employees in rating on transformational leaders on their satisfaction. Nguni et al. (2006) found that transformational leadership had significant add on effect to transactional leadership in predication of teacher job satisfaction. Job satisfaction appeared as mediator of the effect of transformational leadership on teachers' organizational commitment and organizational behavior.

Hukpati (2009) conducted study in public and private universities of Ghana, he concluded in his study that transformational leadership had moderate effect on university teacher's job satisfaction and further he found no significance differences in practices of transformational leadership in public and private sectors.

2.22. Transformational leadership and Job Satisfaction in Pakistan

Transformational leadership is very Important concept in every sector, it is dire need to satisfied the people from their jobs In Pakistan number of the study have been conducted in in educational context (school, universities, colleges).

Muhammad (2012) concluded in his study that transformational leadership style is relatively being more often exercised by the leaders of the public university in Pakistan, than transactional leadership style, while laissez-fair leadership style is least practiced, further he concluded that significant relationship exist between leadership styles (transformational, transactional and laissez-fair) and the faculty's intrinsic and extrinsic and overall job satisfaction.

A research paper was presented by Munaf (2010) in international conference on E-business, Management and Economics, Hong Kong, to determine the effectiveness of transformational, transactional and passive avoidant management style in selected higher educational institutions of Pakistan through examining its relationship with achievement and motivation of teaching faculties.

Paracha et al. (2012) concluded in their study that transactional and transformational leadership styles both are positively and significantly related with employee performance, however transactional leadership was more significant than transformational leadership. This study also made another important discovery that there is no mediating role of job satisfaction between transactional leadership. But it mediates with transformational leadership and employee performance.

A study conducted by Nawaz (2010) reviewed that head of the department (universities) mostly practiced transformational leadership roles to influence the

behavior of their staff members, but according the situation they also used other type of leadership roles like Transitional and Lassies faire leadership.

2.23. Conceptual Framework of the Study

Transformational leadership has four factors that build the subject. These four factors are charisma, inspirational motivation, individual consideration and intellectual stimulation. In this study dependent variable teachers' job satisfaction relies on the factors or dimensions of transformational leadership. In today competitive world it difficult for institutions (schools) to compete or even survive without satisfying their staff (teachers). The current study determined the teachers' overall job satisfaction through the role facets of job satisfaction (various job dimensions): decision making, autonomy, management style, recognition, professional development and peer group relations.
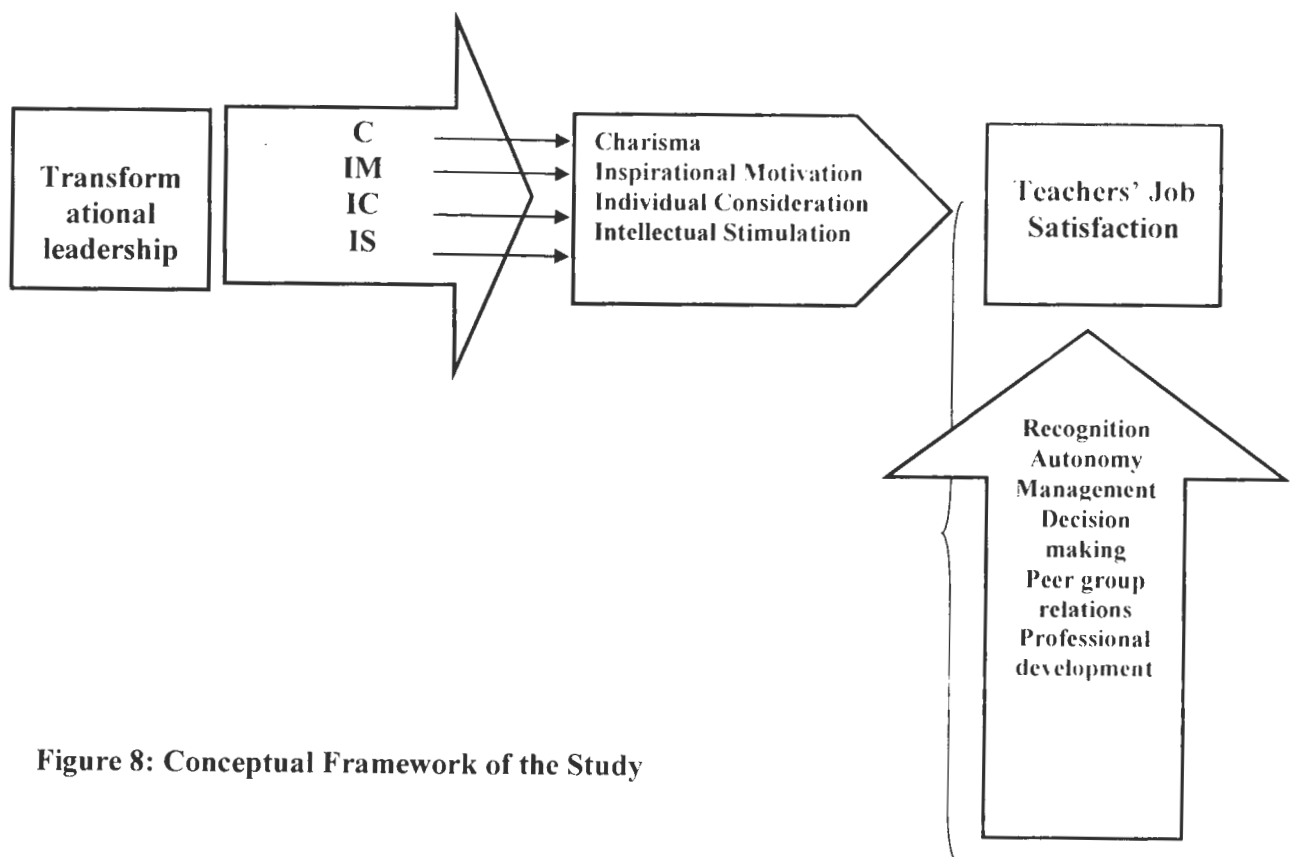
Figure 8: Conceptual Framework of the Study

CHAPTER 3

METHODOLOGY

3.1. Introduction

The research methodology provides the theory of how investigators get information in their research setting. This chapter contains the information regarding research design, procedure of the study, target population and selected sample. Further this chapter provides information for instruments used and procedure adopted in undertaking the study as well as data collection methods and frame for data analysis.

3.2. Research Design

Cohen et al. (2007) suggest that research design is governed by the notion of fitness for purpose. Fraenkel & Wallen (2003) also suggest that while making methodological decisions "the important thing is to know what question can be the best addressed by which method or combination of methods". In order to develop the coherent research design the present study utilizes a mixed method approach, with both qualitative and quantitative methods for data collection and analysis. Brayman's call it methodological diversity and benefits of multi method approach to studies of leadership (Bryman, 2004a).

The rationale behind taking mixed methods in conducting the current inquiry is underpinned by two important consideration, first the philosophical position of the researcher about the issue under investigation and, second, to achieve the research objectives (Morrison, 2007).Among the various type of mixed method research designs the "triangulation design" was selected, where the researcher simultaneously collects qualitative and quantitative data, analyses both data sets separately but concurrently to obtain results, and the researcher than compare and contrasts results

and utilizes the findings to see if they authenticate each other (Creswell, 1994), is taken in this study. Creswell and Plano Clark (2007:62) labeled this design as "the triangulation design" and Creswell (2009: 213) named this design as "concurrent triangulation strategy" the aim of this selected design to get complete and different data for study in order to best understand the research problem. The reason behind the selection of the design is to combine the strengths and overcome the weakness of qualitative and quantitative methods and provide stronger evidence for conclusion through convergence and corroboration of findings (Creswell, 2009). More specifically, the chosen design is the '"convergence model" one of the triangulation design variant.

The purpose for the selection of this model is to provide valid and well-established conclusion regarding an event. the reason behind taking the chosen model(convergence) into this study is twofold: give the approximately equal weight to quantitative and qualitative methods, secondly this method is best fit for this current study and take less time , as other mixed methods like sequential exploratory strategy and sequential explanatory strategy opposed with current study and take more time for completion. The selected design is one phase design in which the researcher implemented the qualitative and qualitative methods during the same time frame and with equal weight. The Creswell et al. (2003) named this design as "concurrent triangulation design".

The mixed method approach exists in the center of the continuum as it involves the features of both qualitative and quantitative research; consequently, it offers more credibility to a study as compared to quantitative and qualitative research alone (Creswell, 2009; Creswell and Plano Clark 2007).

The quantitative part of current study is cross sectional survey and is descriptive and analytic in nature. A co-relational design is adopted to seek information from quantitative set of data. A survey is considered a suitable means of gathering data for descriptive and analytic research, as it allows the identification and investigation of relationship patterns between variables (Bryman, 2008; Cohen et al., 2007).

The qualitative part of the study is phenomenological design. Phenomenology approach develop an understanding of the participants reality how the participants perceived, it investigates the reality of group or individuals as they construct it (Welman & Krugr, 1999).

3.2.1 Procedure

Survey questionnaire was researcher administered. Researcher carefully explains the purpose of the study and procedure for answer the research question to all to participants. For the retrieval of questionnaire telephone number of the teachers ver recorded; researcher personally collected all the questionnaires from teachers at an agreed date. Participants were requested for honest response. total anonymity and confidentiality was guaranteed by the researcher. Teachers who had worked with current school head for period of one year were purposively selected for the study.

For qualitative data, only school heads with at least one academic year experience in their current schools were eligible for inclusion. School heads were provided hard and soft copy of interview guide and researcher requested school head to write their view point, answer or perception against each theme or question. Telephone numbers and email addresses of school heads were recorded to facilitate the retrieval of the questionnaires (see Appendix C), researcher personally collected few questionnaires

on agreed date and other received through email. Only eight heads out of thirteen returned the questionnaires. To get the holistic and complete picture of phenomenon under research, the researcher requested the school heads for interviews. Separate interviews were granted the school head at an agreed date in consultation with heads. At this time the response rate was 100%. Responses were recorded, transcribed and analyzed.

3.3. Population

Population of the study consists of all the teachers and principals in Silver Oaks Schools (SOS) and The City Schools (TCS) in Rawalpindi. These were made up of 13 The City Schools (TCS) and 12 Silver Oaks Schools (SOS). The total teacher's population for TCS institutions was 140 and 153 for SOS institutions making entire teachers population of 293 for the study.

3.4. Sample

The study utilized purposive sampling technique, SOS and TCS schools were purposely sampled according to large population size in selected schools. Out of thirteen (13) TCS and twelve (12) SOS institutions, six (6) TCS institutes and seven (7) SOS institutions were selected. The purpose behind the selection of the institutes to gather adequate responses, selected schools have large sample size. Detail of the institutions (SOS and TCS) is provided in section 3.4.1. School heads who had worked for at least one academic year in that position were purposively selected for study; in the last stage of sampling process teachers who had worked for one year with current school head were purposively sampled. Six school heads from TCS out of thirteen and seven school heads from SOS out of twelve were selected for the study. As the entire population could not be studied, the institutions were sampled for

the study. Ninety (90) teachers from SOS and seventy five (75) teachers from TCS were the sample of the study.

Two hindered and ninety three (293) teachers were targeted population. According to L. R Gay (2000, p. 125) if population size is 293 than 165 teachers are adequate for the sample of the study. The total teacher's population for TCS institutions was 140 and 153 for SOS institutions making entire teachers population of 293 for the study. The target sample was 75 teachers from TCS institutions and 90 from SOS institutions' making total of 165 teachers. Analysis of the population and sample size for the study is given below in table 3.

Table 3: Population and Sample information Analysis

	TCS	SOS	Total	Percentage (%)
Number of the teachers (population)	140	153	293	
Teachers sampled[1] *(Actual responses)*	75	90	165	
Anticipated sample Response rate	75	90	165	100%
Head of the School (population)	12	13	25	
Sampled Head of the School[2]	06	07	13	52%

[1]For quantitative analysis (questionnaire) and [2]For qualitative analysis (interviews)
Source: *Annual Report of SOS Head office in Rawalpindi city, 2013
**Annual Report of TCS Regional office in Islamabad city, 2013

3.4.1. Institution of the Study

There are two school chains included in the study: Silver Oaks Schools and The City School, next section briefly introduced these institutions. The reason behind the selection of these institutes, the researchers personally worked in both institutes and witness for specific leadership style (transformational leadership).

3.4.1.1. The City School

The City School (abbreviated as TCS) is one of the largest private English medium school systems in Pakistan. It offers preschool, primary and secondary education as well as preparation for local SSC and international GCE. The City School was established in Karachi, Pakistan in 1978. Now it has become national and international organization with 153 branches in 43 cities with thousands of students and numerous teaching staff and nonteaching staff. It is striving for promoting quality education all over the world. Highly qualified teachers are selected with high qualification and expertise. In Pakistan, The City School system perceived as institution of excellence.

3.4.1.2. Silver Oaks School (SOS)

Silver Oaks School (SOS) in Pakistan is the branch of company with the same name. it is group of private fee paying academic institutions located throughout Rawalpindi and Islamabad in Pakistan. . It offers preschool, primary and secondary education as well as preparation for local SSC and international GCE. SOS opened its first branch in Islamabad, in 2000 and plans to open more schools across the region. It is striving for promoting quality education all over the world. Highly qualified teachers are selected with high qualification and expertise.

3.5. Instrumentation

Researcher developed two research questionnaires to cope with the mixed method design research. Survey questionnaires were used to measure transformational leadership behavior of school heads and teacher's job satisfaction and interviews to assess the transformational leadership skills, perception and practices of school heads.

3.5.1 Survey Questionnaire

The questionnaire was divided into three sections; section A contains the demographic information of participant's. Section B contained twenty (25) statements on transformational leadership and three open ended questions, included four attributes of TL; charisma, intellectual stimulation, individualized consideration and inspirational motivation. Section C contained twenty two (22) statements and two open ended questions on perceived area of job satisfaction included recognition, management, autonomy, peer group relations, professional development and recognition. Statements weighted between not satisfied to extremely satisfy. Questionnaire was administered by the researcher but the researcher took much help from MLQ (developed by the Bass and Avolio, 1997) for the development of section B, only items on transformational leadership are addressed in the study.

School heads responded to semi structured interviews containing, twenty seven questions to access the transformational leadership practices and necessary attributes of school heads and to explore the perception of school heads about leadership.

3.5.2. Interviews

Interviews were conducted to address the two research questions (1 & 2) that provide insight into how research participants view the world (see Appendix B). As the focus of the study is clear, semi-structured interview was seen as appropriate for qualitative data collection. Though interviews have several issues like more expensive. interviewer biasness, issues for interviewee, problematic for some respondent, and issues of interviewee's fatigue/bad mood could affect the interview (Cohen et al., 2007). Yet it also has much strength, like it enabling the multi-sensory channels to be

used to generate in depth and complete information regarding the phenomenon (Cohen et al., 2007). Furthermore it gives complete, insight picture of the phenomenon, it offers freedom and flexibility, also allow the respondents to reply in their own way (Cohen et al., 2007). School heads were interviewed to identify and measure their transformational leadership perception, skills of TL and the extent of TL practices.

3.5.3. Pilot Test of Instruments

Pilot testing of the tool (survey questionnaire) was conducted after careful consideration in two schools with selected sample of 30 teachers who did not from part of the study sample, but the part of study population. This enables researcher make necessary corrections (Gall, Borg & Gall, 1996).The reason of having 30 respondent for pilot study to meet the minimum requirement of the sample. sample size selection criteria set according to the Rosco's rules of thumb (cited in Sekaran, 2003) i.e. sample that is larger than 30 and less than 500 is appropriate for most researches, the results of reliability statistics is as presented in chapter four sections 4.4.1 and 4.4.2. The interview guide was equally piloted from two school heads from the same institutions. Corrections were made according to feedback of the teachers, heads and pilot testing results. The pilot study provides fruitful foundation for the main study, with several modifications and better- planned strategy. the questionnaire were redesigned.

3.5.4. Reliability and Validity of Instruments

Reliability refers to the degree to which a tool or instrument consist measurement errors. According to Aiken (1997) reliability of the tool was determined through

CronBach's Alpha by using SPSS software which was 0.804 for transformational leadership and 0.717 for job satisfaction, detail analysis of reliability statistics is given in chapter four, section 4.4.1 and 4.4.2.

Pilot testing was conducted and reliability was determined. Validity determines whether the tool is presenting the content which it is supposed to present. Validity of scale and the interview was determined through expert opinion. For validation purpose, eight teachers, from different universities, were requested for validating the research tools. Among them, four teachers were from International Islamic University, Islamabad, one from Fatima Jinnah Women University, Rawalpindi, one teacher from Muhammad Ali Jinnah University and one from Allama Iqbal Open University, after getting permission, these tools were circulated among them. Some corrections suggested by these experts which were being incorporated in survey questionnaire and interview guide.

3.6. Data Collection Methods

As it is already discussed in section 3.2 of this chapter that researcher used the mixed method approach for better understanding of research problem. Among the various type of mixed method research designs the "triangulation design" was selected, where the researcher simultaneously collects qualitative and quantitative data, analyses both data sets separately but concurrently to obtain results, and the researcher than compare and contrasts results and utilizes the findings to see if they authenticate each other (Creswell, 1994). Creswell (2009: 213) named this design or data collection strategy as "concurrent triangulation strategy" the aim of the design is to obtain different but complimentary data on the same topic in order to best understand the

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research issue. Concurrent data collection allows the researcher to collect the QUAN and QUAL data at the same time, approximately with equal weight.

3.6.1. Quantitative Data Collection methods

Quantitative data were collected from school teachers, using a survey questionnaire to measure transformational leadership behavior of the school heads and teachers job satisfaction.

3.6.2. Qualitative Data Collection methods

The study conducted in-depth phenomenological interviews with school heads to measure transformational leadership behaviors and skills and perception. Interview questions were directed to the participants' experience, feelings, beliefs and convictions. Phenomenological interview that it is an interchange of views between two person conversing about theme of mutual interest, where the researcher attempt to understand the world from subject point of view to unfold the meaning of people's experience. The study used bracketing method and when interviewing to bracket the phenomenon researched for the interviewee.

"Documentation/Memoing" is another important source for data collection in qualitative research that used in this study. Field notes were prepared what the researcher hear, see, experience and think during the interview process. It was recorded. Researcher dated the memos and later correlates them with data.

Another method was used in this study researcher provide soft and hard copy of interview guide to the participants to write against each theme, open ended responses

were also included for data analysis. This method of data collection was conducted before the interviews.

3.6.3. Data Storing Methods

All filled survey questioners were collected from school teacher on agreed date. researcher transcribe all quantitative data manually as well as soft copy of data were available in computer to perform further operations on data.

All interviews were audio recorded with permission of interviewees. Each interview was recorded on separate cassette. Each interview was assigned a code for example Respondent 1, 17 May, 2013. Each cassette was labeled with assigned interview code. All the recorded interviews were listened and notes were made by the researcher. Researcher transcribed key words, phrases and statements in order to explore the phenomenon.

Qualitative part of this study used filed notes as secondary data storage. As human mind tends to forget quickly, field notes by the researcher are vital in qualitative research to retain the data gathering (Lofland & Lofland, 1999). Researcher prepared observational notes "what happened notes" and theoretical notes "attempts to derive the meaning". Researcher was bearing in the mind the basic datum of phenomenology is conscious human being or live experience of respondent in the research.

3.7. Data Analysis Techniques (for quantitative data)

Quantitative data used different techniques for data analysis. Descriptive statistic; mean and standard deviation for teachers' satisfaction level from various job dimensions and school heads transformational leadership practices. Correlation and

3.8.3. Clustering of units of meaning to form Themes

At this phase the 'artistic judgment' required on the part of researcher. Particularly the phenomenological researcher involve in something which cannot be precisely delineated, researcher involve in ineffable things known as creative insight (Hycner, 1999). Group of same units of same meaning was created and then themes were further derived from these units, again researcher cluster the same themes and identified the significant topic. Considering the nature of human phenomenon, often there is overlap in clusters. Researcher set the central them of each cluster by interrogating the meaning of each cluster and these themes express the essence of these clusters. Main four themes (factors) were already embedded in instruments: researcher further derived the themes for data explication.

3.8.4. Generation of key themes and composite Summary

On this very last stage the themes for each factors (charisma, intellectual stimulation, individual stimulation and inspirational motivation) were generated which depicted the real essence of the cluster of meaning, any modification necessary was done, as the result of this, 'validity checked'. Researcher conducted this process very careful and not clustered the common themes if significant differences exist. At the last of this stage the researcher concluded the explication by writing a composite summary which reflected the context from which themes emerged. At this point the researcher transformed the respondent's everyday expression into expressions appropriate to scientific discourse supporting the research.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This chapter contains the detailed information regarding study results. This chapter also presents information for demographic analysis, reliability analysis and scale analysis. Results for survey questionnaire and interviewed cases are presented in section 4.5 and 4.7 respectively. Analysis of five research guiding questions presents in section 4.9.

4.2. Demographic Analysis

The researcher visited each school site to smoothly conduct the research process. The teachers and head teachers also provide demographic information related to their gender, education level, professional education and years of teaching at their current school. For study purpose all the demographic information provided by the teachers and head teachers were used in data analysis process. The response rate was 100% for teachers surveyed in this study. Demographic information analyzed through frequencies and percentages, whereas cumulative frequencies and cumulative percentages verified the results in given tables.

4.2.1. Demographic Information of School teachers

School teachers provide following demographic information for data analysis process.

Table 4: Demographic information of teachers (Gender)

Gender	Frequency	Percentage	Cumulative frequency	Cumulative percentage
Male	40	24.2	40	24.2
Female	125	75.8	165	100

Demographic information with respect to gender is presented in table 4 for the school teachers. Numbers of surveyed female teachers were larger than male. females responses were 75.8% and males were 24.2% for the study.

Table 5: Demographic information of teachers (Education level)

Education level	Frequency	Percentage	Cumulative frequency	Cumulative percentage
Bachelor	54	32.7	54	32.7
Masters	85	51.5	139	84.2
M.Phill/MS	14	8.5	153	92.7
Any other	12	7.3	165	100

Table 5 presents the information with respect to education level of the school teacher. The education levels for 32.7% teachers were Bachelor. 51.5% teachers were Masters. and 8.5% were MS/M.Phill and 7.3% holding any other degrees.

Table 6: Demographic information of teachers (Professional qualification)

Professional qualification	Frequency	Percentage	Cumulative frequency	Cumulative percentage
Not any	76	46.1	76	40.1
B. Ed.	57	34.5	133	80.6
M.+Ed.	23	13.9	156	94.5
Other	9	5.5	165	100

Demographic information with respect to professional education of the school teachers is presented in table 6. Professional education of 34.5% teachers was B. Ed. 13.9% teachers were M. Ed and 5.5% were holding any other professional qualification and 40.1% were not professionally qualified.

Table 7: Demographic information of teachers (Teaching experience)

Teaching experience	Frequency	Percentage	Cumulative frequency	Cumulative percentage
Less than 5 years	109	66.1	109	66.1
5-10years	37	22.4	146	88.5
11-15years	13	7.9	159	96.4
16 or more than 16 years	6	3.6	165	100

Demographic information with respect to teaching experience of the school teachers is presented in table 7. Teaching experience of 66.1% teachers were less than 5 years, 22.4% teachers were between 5-10 years, 7.9% teachers were between 11-15 years and 3.6% teachers were 16 or more than 16 years.

Table 8: Demographic information of teachers (Experience with current head)

Teaching experience with current head	Frequency	Percentage	Cumulative frequency	Cumulative percentage
1-2 years	103	62.4	103	62.4
3-5 years	51	30.9	154	93.3
6-10 years	11	6.7	165	100

Demographic information with respect to teaching experience of the school teachers with current school head is presented in table 8. Teachers with 1-2 years of teaching experience with current school head represented the largest group of teachers surveyed with 62.4%, while teachers with 3-5 years teaching experience with current head represented the 30.9% of the total and teachers with 6-10 years teaching experience with current head represented the smallest group of teachers surveyed, with 6.7%.

4.2.2. Demographic Information of School heads

This subsection contain demographic inform for the school heads.

Table 9: Demographic information of school heads (Gender)

Gender	Frequency	Percentage	Cumulative frequency	Cumulative percentage
Male	2	15.4	2	15.4
Female	11	84.6	13	100

Demographic information with respect to gender of school heads is presented in table 9. Table shows that only 15.4% school heads were male and female were84.6%.

Table 10: Demographic information of school heads (Education level)

Education level	Frequency	Percentage	Cumulative frequency	Cumulative percentage
Masters	8	6.5	8	84.2
M.Phill/MS	2	15.5	10	77.0
Any other	3	23.1	13	100

Table 10 depicts the education level of the school heads. 6.5% teachers had master's degree, 15.5% heads were having M.phill /MS degree whereas only 23.1%school heads had any other qualification.

Table 11: Demographic information of school heads (Professional Qualification)

Professional Qualification	Frequency	Percentage	Cumulative frequency	Cumulative percentage
Not any	0	0	0	0
B.Ed.	2	15.4	2	15.5
M.Ed.	6	46.2	6	61.6
Other	5	38.5	13	100

Table 11 shows that all the selected head teachers had professional degrees. Only 15.3% had B. Ed. as professional degree and 46.2% had M.Ed. degree and 38.5% had other professional degrees.

Table 12: Demographic information of school heads (Headship in current school)

Headship in current school	Frequency	Percentage	Cumulative frequency	Cumulative percentage
1-2years	4	30.8	4	30.8
2-4years	7	53.8	11	84.6
5 or more than 5 years	2	15.4	13	100

Study purposively selected the heads who had experience of headship in current school at least one academic year. Table present 30.8% teachers had 1-2 years of headship experience in current school, 53.8% had 2-4 years' experience and only15.4% had5 or more than 5 years of headship experience in current school.

4.3. Scale Analysis

The survey questionnaire was researcher administered divided into three section A, B, C. Section A contained information for participant's bio data whereas section B contained 25 statements for transformational leadership style and section C contained 22 statements for teacher's job satisfaction. The following 5 point Likert scaling was applied to the study.

1. "Not Satisfied"   (1.00-1.50)
2. "Slightly Satisfied"   (1.51-2.50)
3. "Satisfied"   (2.51-3.50)
4. "Very Satisfied"   (3.51-4.50)
5. "Extremely Satisfied"   (4.51-5.00)

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One hundred and sixty five teachers completed the survey questionnaire from The City Schools and The Silver Oaks Schools.

4.4. Reliability Analysis

This section presents the reliability analysis of independent variable (transformational leadership and its attributes) and dependent variable (job satisfaction and its facets). Cronbach's Alpha internal consistency method was used to establish the reliability of the study. Usually statistic equal to or greater than 0.7 is said to be good. Statistics equal to 0.6 is also reliable for the study.

4.4.1. Transformational Leadership and its attributes

The reliability statistics for transformational leadership and its attributes; charisma, inspirational motivation, individual consideration and intellectual stimulation were 0.804, 0.698, 0.712, 0.723 and 0.699 respectively. This shows good reliability of the variables (or items) of measurements for these attributes. Table 13 shows the reliability statistics of transformational leadership and its attributes.

Table 13: Reliability analysis variable transformational leadership, its attributes

Variables	Reliability Statistics	Number of items	Valid Cases
Transformational Leadership	0.804	25	30
Attributes: Charisma	0.698	07	30
Inspirational motivation	0.712	06	30
Individual consideration	0.723	06	30
Intellectual stimulation	0.699	06	30

4.4.2. Job Satisfaction and its facets

The reliability statistics for job satisfaction and its facets autonomy, decision making, peer group relationship were 0.717, 0.601, 0.667 and 00.611 respectively showed good reliability whereas Management and Professional development were close to

being reliable. Table 14 shows the reliability analysis of job satisfaction and its facets using Cronbach's Alpha.

Table 14: Reliability analysis of job satisfaction and its facets

Variables		Reliability Statistics	Number of items	Valid Cases
Job Satisfaction		0.717	19	30
Facets:	Recognition/reward/respect	0.543	03	30
	Autonomy	0.601	03	30
	Management	0.589	04	30
	Decision making	0.667	02	30
	Peer group relationship	0.611	03	30
	Professional development	0.592	04	30

4.5. Quantitative Data Analysis (Results on Questionnaire)

This section offer results on questionnaire administered for the school teacher to assess their Head teachers. Current study used mean and standard deviation for descriptive statistics. This section also presents the results regarding the transformational leadership and its attributes as well as job satisfaction and its facets in TCS and SOS institution. Section 4.6.1 presents the relationship between TL and JS and section 4.6.2 presents results on regression.

4.5.1. Description of Transformational leadership and Job satisfaction

This section provides information for descriptive statistics of the study variables: transformational leadership and job satisfaction.

4.5.1.1 Transformational Leadership

This leadership style builds unified common interest between leader and followers and characterized by behavioral characteristics charisma. individual consideration. inspirational motivation and intellectual stimulation. Table 15 exhibits an assessment of mean and standard deviation of the attributes of TL for the research study

Table 15: Summary of mean and standard deviation for transformational leadership

Independent Variables	Number of items	Mean	S.D.
Transformational Leadership	25	3.76	0.65
Attributes: Charisma	07	2.89	0.45
Inspirational motivation	06	3.58	0.84
Individual consideration	06	3.05	0.52
Intellectual stimulation	06	2.73	0.46
Valid N (sample)	165		

Results of Section B (Survey questionnaire) depicted that aggregated mean and standard deviation for transformational leadership was (M=3.76, SD= 0.65); Charisma (M = 2.89, SD = 0.45); Inspirational Motivation (M = 3.58, SD = 0.84); Individual Consideration (M = 3.05, SD = 0.52); and Intellectual Stimulation (M = 2.73, SD = and 0.46). Graphic presentation of data is given in figure 9 below.
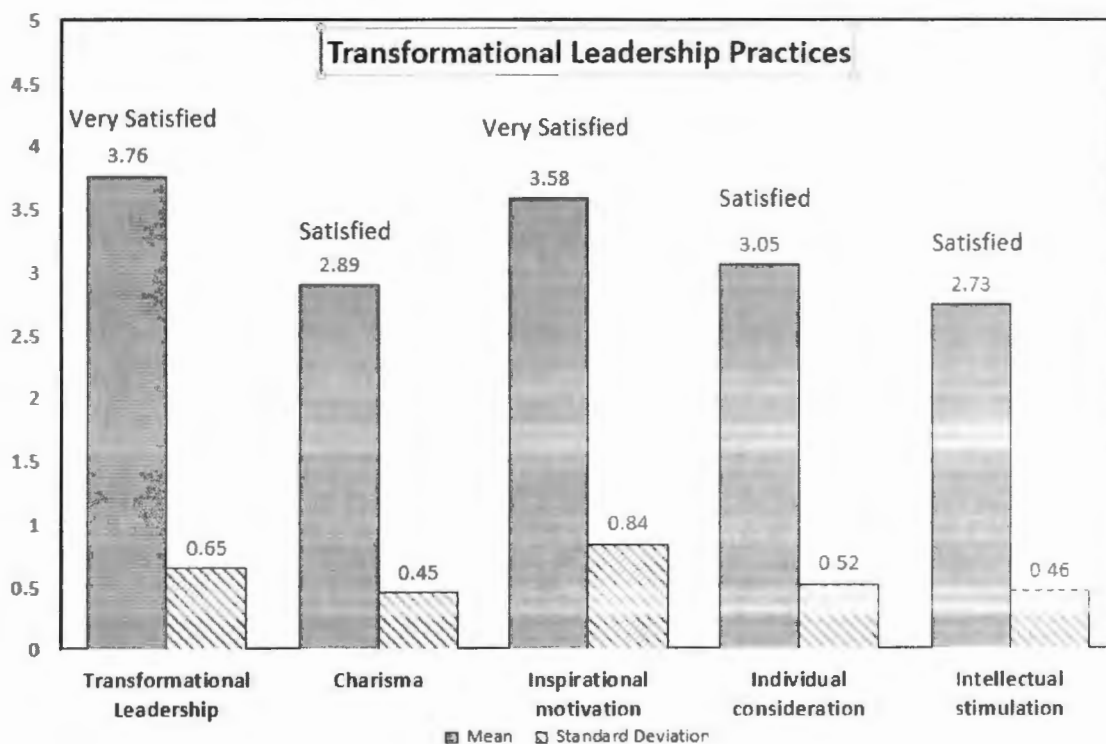
Figure 9 : Transformational Leadership Practices

Scores for transformational leadership was within "very satisfied" (3.51-4.50). Teachers level of satisfaction for the heads' transformational leadership skills and practices were (3.76). The results for mean scores indicated that school teachers were very satisfied from the head teacher's transformational leadership skills and teachers were agreed that head teachers were practicing the transformational leadership in their institutes (see figure 9).

The mean score for the attribute Charisma were within "Satisfied" (2.51-3.50). Teachers level of satisfaction for the heads' charismatic skills and practices were (2.89). Teachers were satisfied and confessed that the head teacher depicted charismatic skills to influence the others (teachers) heads charismatic vision and behavior inspires teachers to follow. Teacher equally satisfied that head teachers acted consistently with values shared by the staff members, talked about their most important beliefs and values, instilled pride in other for being associated with heads. School teachers were satisfied that heads took personal chances in pursuing school goals. Heads were determined on their jobs, Made personal sacrifices for other benefits and displayed sense of power and competence.

The mean score for the attribute Inspirational Motivation was within "Very Satisfied" (3.51-4.50). Teachers level of satisfaction for the heads' inspirational skills and practices were (3.58) (see figure 9). Teachers were very satisfied and acknowledged that the heads depicted the TL skills. Teachers were agreed that heads talked optimistically about the future, encouraged teachers to set high aims, encouraged teachers to express their ideas and opinions in staff meetings, heads articulated a compelling vision of the future and encourage teachers to understand the point of views of others during staff meetings.

The mean score for the attribute individual consideration was within "Satisfied" (2.51-3.50). Teachers level of satisfaction for head teachers individually considerate were (3.05). Teachers were satisfied and committed that heads represented the TL skills and practicing these skills. Teachers confessed that heads admired them for their good job, helped teachers' to develop their strengths, acted in a way that builds others respect, provided assistance in exchange of teachers' efforts, considered every teacher as having different needs, abilities and aspiration from others. heads created such conditions that allow teachers to complete their work independently.

The mean score for Intellectual Stimulation was within "Satisfied" (2.51-3.50). Teachers level of satisfaction for intellectual stimulation were (2.73). Teachers were satisfied and declared that the heads were practicing leadership skills in schools which give the strength to teacher to think in different way and make them creative and innovative. Teachers were agreed that heads were encouraging creativity and innovation. Teachers committed that the heads were seeking different perspectives when solving problems, heads were handling staff mistakes gently. heads encouraged staff to try new ways of accomplish their work, heads asked the questions that stimulate the staff members to improve their work performance. heads challenged staff members to reconsider how they do things and positively acknowledged creative solutions to the problems.

4.5.1.2. Job Satisfaction

Job satisfaction is in this study perceived as teachers' responses to recognition (for their work and services), heads' style of supervision (management), appreciation for independent work of teachers (autonomy), decision making, opportunities for

professional development, peer group relations. Table 16 shows the results for of mean and standard deviation for job satisfaction indicators

Table 16: Summary of mean and standard deviation for job satisfaction indicators

	Dependent Variable	Number of items	Mean	S.D.
Job Satisfaction		19	2.97	.50
Facets:	**Recognition/reward**	03	1.93	.63
	Autonomy	03	3.23	.41
	Management	04	2.90	.37
	Decision making	02	2.86	.55
	Peer group relationship	03	2.51	.63
	Professional development	04	3.05	.52
Valid N (sample)		165		

Results of section C (survey questionnaire) depicted that aggregated mean and standard deviation for job satisfaction was (M = 2.97, SD = .50); Recognition (M = 1.93, SD = .63); Autonomy(M =3.23, SD = .41); Management (M = 2.90, SD = .37); Decision making (M = 2.86, SD = .55); Coworkers relation (M = 1.701, SD = 31) and Professional development (M = 3.05, SD = .52).
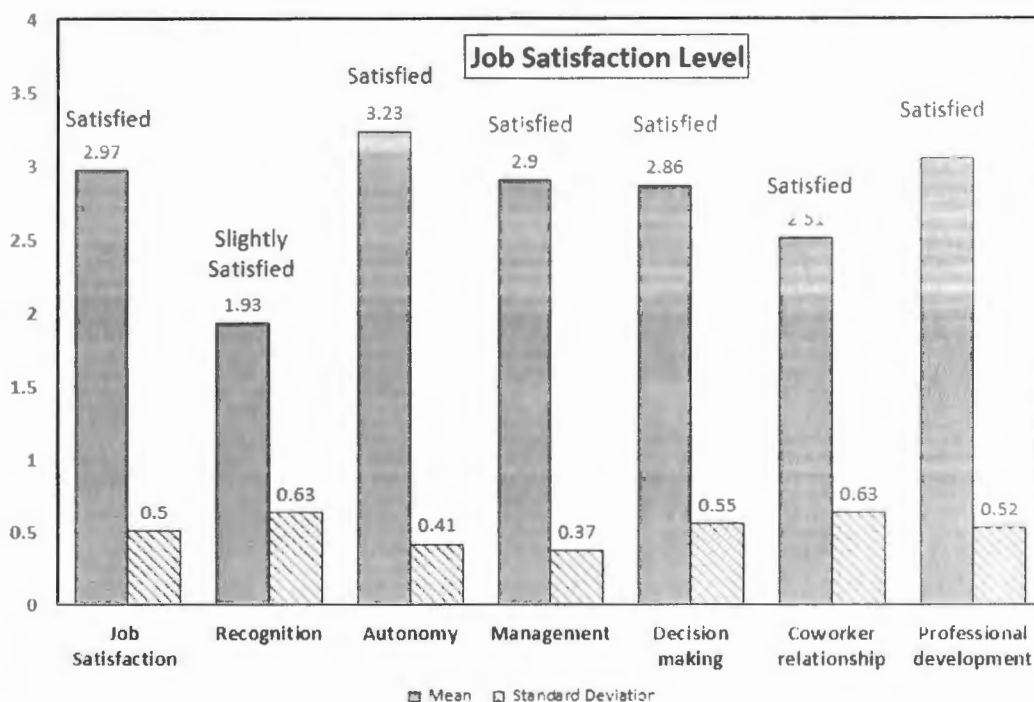
Figure 10: Teachers' job satisfaction level

The average score for satisfaction from indicators was within "Satisfied" (2.51-.3.50). Teacher's level of satisfaction from their jobs was (2.97). Teachers were agreed and committed that they were satisfied from their job and following job indicators, recognition, autonomy, management, decision making, peer group relationship, professional development. Results indicated that teacher's level of satisfaction is slightly different for each indicator but they overall satisfied from their jobs. The average scores also depicted teachers were not dissatisfied from any indicator (see figure: 10)

The mean score for job satisfaction based on recognition or respect was within "Slightly Satisfied" (1.51-2.50). Teachers were slightly satisfied from the job satisfaction indicator recognition. The results depicted that some teachers were not highly satisfied that teaching job provided them chance to get recognition from community and parents and school appreciated and recognized teachers' work and good performance. Results also presented that teachers were slightly satisfied from there teaching job and did not feel sense of pride in doing this job but overall teachers were slightly satisfied from this indicator.

The mean score for job satisfaction based on autonomy was within "Satisfied" (2.51-3.50). Teachers were satisfied from the job satisfaction indicator autonomy and their level of job satisfaction was (3.23). Teachers were agreed that teaching job allowed them (teachers) to work independently and to try out some of their own ideas and styles of teaching. Teachers were pleased that they were autonomous to make their own judgments and decision in their work in school. Though the teachers were not

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extremely satisfied from this facet of job satisfaction but the level of satisfaction is satisfactory to consider their satisfaction from their jobs.

The mean score for job satisfaction based on management was within "Satisfied" (2.51-3.50). Teachers were satisfied from the job satisfaction indicator management and their level of job satisfaction was (2.90). The mean score is less from autonomy indicator but it lied in same category of satisfaction. The results depicted that teachers were satisfied from their head management style as their head handled the teachers complaints in roper way and tried to find out the solution for all complaints. Teachers were also satisfied from school head decision making as heads believe on participative decision making process. Teachers were equally agreed that their heads provided them assistance and guidance on hard problem and guide them in proper way and suggested alternative ways to solve the old problems and helped the motivated teachers to reframe their problems. Results depicted that teachers were not extremely or very satisfied from heads management style but they were satisfied from their heads management and this level of satisfaction is satisfactory for the study.

The mean score for job satisfaction based on decision making was within "Satisfied" (2.51-3.50). Teachers were satisfied from the job satisfaction indicator decision making and their level of job satisfaction was (2.86). The satisfaction level is slightly less from indicator management but it lied in the same category of satisfaction. Teachers were agreed and committed that their heads provided them chance make decisions regarding teaching styles and instructional methods and involved teachers in decision making process. the level of satisfaction is to be considered satisfactory for the study (see figure 10).The mean score for job satisfaction based on peer group relations was within "Satisfied" (2.51-3.50). Teachers were s satisfied from the job

satisfaction indicator peer group relations and their level of job satisfaction was (2.51). The satisfaction level of the teachers is less than decision making and management but it is laid in same satisfaction category. Teachers were agreed that their coworkers are much cooperative and appreciate each other performances. Teachers were pleased as there is great deal of cooperation among them, teachers also showed satisfaction for the relationship with their head and their head take serious steps to further enhance peer group r relation. The level of satisfaction is to be considered satisfactory for the study. The mean score for job satisfaction based on professional development was within "Satisfied" (2.51-3.50). Teachers were s satisfied from the job satisfaction indicator professional development and their level of job satisfaction was (3.05).

Results showed that professional development earned highest level satisfaction as the indicator of job satisfaction except autonomy which is the most highest for job satisfaction indicator (3.23). Teachers were acknowledged and agreed that their institution and heads were providing them plenty of chances for professional growth and development. Teachers agreed that there were chances of promotion on ability, chances of further study, opportunity of professional development was provided on regular bases.

Over all it is concluded that teachers were satisfied from their job. They were not highly satisfied from their teaching job but the level of satisfaction is satisfactory for this study. Teachers were more satisfied from job satisfaction indicators autonomy and professional development and least satisfied from recognition.

4.6. Relationship between transformational leadership traits and job satisfaction

The relationship between transformational leadership traits and job satisfaction was investigated through correlation analysis, regression analysis were performed to further indicate the extent and nature of the relationship between the cohorts.

4.6.1. Correlation Analysis

Correlation analysis among four attributes of TL and teachers' job satisfaction used to investigate the relationship between independent and dependent variables p. person correlation analysis is an important tool to examine the association the relation between dependent and independent variables for normally distributed graphs.

Table 17: Correlation matrix of transformational leadership traits and job satisfaction

	Charisma (x1)	Inspirational Motivation (x2)	Indivualized Considerat, (x3)	Intellectual Stimulation (x4)	Job Satisfact. (y)
Charisma (x1)	1				
Inspirational Motivation (x2)	0.656**	1			
Indivualized Consideration (x3)	0.736**	0.659**	1		
Intellectual Stimulation (x4)	0.188*	0.754**	0.325**	1	
Job Satisfaction (y)	0.275**	0.552**	0.539**	0.459**	1
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Table 17 provide detailed information about relationship between the variables. Outcomes statistical data showed that significant relationship exist between each dimension of transformational leadership and job satisfaction. The charisma shows strong and positive correlation with leadership trait inspirational motivation and statistically significant (r $_{x1\ x2}$ = 0.656, df =165). Charisma and individual

consideration show very strong relationship ($r_{x1\,x3} = 0.736$, df =165). Charisma and intellectual stimulation show very weak relationship ($r_{x1x4} = 0.188$, df =165). The charismatic transformational heads brings about job satisfaction, relationship existed between variables were weak but positive and statically significant ($r_{x1y} = 0.275$, df =165). There was good and positive relationship existed between inspirational motivation and individualized consideration. The heads who were more intellectually stimulate gave more attention to individuals and considered individual differences ($r_{x2x3} = 0.659$, df =165). The result showed that intellectual stimulation and inspirational motivation have very strong relationship ($r_{x2x4} = 0.754$, df =165). The leadership trait inspirational motivation brings job satisfaction, there was good and positive relationship between the variables ($r_{x2y} = 0.552$, df =165).

However the intellectual stimulation and individualized consideration show weak and statistically significant relationship ($r_{x3x4} = 0.325$, df =165). The individualized consideration and job satisfaction were good correlated and showed positive relationship ($r_{x3\,y} = 0.539$, df =165). Intellectual stimulation and job satisfaction showed moderate and positive relationship ($r_{x4\,y} = 0.459$, df =165).

Level of significance for current study is 0.05. It can generally be assumed from the foregoing that charisma shows weak correlation with intellectual stimulation and job satisfaction inspirational motivation also have good association with individualized consideration, intellectual stimulation and inspirational motivation builds very strong relationship, Job satisfaction is weak correlated with charisma, good correlated with individualized consideration, relatively moderate correlated with inspirational motivation and intellectual stimulation.

4.6.2. Regression Analysis

Researcher used simple regression to evaluate the effect of TL on teachers' job satisfaction and multiple regressions to evaluate the effects of each dimensions of TL on teachers' JS. This tool used to analyze the effect of independent variable on dependent variable. The independent variables (four attributes of TL) are analyzed to predict the individual contribution of predictors and summated effect of TL over teachers' job satisfaction. A regression analysis explain or predicts variation in dependent variables which is assessed using coefficient of determination known as adjusted R square. The larger the coefficient, the larger the effect of independent variable upon the dependent variable. Generally in social science an alpha level of 0.05 or 0.01 is used as level of significance which represents that resulted are at 95% and 99% confidence level respectively. The level of significance is also called the p (probability) - value.

4.6.2.1. Bivariate Regression Model

The output of regression in the model summary describes whether the model is successful in predicting teachers' job satisfaction or not. Enter method used to identify statistically determined variables in predicting the dependent variables. The value of multiple correlation coefficients between the predictors and outcome is indicated by R. R Square provides an indication of explanatory power of the regression model. Adjusted R Square give the basic idea to how well model is to generalize the population. ANOVA for the significance of the model. Model summary is given in table 18 below.

Table 18: Bivariate Regression Model summary

Model Summary[a]	R	R Square	Adjusted R Square	F test statistics	
				F	Sig.
	0.602[a]	0.362	0.356	52.311	.000[b]
Transformation al Leadership	Unstandardized Coefficient (Beta)		Standardized Coefficient	t test statistics	
				t	Sig.
	0.513		0.602	7.233	.000

a. Dependent Variable: Job Satisfaction
b. Predictors: (Constant), Transformational Leadership

Table 18 presents the regression outcomes, which shows the dependence of teachers' job satisfaction (dependent variable) on Transformational leadership (independent variable). Above table shows that R value is found 0.602 that shows correlation between transformational leadership and job satisfaction. R square measures the variability in teachers' job satisfaction is accounted for by transformational leadership. R square value is found 0.362 in this study. This value indicates that transformational leadership factors contribute 36.2% of the variation in teachers' job satisfaction, while 63.8% variation is inherent or because of extraneous variables. Generally adjusted R square is very close R square, in this study (R^2 – Adjusted R Square, 0.362- 0.356= 0.006) very small difference exist. It indicates that model is derived from population not from sample, 0.07% less variance in the outcome. The computed F statistics is 52.311 with an observed significance level which is less than 0.001. The model overall resulted good degree of prediction over teachers' job satisfaction.

Table 18 presents the Beta coefficient shows the positive and statistically significant at .000 significant level. The value of explanatory coefficient is 0.513 and its *"t"* value Beta for transformational leadership (t (165) = 7.233, P =.000). Their "t" value 7.233(170) shows significant and comparatively high relatedness of independent variable (predictor) with dependent variable (criterion) variable.

4.6.2.2. Multivariate Regression Model

To evaluate the effects of each dimension of transformational leadership on teachers' job satisfaction multiple regression is utilized. This tool has used to evaluate each independent variable (charisma, inspirational motivation, intellectual stimulation and individualized consideration) in terms of teachers' job satisfaction. The independent variables (charisma, inspirational motivation, intellectual stimulation and individualized consideration) are analyzed to predict the individual contribution of predictors and summated effect of TL over teachers JS.

Table 19: Multivariate Regression Model summary

Model Summary[b]	R	R Square	Adjusted R Square	F test statistics	
				F	Sig.
Four factors of Transformational Leadership	.624[a]	.389	.362	14.183	.000[b]
	Unstandardized Coefficients (Beta)		Standardized Coefficients	t test statistics	
				t	Sig.
Charisma	0.081		0.102	1.170	0.245
Inspir. motivation	0.246		0.386	2.905	0.005
Indivi.considerat.	0.024		0.050	0.378	0.006
Intell. stimulation	0.206		0.271	2.935	0.004

a. Predictors: (Constant), charisma, inspirational motivation, intellectual stimulation and individualized consideration
b. Dependent Variable: job satisfaction

Table 19 shows the effect of four attributes of transformational leadership on teacher's job satisfaction. R value is found 0.624 that shows correlation between transformational leadership and job satisfaction. R square measures the variability in teachers' job satisfaction is accounted for by transformational leadership. R square value is found 0.389 in this study. This value indicates that transformational leadership factors contribute 38.9% of the variation in teachers' job satisfaction, while 61.1% variation is inherent or because of extraneous variables. Generally adjusted R square is very close R square, in this study (R^2 – Adjusted R Square, 0.389- 0.362=

0.017) very small difference exist. It indicates that model is derived from population not from sample, 1.7% less variance in the outcome. The computed F statistics is 14.183 with an observed significance level which is less than 0.001. Statistically significant relationship exists between transformational leadership and job satisfaction.

Table 19 shows that the coefficient values were determined as0.081, 0.246, 0.024 and 0.206 respectively for the explanatory variables (C, IC, IM, IS). Beta for Charisma (t (165) = 1.170, p = 0.245; Inspirational motivation (t (165) = 2.905, p=0.005; individualized consideration (t (165) = 0.378, p = 0.006; and Intellectual stimulation (t (165) = 2.935, p = 0.004. three factors of transformational leadership (inspirational motivation, intellectual stimulation and individual consideration) have higher t value with significant p value less than 0.05. inspirational motivation, intellectual stimulation and individual consideration are found determinate in predicting teachers' job satisfaction, other factor charisma is found insignificant since it p value was observed higher than 0.05.

4.7. Qualitative Data Analysis (Results on phenomenological cases)

The qualitative data was generated by semi-structured interview (see Appendix B) which explicitly addressed first two research questions.

4.7.1. Description on Interviewed cases

This section reports on transformational leadership strategies and skills used by the school heads. Thirteen heads were interviewed to assess on their leadership traits and skills follows to transformational leadership traits. An interview guide focused on assign traits of C, IM, IC and IS. Responses from the school heads depicted the

working methods, leadership perception and leadership skills and practices of these leaders (school heads). Views of individual heads of school presented as they perceived. All the responses were narrated by the perspective of the respondents (heads); the researcher did not interpret the finding from her own perspective but the subject. The information is arranged according to attributes of transformational leadership.

4.7.1.1. Charisma

Charismatic vision and behavior that inspires other to follow. Charisma is an important attribute of the TL. All the school heads were agreed that charisma is an essential part for a leadership. respondents (school heads) perception regarding charisma given as follow in their own words.

> *"Extra ordinary power and appeal of personality" (R1).*

> *"Compelling attractiveness or charm that can inspire devotion in others" (R5).*

> *"A divinely conferred power or talent" (R8)*

> *"A managerial role dealing with how decisions are made and conflicts are resolved" (R13).*

mostly respondent was in favor that charisma is an important attribute a good leader as they said that charisma is result of excellent communication and interpersonal skills

Researcher set some indicator (Trust and Confidence, willing participation of teachers, heads' and presence of school head) to measure the charisma (attribute

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of TL) of school head in the following paragraphs researcher described the respondent views.

- ***Trust and Confidence***

The majority of respondent emphasized that teachers had confidence in them owning to the collegial environment they had nurtured. They interacted freely with all staff members, listen all the teachers carefully, respect others views, always ready to share responsibilities with them. The school heads particularly proud of their teachers because they were committed and efficient. As one participant stated:

> *"I interact freely with my teachers, listen to their concerns, mutually respect each other's views and is always ready to share" (R5).*

Most participants maintained that school head conforms trust and respect from his teachers due to the strong relations and communication. Teachers listen to their heads carefully. Head teachers believed that they won trust and confidence of their teachers because they refer to them for most direction on their work. Respondents' expression:

> *"I have faith in the capabilities of teachers, therefore believed in my staff and so trusted that they will not disappoint me. I am also proud of my teacher because they are committed and supportive" (R4).*

Concerning the same issue another participant stated:

> *"I confirm the trust and respect that I enjoy from my teachers due to relations, communications and exchange among us" (R9)."*

> *I considered my teachers trusted me, this is result of collegial environment that I had nurtured" (R8). "*

I owned the trust of my teachers as they discuss sensitive issues with me it mean they had trust in me" (R11).

Further the One head described that she had trust on her teachers since they often discussed related and also discussed some private issues and they also mention the reasons why the teachers trusted them, Participants' expressions:

"I believed my teachers have trust and faith on me and this is result of association or my strong networking where teachers freely discussed issues pertaining to work and private matters" (R1).

"Teachers refer to me on a lot of issues regarding teaching, lesson plans, social work and even personal issues" (R5).

Concerning the same issue another participant stated:

"The sensitive nature of the issues discussed with me makes me believe that teachers have trust in me" (R3).

Majority of head teachers proud of their teacher as their teachers are supportive and cooperative, they said their staff is committed and diligent to work. However few head teachers complaints that some of their teachers do not behave professionally and not follow the rules and unable to meet the challenges which impact negatively on their work, yet they still make room for such teachers.

- *Presence of Head and decision making*

Eleven out of thirteen respondents acknowledged that teacher felt relax around them. Teachers exhibited calmness, congenial climate around them, so head feel they felt comfortable around them, especially when they took decision for the betterment of the school. The majority of head said that they particularly appraised by their staff as head show commitment to their staff members, in result teachers show their

willingness to participate in departmental activities, organize and supervise student projects, field trips, tours. Respondents' expression:

> *"I believed that teacher are comfortable with my presence as no one shows any sign of restlessness" (R7).*

> *"No one shows any sign of edginess in my presence" (R13).*

> *There were few respondent, who noticed that some of their staff members are not comfortable in the presence of the head, respondent articulated:*

> *"I felt that some of my staff members feel edgy around me because I always insisted on doing right things and some of teachers feel that I am too demanding" (R10).*

One respondent stated that I owned the trust of my teachers as they discuss sensitive issues with me it mean they had trust in me however. she is not proud on them due to their unprofessional behavior towards the work, respondents' articulated :

> *"Some of my teachers do not behave professionally and are unable to meet time schedules, yet I still make room for such people" (R11).*

Mostly school head were greed that their teachers felt comfortable in their presence and head engaged teachers in useful activities and work together for school and student improvements. Only two school head out of thirteen claimed that their teacher felt edgy around them and they claimed that some of their teacher behave unprofessionally to school tasks and felt that their heads are too demanding. Head teachers engaged them in decision making schemes and other school activities to make them (teachers) comfortable.

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4.7.1.2. Inspirational motivation

Researcher set some indicators (Head's vision, inspiration for teachers, Interrelations among staff) to measure the Inspiration motivation (attribute of TL) of school head in the following paragraphs researcher described the respondent views

- *Vision for school*

Bennis 1990 writes that leaders "manage the dreams". Mahoney (1990) stated that "top school leaders create a vision for their school system and develop a plan for the future". "Mostly school heads dreamed to keep the school academic on higher place that's why they prepare students for success in their life long pursuit of learning, care for physical, emotional and spiritual needs of the students and value each student as an individual as reflected in these quotes:

> *"To achieve the academic excellence by focusing on the specific needs of the students. This is accomplished by monitoring the students' progress effectively while providing them with the best opportunities for co-curricular activities that help to polish their skills, build confidence and train them as product6ive citizens for the community" (R2 & R5)*

> *"My vision for school is to train the student's minds, discipline their hearts and bring light to the city and one child at a time" (R1).*

> *"Prepare the students to thrive in school, in college, at home and in life" (R4).*

It was emphasized to improve the instructional programs articulated by interviewees:

> *" It is my vision to maintain and improve students achievement by providing a challenging instructional programs that meets the*

needs of all students, and I am successful in achieving this with cooperation of my staff and institutional inputs"(R7).

"I wished to generate and manage resources that support a quality instructional program. I looked forward to achieve this vision in near future with usual cooperation of my staff" (R12).

Qualified and trained teachers played significant role to polish the skills of students, some school heads stated, it is their vision to have highly qualified teachers, and participant's maintained:

"My mission is to recruit and retain highly qualified teachers to deliver rigorous and up-to-date information. Moderate achievements have been done to pursue this goal" (R10).

Effective communication system plays vital roles for the school improvement as is evident from the following response:

"Establish an effective electronic communication system for students, staff, parents, board members, and the community. Bold step have been taken to achieve this aim" (R11).

Vision gives a direction to the organization by articulating what it wishes to attain. Vision not only describes an organization goal, but also the means of accomplishing it. Heads dreamed for their organization to provide quality education of international standards to become center of excellence, as reflected in the statements of the following respondents:

"My vision is to make my school center of excellence for referral for other schools. This excellence achieve through quality management, quality training and quality teaching, bringing benefits to students, the community and the wider world" (R9).

Researcher concluded from the respondents views that all school heads have the capacity to create compelling vision for the institutions (schools), to achieve the vision school heads set some common goals, inspire and motivate the teachers to commit the common vision. School heads facilitates the teachers that both head and teachers work together for the betterment of the school (institute).

- ***Inspiration for teachers***

Heads plays vital role to inspire their teacher for the commitment of the common vision and to express their ideas/views during staff meetings. Majority of head encourage their teachers for the achievements of common vision, as they created friendly work environment for teachers. As articulated by an interviewee:

> *"Friendly and comfortable atmosphere for teachers, make them more eager to go to work every day, I take advantage of my wall space to boost their ideas, used food as incentive and celebrate institutional casual days"(R2,R6).*

Teachers are encouraged for hard work and recognized on individual and group bases to enhance their abilities to express their ideas and views and struggle for the common vision. Reflected in the statements of the following responses:

> *"Recognition the individual efforts of the teachers is important, I often post something about employee's work on front my bulletin board"(R1).*

> *"Stand up and make an announcement to praise an individual teacher" (R6).*

> *"Take out just a few minutes of day to praise the teachers for good team work can motivate them to work much harder" (R11, &R10)*

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"Consider differences between teacher's levels of abilities, skills, ways of learning, and approaches to work" (R4).

Development of good relationships on workplace motivates the teachers. It is another tactic to motivate the teachers. It was observed that heads and teachers build positive relationship. Articulated by a respondent:

"Employees (teachers) are real people with real families and real struggle. I know them with name of their parents, children and suppose. It looks more caring when I ask about their families" (R5).

Concerning the same issue another head stated:

Demonstrate care for the followers and take interest in them and their work, show respect attention and consideration towards teachers" (R11).

Genuine interest in teachers work, create social events, chatting with teachers (hobbies, interests), approachable, friendliness, feedback for teachers are some other ways of inspirational motivation for the teachers (adopted by head teachers).

- ***Interrelations among staff***

Good interrelationship existed among teachers which were promoted through participative leadership. Majority of the school head were agreed that good interpersonal relationship exist among staff. Heads made serious efforts to promote and improve the interrelations among staff. Heads used formal and informal process to support the interrelations among staff. Heads were the driving force to have very effective consensus building, participant's expression:

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> *"There is a good interpersonal relationship among staff. With blend of formal and informal discussion, I am able to promote interrelations among staff" (R3).*

> *"The teachers exhibited a lot of cooperation among each other. I try to promote the interpersonal relationship among staff used formal and informal procedures like having a staff retreat where we discuss important matters of the school and students"(R7).*

Heads appreciates their teachers for the good relationship and cooperative environment, as maintain by one respondent:

> *"I appreciate my teachers as they are much cooperative with each other's. It is result of joint efforts and supportive camaraderie" (R6).*

Some head teachers claimed that they took advantage of theme days to promote the interrelationship among staff whereas some used food as incentive to build good relationships, reflected in the statements of the these respondents:

> *"Food theme day, dress theme day, sport theme day, official meetings and discussion with my teachers promoting interpersonal relationship among staff"(R1 &R4).*

> *"Staff retreat and refreshment outside the school are the ways to promote interrelations among staff" (R12).*

Some school head revealed that there teacher have only work relationship with each other they do not much interact with each others. In other words they go to staffrooms and then to their class rooms, occasional hello's when head and teachers meet. Reflected in the statements of these respondents:

> *"Staff is cooperative with each other on issues but do not have lot of interaction" (R8, & R10).*

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Another tactics used by the school heads to promote positive relationship were to show the concern for the families of their teachers. It looked caring when head teachers concerned about the teachers families, reflected in the statement of a respondent:

> "*Employees (teachers) are real people with real families and real struggle. I know them with name of their parents, children and suppose. It looks more caring when I ask about their families" (R5).*

Head teachers emphasized the significance of friendly environment for teachers to work together for students' improvements, as is evident from the following way

> *I contact and conversation with them (teachers) friendly. Teachers exhibited the team spirit; we work together for student's improvement" (R2).*

> "*Staff is selfless and exhibited the team spirit, we work together to improve student performance" (R11).*

> "*Friendly and comfortable atmosphere for teachers, make them more eager to go to work every day, I take advantage of my wall space to boost their ideas, used food as incentive and celebrate institutional casual days"(R2,R6).*

4.7.1.3. Individual Consideration

Good leaders always pay special attention to the needs and problems of each individual. It is ability of the leader through which he/she coach his/her followers/ staff to their specific needs. Researcher set following indicators: Identify the uniqueness and use of individual strength/skill, staff contributions, Professional Development, mentoring and Autonomy (independence) to measure the individual consideration as attribute of TL.

- *Identification of uniqueness and use of individual's strength*

Human beings are unique on terms of ability, needs, skills, knowledge and strength, etc. identification of individual strength and weakness is essential for a leader. Head teachers had strong faith that individual consideration enhances the teacher's performance, participant's expression:

> *"Deserved praise and meaningful recognition makes the teacher more active affective and efficient, however effective leader utilized this method in moderation; otherwise it becomes meaningless" (R5).*

Majority of the respondent emphasize that they recognize the uniqueness of their teachers through appraisal system, personal attraction with their staff to detect their abilities, and peer observations and student evaluations the. participant's maintained:

> *"Unique talent of my staff identified through staff performance appraisal system than duties are assigned according to the abilities and identified skills" (R4).*
>
> *"Verbal Praise constituted as means of recognizing outstanding contributions or performance of teachers in the school" (R10).*
>
> "I *sometime send message of praise on accomplishment to my staff through mobile text message "(R7).*

Heads personally interact with teachers to recognize their skills and abilities as reflected in the statements of these respondents.

> *"Uniqueness are identified through personal interaction with them(teachers) and duties are assigned to them according to their skills abilities and strengths("R1).*

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The head teachers confirmed the maximum utilization of their teachers skills, abilities and strengths, in the view of respondents (school head).

> *"I encourage my staff to take up some of the opportunities for self-development as school did not have well-structured facilities for that (as it is a new branch)" (R9).*

Some heads mentioned that they detect their teachers abilities and talent through observations and students evaluation and then utilize the strength of their teachers, participants' expressions:

> *" I recognize the abilities , talent and skills of my teachers through peer observation and students evaluation. Subject area and responsibilities are then assigned in accordance to identified skills and abilities" (R2).*

> *"Performance appraisal system and peer observation are the ways to identify the uniqueness of my teachers. I normally sit in classrooms of my teachers for assessment and help to improve their lessons and lesson plans, than duties are assigned according to discovered skills" (R13).*

Majority of the school heads used verbal praise to acknowledge the contribution of the teachers, respondents' articulated:

> *"In the absence of any formal procedure or means to acknowledge staff contribution , verbal commendation before the whole group on remarkable individual performances or verbal praise for each individual to make ensure the contribution of the teachers " (R11, & R12).*

"Provide support for teachers self-esteem by valuing teachers, appreciate their contributions and ensure they are progressing well" *(R6).*

- ***Professional Development***

Professional development is the strategy schools and schools districts use to ensure that educators continuous to strengthen their practice through their career. The most effective professional development engages team of teachers to focus on the needs of the students. The school head help the teachers not only to learn but also solve the problems together in order to ensure all students achieve success. School systems use a variety of schedule to provide this collaborative learning and work time for teachers

> *Through seminars, training programs, workshop and conferences that organized collaboration with other   educational institutions, the professional growth of the staff is gradually enhanced" (R1.)*

All the participants were emphasized the importance of staff development and encouraged their staff for their contribution, articulated by respondents:

> *"The organization (TCS institutions chain) has established working relationship with other financial firms which provide opportunities for staff professional growth. Professional growth of the teachers ensured through encouraging staff at workshop and conferences" (R4).*

> *Our organization offered variety of the programs, training and special projects for professional development of the teachers like; training are designed to cater the needs of academics, corporate and instructional technology capacities, refresher programs help teachers, head teachers for professional growth"(R2 & R6).*

> *"Inter school seminars and training programs formed part of activities organized to boost professional growth of his lecturers"* *(R11).*

Concerning the same issue another participant mentioned:

> *" I ensured the Professional development of my teachers through training programs, seminar , workshops that are conducted with other professional bodies" (R10).*

A participant articulated that the some teacher do not attend conferences and seminars.

> *" professional growth of the teachers were developed through inter schools seminars, conferences, training courses and workshops. But it is my observation that some of my staff members are not interested in attending conferences and seminars as they (staff) commented that workshop are not rewarding them but just waste of time for them" (R13).*

There were formal structure to develop the school staff, training are designed to enhance the capabilities in academics, corporate, instructional technology and business. Refresher courses, career oriented courses and special projects create different skills in teachers and enhance their capabilities

It is concluded that both institutes training (teachers) philosophy builds on institute vision and commitment to promote and enhance learning through continuous professional development of its human resource. Researcher concluded from participant perception that TCS provide more organized and more opportunities for teacher's professional development. TCS undertakes to offer opportunity and training

through process of convergence, synthesis, evaluation and formation of knowledge and skills that enable teachers to achieve personal satisfaction and progress to contribute positively towards organizational and social growth.

- *Autonomy (independence)*

Autonomy is an individual's capacity for self -determination and self-governance. An independent teacher gives more output and yield fruitful results for the school. Researcher asked the respondent about the teacher autonomy during interview. All the respondents acknowledged the importance of independence of teacher, as reflected in these quotes:

> *"I always encourage the independent work of the teachers. There is need for an avenue where the independent work of all staff could be rationalized" (R4).*

> *"I always encourage the independent work of my teachers, that characteristic is fundamental in the school work" (R10).*

Majority of the school heads revealed that they encourage the independent work of the teacher, but they argued that teachers must follow the rules and regulations of the institutions

> *"Staff is encouraged to pursue. the independent work but within margins of rules and regulations of operations within the school. The school rules and regulation do not allow to arrange unspecified teachers times with students"(R3).*

> *"Teachers are allowed to pursue their own their ideas which is not conflicted to the schools rule and regulations"(R5 &R12).*

> " I provide the self-aggrandizement and development , this is a best aid to encourage their (teachers) independent work. It is with confines rules and regulations of the schools" (R⁻ &R8)

> "Teachers are provided assistance in their teaching by observing them and encouraged their independent work through within the limits of rules and regulations of institutions" (R9).

Head teachers said that they observe teachers in the class rooms and they are independent for teaching style and methodologies, participants' expression:

> "Teachers are encouraged to adopt their teaching style and teaching methodologies" (R11).

> Teachers are permitted to use their teaching style and methodologies in class room. I always observe them (teachers) in the class rooms and provides the assistance where they need" (R1).

All the head teachers acknowledged the importance of independence of teacher as it is an important aspect of individual consideration.

- **Mentoring**

The data also revealed that guidance, mentoring and supervision provided by the leader to the teachers played an important role in their job satisfaction. All respondents acknowledge the importance of coaching and mentoring of teachers. as reflected in these quotes:

> "Whenever it is necessary I myself guide and mentor staff by taking them an orientation. Teachers are advised to read the maximum books to enhance their knowledge and to polish their professional competencies" (R1 &R4).

"I always provide help Individual teachers and mentored them through personal assistance. Teachers are provided assistance through peer observation, sharing teaching notes, training courses and workshops" (R11).

"I coach and guide individual teacher(s) when the need arises as part of this new areas are taught by me before allocating them to staff" (R10).

"Individual teacher(s) are assisted to share the relevant teacher's material like AV aids, books, at the school" (R7).

Few heads claimed that they mentored and coached their new teacher through formal orientation and advised them to keep the balance between different duties, participant's expressions:

"Staff is mentored through orientation program" (R8 & R9).

"I am personally mentoring new staff through orientation program. Teachers are assisted to share their ideas and views and information they gathered through workshops and training courses" (R2).

"I personally coach the new teachers that they achieve balance between different duties, commitments and set priorities" (R5)

"I personally mentor new staff through orientation program. Teachers are assisted to share their ideas and views and information they gather through workshops and training courses" (R6).

Another head articulated in such way:

"Do not mentor individual teacher. But I normally taught new areas before allocating them" (R 12).

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Mentoring and coaching an important factor to keep the teacher satisfied from their jobs as well as it is an important aspect of transformational leadership almost all the head practicing this in different ways.

4.7.1.4. Intellectual stimulation

Intellectual stimulation means new, innovative and creative way of doing the conventional. It is defined as the degree to which you encourage others to be creative in looking old problems in new ways, create an environment that is tolerant.

Researcher set some indicator (motivation and new challenges. learning environment) to measure the intellectual stimulation (attribute of TL) of school head in the following paragraphs researcher described the respondents views

- *Motivation and New challenges*

An insight into the intellectual stimulation of the staff revealed participative leadership where school heads and teachers sought the solution for the new challenging problems. Head teachers expected that teachers must find the new and alternate way to the old problems. Articulated by the interviewees:

> *"I adopted new assessment procedure, to intellectually stimulate the staff, which inspires the staff to new and challenging situations. At the end of the session the teacher are assessed to find out if the goals are attained" (R1).*

> *"it is essential to intellectually stimulate the teachers, I motivate and inspires my teacher to new and challenging situations, through new opportunities created for staff to share information and participative leadership, in this way teachers I believe teachers changes on some old ways with new and current practices" (R9).*

"I personally participate in whatever the teachers are doing, I always encourage the staff and brainstorm on finding solution to the challenging situation"(R12).

Teachers are encouraged to share their ideas and information in the school , in this way all the staff facilitate from new and alternative ideas in any difficult situation

"I always encourage the innovation and creativity in the teachers and help them to find the solution of the problems in the new and alternative ways. Lot of ideas generated from the staff as way of finding solution in the dicey situation" (R5).

The school heads created opportunity to share new information as a way of intellectually stimulating the staff, reflected in the statements of these respondents:

"It involved sharing new information and brainstorming on appropriate solutions to challenging situations" (R7).

"I tried to brainstorm with all staff on new trends regarding their area of specialization so that when a change becomes necessary, teachers may appreciate it" (R3).

Concerning the same issue another respondent stated:

"As a form of the intellectual stimulation, I always encouraged the creative work of my teachers and encouraged them to bring creative ideas and share information and new ideas with others" (R8).

A school head replied the same issue in these worlds:

"I encourage my teachers to perceive more deeply; beyond first expression, consider the others point of view, redefine the problems,

generate insight through experiments and explorations. share insights and ideas and synthesis rather than analysis" (R2).

It is concluded from participants' views that they are intellectually stimulate their staff and head are well aware of creating organizational climate which motivate and facilitate teachers to be innovative and creative and where teacher can apply the new and alternative ways to solve the old problems.

- ### *Conducive Environment*

A leader (school head) must the environment conducive for the followers (teachers). such supportive environment helps teachers to innovative and creative. All the respondents acknowledged the importance of conducive environment to nurturing creativity of the staff. School heads carefully handle all the problems of the teachers and provide all the assistance needed by staff to enhance their work. Materials and other resources are provided by the head to the teacher in doing so. The school heads are able to create the supportive and conducive learning environment for the teachers, as reflected in these quotes:

> *"All needed material main resources are provided to the staff to support the conducive learning environment" (R2 &R 6).*

> *"I facilitated the provision of the needed materials and facilities from institution to enhance teaching and support effective learning" (R9).*

> *"I tried to provide all necessary materials to staff to facilitate smooth delivery of the duties for this purpose staff rooms, personal computer, internet connectivity and all other required materials have been provided in the school. "(R3).*

On the attributes of intellectual stimulation of the staff few heads answered that they had not had opportunity to intellectually stimulate the staff. This is investigative that had not taken any step to intellectually stimulate the staff.

4.8. Summary of case description

The summary of interviewed cases is presented below. This section also revealed that school heads practices of transformational leadership as well as it also endorsed the school heads leadership skills.

4.8.1. Transformational leadership skills and practices

The results from case studies indicated the fact that heads of schools (TCS and SOS) exhibited same tactics in so for as transformational leadership was concerned. Heads of both institutions were exhibiting an appreciable level of charisma, individual consideration, inspirational motivation and intellectual stimulation. Trust and confidence from their teachers were built from social cohesion. This interaction between heads and teachers bothered teachers to discuss private and personal issues with their heads, this overreliance is an extreme example of trust and confidence in the school head. And all this accounted for collegial and friendly environment in the schools. Teachers enjoyed heads presence, heads involve teachers in decision making through consultation, delegation of responsibilities and collective decision making.

School heads dreamed to keep the school academic on higher place that's why they prepare students for success in their life long pursuit of learning. Another ability of school heads was noticed that they have clear vision for their schools and also adopting different approaches to reach the goals by providing challenging instructional programs, focused on specific needs of students and teachers, generated

and managed resources that supports a quality instructional program. Recruiting and retaining highly qualified teachers to deliver rigorous and up-to-date information. providing teachers best opportunities to grow professionally. School heads have had the capacity to create compelling vision for organization to achieve the common vision. Heads recognized the individual efforts, praised the teachers for good team work. considered differences between teacher's levels of abilities. skills. ways of learning, and approaches to work, developed good relationships on workplace. showed respect attention and consideration towards teachers. created social events. approachable. friendliness. feedback for teachers are some other ways of inspirational motivation for the teachers (adopted by head teachers).

Heads had good interpersonal skills; they were promoting interrelations among teachers through blend of formal and informal approaches and shared responsibilities among them (teachers) and believed on participative leadership approach.

Head teachers used variety of the approaches like observation. staff appraisal. verbal appraisal, incentives and social gathering for individual consideration. Interdepartmental workshops. seminars. local and international conferences. refresher courses. training courses. career oriented courses and special project for teachers were recorded for the professional growth and development of the teachers. Staff autonomy was granted but with confines rules and regulation. It was recorded that heads guide and mentor their teachers through formal orientation program personal assistance. peer observation, feedback.

Intellectual stimulation. it was observed that heads inspired teachers for creation of platform to brainstorm on challenging issue. reframed the problems. solved the issue

in new and alternative ways, developed the conducive learning environment where teachers creative and innovative work flourish.

In sum the school heads showed following features of TL; an educational vision, team spirit, cooperation, participative leadership, decision making and delegation for charismatic leadership. Personal attention, promotion of self-development, professional growth, mentoring and guidance were the characteristics of individually considerate leaders. Appreciation for teachers, development of good relationship on work place, s respect attention and consideration towards teachers, creation of social events, approachable, friendliness and feedback for teachers are characteristics of inspirational motivation, lastly characteristics of intellectual stimulation were delegation, participative leadership, innovation, and creativity.

It can be constructed that features noticed in case studies match up the transformational leadership attributes charisma, inspirational motivation, intellectual stimulation and individual consideration. School heads were exhibiting TL behaviors and practicing TL skills in their schools.

4.9. Analysis of Research Guiding Questions

Previous section provides detail information for data analysis. This section provides the information for research guiding question. The study is following nine research questions to fulfill the research objective.

4.9.1. Research Question 1

What is School Heads perception about Transformational leadership?

The results of case studies (phenomenological interviews) are to address the research question 8. To access the leaders (heads) perception for transformational leadership thirteen head were requested for interview. Data were analyze through phenomenological approach which allow researcher to record the phenomena through respondent's perception (see section 4.9).

Data exposed that all the head understand the leadership process. its nature and importance and consider leadership essential for organizational success. They had viewed about effective leaders, they are self-motivated, goal oriented. delegates responsibilities, strive for excellence, adapts to change and work with people. They said it is only possible through team spirit and strong bonding between leader and followers. They said leaderships is a social process to influence the other and empower worker for achievement of goals.

Over all concluded from the interview analysis that they perceived transformational leadership which allow a leader to become shapers of values, they are the creators. interpreter of the organizational goals, role models, pathfinders. Visions of the Transformational leaders are so convincing that they knew what they want from every interaction. The vision of Transformational leaders does not blind their followers but empower them and show them the right path. Transformational leaders have deep sense of purpose. They know how achieve the goals and what kind of culture, beliefs and values and norms must develop to achieve the purpose. By stimulating, modeling,

innovating, motivating and encouraging, they mold the culture, in the degree that is possible to meet internal and environmental needs.

4.9.2. Research Question 2

What extent does Transformational leadership style and skills are practiced by the School Heads/ principals?

The output of qualitative and qualitative data revealed the answer of research question 2. Validity and authenticity of results increased when the research study used multiple sources to answer the single construct. The results of Mean score and standard deviation of TL (M = 3.76, SD = 0.65) indicate that school teachers were very satisfied from the head teacher's transformational leadership skills and teachers were agreed that head teachers were practicing the transformational leadership style in schools. The results of case studies (phenomenological methodology) also revealed that head teachers were practicing the TL style satisfactorily.

- *Charisma*

It was observed from head teachers' perception that teachers had trust and confidence on them. This confidence bothered teachers to discuss private and personal issues with their heads, this overreliance is an extreme example of trust and confidence in the school heads. And teachers feel comfortable around their heads and enjoying their presence. Heads involve teachers in decision making through consultation, delegation of responsibilities and collective decision making.

Heads charismatic vision and behavior inspires teachers to follow. Teachers were agreed from the idealized behavior and idealized influence of the heads Teacher

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equally satisfied that head teachers acted consistently with values shared by the staff members, talked about their most important beliefs and values, instilled pride in other for being associated with heads, took personal chances in pursuing school goals. Heads were determined on their jobs, made personal sacrifices for other benefits and displayed sense of power and competence. Teacher's satisfaction level for the charisma was within satisfied (2.89).

- *Inspirational motivation*

School heads dreamed to keep the school academic on higher place that's why they prepare students for success in their life long pursuit of learning. Another ability of school heads was noticed that they have had clear vision for their schools and also adopting different approaches to reach the goals by providing challenging instructional programs, focused on specific needs of students and teachers, generated and managed resources that supports a quality instructional program, Recruiting and retaining highly qualified teachers to deliver rigorous and up-to-date information, providing teachers best opportunities to grow professionally. School heads have had the capacity to create compelling vision for the institutions (schools), to achieve the vision. Inspirational Motivation (M = 3.58, SD = .84) was within "Very Satisfied" (3.51-4.50). Teachers were very satisfied and acknowledged that the heads depicted the TL skills and capacity to motivate the others to commit the vision. Teachers were agreed that heads talked optimistically about the future, encouraged teachers to set high aims.

- *Individual consideration*

It was observed that head teachers used different approaches like: student evaluation, peer observation, staff appraisal, verbal praise, sometime informal social gathering for

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individual consideration. Interdepartmental workshops, seminars, local and international conferences, refresher courses, training courses, career oriented courses and special project for teachers were recorded for the professional growth and development of the teachers. Head teachers said that staff autonomy was granted but with confines rules and regulation. It was recorded that heads guide and mentor their teachers through formal orientation program personal assistance, peer observation, feedback. Individual Consideration (M = 3.05, SD = .52) was within "Satisfied". Teachers confessed that heads admired them for their good job, helped teachers' to develop their strengths and acted in a way that builds others respect

- *Intellectual stimulation*

It was observed that heads inspired teachers to create platform to brainstorm on challenging issue, reframed the problems, solved the issue in new and alternative ways, developed the conducive learning environment where teachers creative and innovative work flourish. Intellectual Stimulation (M = 2.73, SD = and .46) was within "Satisfied" (2.51-3.50). Teachers verified that heads give them strength to think in different way and make them creative and innovative. Teachers were agreed that heads were encouraging creativity and innovation, seeking different perspectives when solving problems, handling staff mistakes gently, encouraged staff to try new ways of accomplish their work, heads asked the questions that stimulate the staff members to improve their work performance, teachers confirmed that heads challenged staff members to reconsider how they do things and positively acknowledged creative solutions to the problems.

Results were confirmed from participants (school heads and teachers) perspective. School heads were exhibiting an appreciable level of charisma, individual consideration, inspirational motivation and intellectual stimulation.

- *Transformational leadership skills*

The output of QUAN and AUAL data also exposed the leadership skills exhibited by school leaders. Data bared out following most critical skills of, these skills may over laps each other but these critical skills are essential for effective leadership.

Self-Management Skills: these skills are critical to help school heads and these skills help to realize their personal strength. Data depicted that heads who had self-management skills have great impact on their teachers. These skills helped heads to identify themselves and to make their personality more attractive and charming to attract the followers (teachers) to commit the vision. It is concluded from results that heads idealized behavior and idealized attributes displayed that they established their beliefs, purpose , vision , values and career goals , school vision and have ability to personally sacrifice, heads were determined on job, showing sense of power and competence, school heads also have time management skills, stress management skills and positive mental attitude. These sets of skills also include the motivational skills: ability to motivate themselves though inner or outer source and ability to motivate the teachers through variety of approaches.

Interpersonal Communication Skills: Data revealed that head teachers were exhibiting these skills to build positive relationships with others. These skills helped heads to determine specific ways they used to communicate with teachers to build credibility and trust. These skills helped to minimize the potential problems and erased the

communication gaps between teachers and heads. The transformational school heads attend, observe, listen, question, and respond with understanding to their followers (teachers).

Problem Management Skills: (coaching, counseling, and mentoring). School heads problems managements skills helped them to discover potential problems and how they deal with current problems. These skills helped heads to explore and specify the problems, by using interpersonal communication skills heads acknowledge that problems faced by the teachers and tried to solve these problems in new and alternative way which exposed the creative and innovative skills of head teachers.

Consulting Skills: (for school and teachers development. These set of skills responsible for teachers and organization (school) development. Heads exhibiting these skills during their practices, that remarkably portray their (school heads) vision and to get others (teachers) to agree with it. Heads were observed for the following cuticle set of skills: informal and formal assessments, problem management facilitation, vision consensus-building, performance evaluation, continuous improvement. Heads were playing vital role for teacher's professional development through formal and informal process. Consulting involves the heads to use their knowledge, experience and expertise and problem solving skills to add worth into organization (school) and to professionally develop their teachers for this purpose variety of training courses, refresher courses and special and career oriented projects were planned.

Innovation Skills: heads were equally exhibiting the innovation skills. These skills allow heads to be innovative and creative, these skills foster heads for cognitive skills: as heads think creatively and critically and pursued different perspective when solving

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the problems. Innovational skills combine the behavioral skills in heads: as heads have had ability to solve the problems and manage the risk, these skills the combine functional skills such as writing, reading and numeracy and also combine the technical skills to manage the special projects and career oriented projects (for teachers). Collaborative skills helped the heads to manage innovation, it enables heads to manage different personality types in order to get more divers input, and innovative school heads best utilize the strength of their team members. It was observed heads have had the implementation skills which enabled them to put their ideas into practice.

Versatility skills: It was noticed only few heads exhibiting these skills and shift between specific roles, leadership style and skills in order to deal with certain situation.

4.9.3. Research Question 3

What is the effect of transformational leadership style on teachers' job satisfaction?
The output of bivariate regression analysis to address the research question 3 is presented in table 18 .The data indicate that transformational leadership style accounts for 36.2% variance in teacher job satisfaction while 63.8% variation is inherent or because of extraneous variables or unexplained variability. The table 19 presents F test statistics for adjusted R square is 52.31 and associated p value is 0.000. It indicates that p value is less than 0.001; therefore a significant relationship exist between transformational leadership and teacher's job satisfaction.

Regression analysis shows that 36.2% variation in teachers' job satisfaction is explained by independent variable (TL). The transformational leadership style is

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found moderately predictive for the dependent variable as impact is moderate furthermore the coefficient value is also found significant. Thus the summated transformational leadership is good model (see model summary in table 18) in predicting teachers' job satisfaction.

4.9.4. Research Question 4

What is the effect of transformational leadership attributes on teachers job satisfaction?

The output of multiple regression analysis to address the research question 4. This value indicates that transformational attributes (charisma, inspirational motivation, individual consideration and intellectual stimulation) contribute 38.9% of the variation in teachers' job satisfaction (see table 19), while 61.1% variation is inherent or because of extraneous variables or unexplained variability. F test statistics for adjusted R square is 14.18 and associated p value is 0.000. It indicates that p value is less than 0.001; therefore statistically significant relationship exist between the variables. The three factors inspirational motivation and Intellectual stimulation and individual consideration have higher 't' value with significant p value less than 0.05. The factors (inspirational motivation and intellectual stimulation and individual consideration) are found determinate in predicting teachers' job satisfaction. Other factor charisma is found insignificant since its p value was observed higher than 0.05. The transformational leadership style is found moderately predictive for the dependent variable as impact is moderate, thus attribute charisma is found insignificant for this model.

4.9.5. Research Question 5

What is the relationship between transformational leadership (predictor variable) and teachers' job satisfaction (dependent variable)?

Regression analyses define the relationship between predictor and dependent variables. Correlation coefficient presented the unstandardized Beta coefficient (see table 18). The Beta coefficient shows the positive and statistically significant at .000 significant levels. The value of explanatory coefficient is 0.513 and its "t" value Beta for transformational leadership (t (165) = 7.233, P =.000). Their "t" value 7.233(165) shows significant and comparatively good relatedness of independent variable (predictor) with dependent variable (criterion) variable.

4.9.6. Research Question 6

What is the relationship between transformational leadership attributes (predictor variable) and teachers' job satisfaction (dependent variable)?

The output of the correlation analysis to address the research question 6. The outcome of Person coefficient found statistically significant correlation between each dimension of transformational leadership and job satisfaction (see table 17). Charisma and inspirational motivation x1x2 (0.656, $p < 0.01$ and $p < 0.05$) positive and strong. charisma and individual consideration x1x3(.736 $p < 0.01$ and $p < 0.05$)positive and very strong, charisma and intellectual stimulation ,x1x4(0.188, $p < 0.01$ and $p < 0.05$) positive and very weak. charisma and job satisfaction x1y(0.375, $p < 0.01$ and $p < 0.05$) positive and weak. inspirational motivation and individual consideration x2 x3(0.659, $p < 0.01$ and $p < 0.05$) positive and strong. inspirational motivation and intellectual stimulation x2x4(0.754, $p < 0.01$ and $p < 0.05$)Positive and very strong.

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inspirational motivation and job satisfaction x2y(0.552, p < 0.01 and p <0.05)

positive and good, individual consideration and intellectual stimulation x3x4 (0.325,

p < 0.01 and p <0.05) positive and weak, individual consideration and job satisfaction

x3y (0.539, p < 0.01 and p <0.05) positive and good and intellectual stimulation and

job satisfaction x4y(0.459, p < 0.01 and p <0.05)positive and moderate. All the

relationship exists between variables are claimed significant statistically. **

Correlation is significant at 0.01 level (2tailed) and *Correlation is significant at the

0.05 level (2tailed). Only relationship between charisma and job satisfaction (x1x4) is

not significant at 0.01 level (2tailed) but significant at 0.05 level (2tailed). For current

study alpha value was assumed 0.05. Hence it is concluded all the attributes of

transformational leadership and job satisfaction have statistically significant

relationship.

4.9.7. Research Question 7

What is the teachers' level of job satisfaction by practicing transformational leadership style of school heads?

The results of regression analysis to address the research question 7. Findings of

regression analysis define the teachers' level of job satisfaction by practicing

transformational leadership. Simple Regression analysis shows that 36.2% variation

in teachers' job satisfaction is explained by the independent variable (TL).Hence

teachers' job satisfaction level is 36.2% for head transformational leadership, while

63.8% variation is inherent or because of extraneous variables or unexplained

variability (see table 18).

4.9.8. Research Question 8

What is the teachers' satisfaction level for school heads' transformational leadership practices?

The results of mean score and standard deviation are to address the research question 8. Results depicted that teacher's satisfaction level for their heads' transformational leadership practices (see table 15). Aggregated mean and standard deviation for transformational leadership were (M =3.76, SD =0.65). Scores for transformational leadership were within "very satisfied" (3.51-4.50). Teachers level of satisfaction for the heads' transformational leadership skills and practices were (3.76). The results for TL indicated that school teachers were very satisfied from the head teacher's transformational leadership skills.

The mean score for the attribute Charisma was within "Satisfied" (2.51-3.50). Teachers level of satisfaction for the heads' charismatic skills and practices were (2.89). The mean score for the attribute Inspirational Motivation was within "Very Satisfied" (3.51-4.50). Teachers level of satisfaction for the heads' inspirational skills and practices were (3.58). The mean score for the attribute individual consideration was within "Satisfied" (2.51-3.50). Teachers level of satisfaction for head teachers individually consideration was (3.05). Average score for Intellectual Stimulation was within "Satisfied" (2.51-3.50). Teachers' level of satisfaction for intellectual skills of the heads was (2.73). Teachers were satisfied heads motivate their teachers to think in different way and to be creative and innovative.

Over all it is concluded that teachers were satisfied from their heads' transformational leadership practices. Teachers were more satisfied from inspirational motivation and least satisfied from intellectual stimulation.

4.9.9. Research Question 9

What is the teachers' satisfaction level from the various dimensions of job?

The results of mean score and standard deviation are to address the research question 9. Results depicted that teacher's satisfaction level from their job by practicing transformational leadership (see table 16). Aggregated mean and standard deviation for job satisfaction were (M = 2.97, SD = 0.50). The average score for job satisfaction was within "Satisfied" (2.51-.3.50). Teacher's level of satisfaction from their jobs was (2.97). The mean score for job satisfaction based on recognition or respect was within. "Slightly Satisfied" (1.51-2.50). The mean score for job satisfaction based on autonomy was within "Satisfied" (2.51-3.50).). The mean score for job satisfaction based on management was within "Satisfied" (2.51-3.50). The mean score for job satisfaction based on decision making was within "Satisfied" (2.51-3.50). The mean score for job satisfaction based on peer group relations was within "Satisfied" (2.51-3.50). The mean score for job satisfaction based on professional development was within "Satisfied" (2.51-3.50).

Over all it is concluded that teachers were satisfied from their job. They were not highly satisfied from their teaching job but the level of satisfaction is satisfactory for this study. Teachers were more satisfied from job satisfaction indicators autonomy and professional development and least satisfied from recognition (see figure 10).

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1. Summary

Due to the leadership challenges and problems of job satisfaction in private institutions in Pakistan, the transformational leadership was proposed as effective leadership style in schools. The study was aimed to explore the school heads perception and practices about Transformational leadership and to determine the effect of transformational leadership style on teacher's job satisfaction. The study further answered the nine research questions regarding effect of TL on JS, relationship between TL and JS, heads perception of TL style, teacher's level of JS, heads' leadership skills and practices and contribution of TL in enhancing teachers effectiveness. Quantitative data were collected by the use of survey questionnaire and qualitative data were collected through interviews, memoing/documentation and essay writing, using school heads and school teachers. Mixed method approach was used to analyze the quantitative and qualitative, it is one phase design. The Creswell et al (2003) named this design as concurrent triangulation design. Reliability of tool, for teachers, was determined through CronBach's Alpha by using SPSS software which was 0.804 for transformational leadership and 0.717 for job satisfaction. Pilot testing was conducted and reliability was determined while the validity of both tools was determined through expert opinion. This study used descriptive statistics, mean, standard deviation, correlation and regression to analyse the quantitative data whereas for explication of qualitative data were conducted by four crucial steps or phases. Conclusions derived from the results are presented below.

5.3. Main Findings

Research study addressed the nine research questions. Chapter four presented the results of qualitative and quantitative data in this section each question is presented in the following pages followed by the main findings:

1. *What is School heads perception about transformational leadership?*

The findings of qualitative data revealed the answer of research question 1. It was concluded from respondent point of views that they perceive leadership a social process and social phenomenon it was witnessed that school heads build vision and goals, provide intellectual stimulation, offer individual support, symbolize professional practices and values, demonstrate high performance expectations and develop structure to foster participation in decisions. It was closely observed that all these characteristic are followed by transformational leader. It was exposed from interview analysis that heads perceived transformational leadership a leadership style in which leader's charismatic vision and behavior inspires other to follow, capacity to motivate and encourage other to commit the vision, encouraging innovation and creativity and coaching to the specific needs of the followers.

2. *What extent does Transformational leadership style and skills are practiced by the School Heads?*

The findings of qualitative and qualitative data revealed the answer of research question 2. Validity and authenticity of results increased when the research study used multiple sources to answer the single construct. The results of mean score and standard deviation of TL (M = 3.76, SD = 0.65) indicated that teachers were agreed that head teachers were practicing the transformational leadership style in schools.

The findings of case studies (phenomenological methodology) also reveal that head teachers were practicing the TL style satisfactorily.

Charisma: It was observed head teachers trusted by teachers, they shared sensitive issues with heads, and enjoyed heads' presence, heads believed on participative leadership, delegation and collective decision making. Teacher's satisfaction level for the charisma was within satisfied (2.89). Teachers were agreed heads from the idealized behavior and idealized influence of the heads, heads acted consistently, instilled pride in others, determined on job, made personal sacrifices, displayed sense of power and competence .

Individual Consideration: it was observed personal attention, promotion of self-development, professional growth and reinforcement in the form of verbal praise were characteristic of individually considerate leaders. Teachers' level of satisfaction for individual consideration was within satisfied (3.05). Teachers were agreed that heads admired them for their good job, helped teachers' to develop their strengths, acted in a way that builds others respect, considered every teachers as having different needs abilities, skills and aspiration from others, created conditions that allow teachers to complete their work independently.

Inspirational Motivation: heads were observed for following leadership traits: Appreciation for teachers, development of good relationship on work place, respect attention and consideration towards teachers, creation of social events, approachable, friendliness, and feedback for teachers. Teachers' level of satisfaction was within very satisfied (3.58). Teachers were agreed that heads talked optimistically about the future, encouraged teachers to set high aims, talked enthusiastically about goals, articulated a compelling vision of the future.

Intellectual Stimulation: delegation, participative leadership, innovation and creativity and conducive environment for teachers were favored for intellectual stimulation. Teachers' level of satisfaction for Intellectual Stimulation was within satisfied (2.73). Teachers verified that heads give them strength to think in different way and make them creative and innovative, seek different perspectives when solving problems, handling staff mistakes gently, encouraged staff to try new ways of accomplish their work, heads asked the questions that stimulate the staff members to improve their work performance.

It can be constructed that features noticed in case studies match up the transformational leadership attributes charisma, inspirational motivation, intellectual stimulation and individual consideration. School heads were exhibiting TL behaviors and practicing TL skills in their schools.

Leadership skills: Data bared out following most critical skills of transformational heads. Self-Management Skills: data depicted that heads who had self-management skills have great impact on their teachers. Time management skills, stress management skills and positive mental attitude. Problem management skills (coaching, counseling, and mentoring). Interpersonal Communication Skills: these skills helped heads to build positive relationships with others Consulting Skills (for school and teachers development) these set of skills allow teachers and organization (school) for development. Innovation Skills: allow leader to pursue the combination of cognitive skill, behavioral skills, functional skills, technical skills, collaborative skills and implementation skills.

3. *What is the effect of transformational leadership style on teachers' job satisfaction?*

The findings of the study show that heads exhibited transformational leadership character. Transformational leadership had positive effect on teachers' job satisfaction. School heads in both institution exhibited traits of all attributes of transformational leadership. Although the strength of every school head differed for all attributes of transformational leadership. Transformational leadership on the whole had positive effect on teachers' job satisfaction. Regression output shows that 36.2% variation in teachers' job satisfaction is explained by the transformational leadership. The transformational leadership is found moderately predictive for the dependent variable as impact is moderate furthermore the coefficient value is also found significant. Thus the summated transformational leadership is good model (see model summary in table 18) in predicting teachers' job satisfaction.

4. *What is the effect of transformational leadership attributes on teachers' job satisfaction?*

Multiple Regression analysis shows that 38.9% variation in teachers' job satisfaction is explained by independent variable (transformational leadership). The transformational leadership style is found moderately predictive for the dependent variable as impact is moderate, but attribute charisma is found insignificant for this model and intellectual stimulation and inspirational motivation and individual consideration are found determinate in predicting teacher job satisfaction.

Hence it is concluded that individual consideration intellectual stimulation and inspirational motivation had impact on job satisfaction but other attribute charisma is

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found insignificant for this model (see coefficient table 19). Thus over all concluded that summated transformational leadership is good model (see model summary in table 18) in predicting teachers' job satisfaction.

5. Is there significant relationship between transformational leadership (predictor variable) and teachers' job satisfaction (dependent variable)?

Regression analyses define the relationship between predictor and dependent variables. Correlation coefficient presented the unstandardized Beta coefficient see table14). The Beta coefficient shows the positive and statistically significant at .000 significance levels. The value of explanatory coefficient is 0.513 and its *"t"* value Beta for transformational leadership (t (165) = 7.233, P =.000). Their "t" value 7.233(165) shows significant and comparatively good relatedness of independent variable (predictor) with dependent variable (criterion) variable

6. Is there significant relationship between transformational leadership attributes (predictor variable) and teachers' job satisfaction (dependent variable)?

All the relationships exist between variables are found statistically significant. The relationship between leadership trait Charisma and inspirational motivation (0.656) positive and strong, charisma and individual consideration (0.736) positive and very strong, charisma and intellectual stimulation (0.188) positive and very weak, charisma and job satisfaction (0.375) positive and weak, inspirational motivation and individual consideration (0.659) positive and strong, inspirational motivation and intellectual stimulation (0.754) Positive and very strong, inspirational motivation and job satisfaction (0.552) positive and good, individual consideration and intellectual

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stimulation (0.539) positive and good, individual consideration and job satisfaction (0.325) positive and weak and intellectual stimulation and job satisfaction (0.459) positive and moderate. ** Correlation is significant at 0.01 level (2-tailed) and *Correlation is significant at the 0.05 level (2-tailed) for current study alpha value was assumed 0.05. Hence it is concluded all the attributes of transformational leadership and job satisfaction have statistically significant relationship.

7. *What is the teachers' level of job satisfaction by practicing transformational leadership style of school heads?*

Findings of regression analysis define the teachers' level of job satisfaction by practicing transformational leadership. Simple Regression analysis shows that 36.2% variation in teachers' job satisfaction is explained by the independent variable. Hence teachers' job satisfaction level is 36.2% for school heads transformational leadership, while 63.8% variation is inherent or because of extraneous variables or unexplained variability (see table 18).

8. *What is the teachers' satisfaction level for school heads' transformational leadership practices?*

The findings of the study show that teachers were very satisfied from school head transformational leadership practices. the mean and standard deviation for transformational leadership (M = 3.76, SD = 0.65) was within "very satisfied" (3.51-4.50),Charisma (M = 2.89, SD = 0.45) was within "Satisfied" (2.51-3.50), Inspirational Motivation (M = 3.58, SD = 0.84) was within "Very Satisfied" (3.51-4.50), Individual Consideration (M = 3.05, SD = 0.52) was within "Satisfied" (2.51-

3.50) and Intellectual Stimulation (M = 2.73, SD = and 0.46) was within " Satisfied" (2.51-3.50).

The results revealed that teachers satisfaction level were within "very satisfied" (3.51-4.51) is an evidence that school heads practicing TL skills effectively. Teachers were more satisfied from inspirational motivation and lest satisfied from intellectual stimulation.

9. What is the teachers' satisfaction level from the various dimension of job?

The results of mean score and standard deviation depicted that teachers level of satisfaction for various dimension of job, teachers were satisfied from various job dimensions. Mean and standard deviation for job satisfaction (M = 2.97, SD = 0.50). The was within "Satisfied" (2.51-.3.50), Recognition (M = 1.93, SD = 0.63) was within "Slightly Satisfied" (1.51-2.50), Autonomy (M =3.23, SD = 0.41) was within "Satisfied" (2.51-3.50), Management (M = 2.90, SD = 0.37) The mean score for job satisfaction based on management was within "Satisfied" (2.51-3.50), Decision making (M = 2.86, SD = 0.55) was within "Satisfied" (2.51-3.50), Coworkers relation (M = 1.701, SD = 0.31) was within "Satisfied" (2.51-3.50) and Professional development (M = 3.05, SD = 0.52) was within "Satisfied" (2.51-3.50).

Over all it is concluded that teachers were satisfied from various job indicators. Teachers were more satisfied from job satisfaction indicators autonomy and professional development and least satisfied from recognition.

5.3. Conclusions

This section enclosed the conclusions of the study derived from the findings of the study. The research was conducted to explore the effect, relationship, perception, and

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practices of transformational leadership. The research study was designed with five objectives and nine research questions to fulfill the research purpose. Following conclusions have been presented based on the research findings: it is concluded that

1. Heads perceived leadership a social process and social phenomenon and observed for building vision and goals, providing intellectual stimulation, offering individual support, symbolizing professional practices and values, demonstrating high performance expectations and developing structure to foster participation in decisions.

2. Heads were exhibiting an appreciable level of charisma, individual consideration, inspirational motivation and intellectual. Results were verified from teachers satisfaction level (see table 15) and head teachers perceptions (see section 4.9).

3. Transformational school heads exhibited Self-Management Skills, Problem Management Skills, Interpersonal Communication Skills, Consulting Skills and Innovation Skills and some leaders also had Versatility skills.

4. The transformational leadership style found moderately predictive for the dependent variable as impact is moderate (see table 18).

5. Individual consideration, intellectual stimulation and inspirational motivation had impact on job satisfaction but other attribute charisma is found insignificant for the model (see table 19).

6. Summated transformational leadership is good model in predicting teachers' job satisfaction (see table 18).

7. Transformational leadership (independent variable (predictor) and job satisfaction (dependent variable (criterion) showed significant and good relationship.

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8. All transformational leadership traits had positive and significant relations with each other and with job satisfaction. Hence school heads practices of transformational leadership style lend grater job satisfaction to their teachers.

9. Charisma showed strong correlation with inspirational motivation and individual consideration ,school heads who were more charismatic for their vision , beliefs, values had more inspiring ideas to encourage and motivate teachers to set high aims, express ideas, and individually considerate the teachers for needs, abilities, skills and aspirations from others.

10. Relationship of leadership traits with job satisfaction showed that only charismatic skills in leaders are not necessary for job satisfaction but Inspirational motivation, individual consideration and intellectual stimulation for teachers lend greater job satisfaction in teachers (see table 17).

11. Teachers' job satisfaction level from heads' transformational leadership behavior was 36.2% while other satisfaction may be inherent or because of extraneous variables or because of job indicators that are not selected for study.

12. Teachers were very satisfied and confessed that their head were practicing transformational leadership attributes; charisma, inspirational motivation, individualized consideration and intellectual stimulation.

13. Teachers were more satisfied from inspirational motivation and least satisfied from intellectual stimulation, the attributes of transformational leadership (table 15).

14. Teachers were agreed and committed that they were satisfied from their job and following job indicators, recognition, autonomy, management, decision making, peer group relationship and professional development (table 16).

15. Teachers were more satisfied from job indicators autonomy and professional development and least satisfied from recognition (table 16).

16. School heads showed following characteristics of charisma; An educational vision, team spirit, cooperation, participative leadership, decision making and delegation

17. Personal attention, promotion of self-development, professional growth, mentoring and guidance were the characteristics of individually considerate leaders.

18. Appreciation for teachers, development of good relationship on work place, respect attention and consideration towards teachers, creation of social events, approachable, friendliness, feed-back for teachers are characteristics of inspirational motivation.

19. Delegation, participative leadership, innovation, and creativity were favored for intellectual stimulation.

5.4. Discussion

This section presents a discussion on the results with reference to the research questions.

5.4.1. Discussion of Research Question 1

The research question 1 was intended to explore the perception of heads about transformational leadership style. Result's revealed from qualitative analysis the heads of school perceived leadership a social process which empower and enable worker to develop the strength to achieve the goals leaders and worker work together for common goals. Heads perceived leadership a social process and observed for building vision and goals, providing

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intellectual stimulation, offering individual support, symbolizing professional practices and values, demonstrating high performance expectations and developing structure to foster participation in decisions. It was closely observed that all these characteristic are followed by transformational leader. It was exposed from interview analysis that heads perceived transformational leadership a leadership style in which leaders' charismatic vision and behavior inspires other to follow, capacity to motivate and encourage other to commit the vision, encouraging innovation and creativity and coaching to the specific needs of the followers. Heads reflected from their perception and practices that they consider transformational leadership as effective leadership for school, students and teachers achievements.

Egan (1985) states that transformational leaders are shapers of values, they are the creators, interpreter of the organizational goals, role models, pathfinders. Visions of the Transformational leaders are convincing that they knew what they want from every interaction. The visions of Transformational leaders do not blind their followers but empower them and show them the right path. Transformational leaders have deep sense of purpose.

They know how to achieve the goals and what kind of culture, beliefs and values and norms must develop to achieve the purpose. By stimulating, modeling, innovating, motivating and encouraging, they mold the culture, in the degree that is possible to meet internal and environmental needs.

School heads perceived Transformational leaders a leadership style which provide way to gain a visionary view of an agreed, encouraging and preferred future, offer a skill mind planning, managing, coaching, guiding, leading in unpredictable change environment, provide coaching and mentoring for their personal development and

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team development, and lastly develop the skills of caring, so that the worker can in long term become their own change agents, in turn the worker will be satisfied.

5.5.2. Discussion of Research Question 2

The research question 2 was intended to explore either heads' are practicing the transformational leadership and skills and up to what extent leaders are practicing TL skills of their school. Findings of this construct verified from both heads (qualitative analysis) and teachers (quantitative analysis) perspective that head teachers were exhibiting an appreciable level of charisma, individual consideration, inspirational motivation and intellectual stimulation. Being a transformational school leaders' role to provide teachers' with clear vision of the future, express high expectations for the follower's performance and ability to complete the tasks. Heads of both institutions were trusted from their teachers, teachers enjoyed the head presence heads believed on participative leadership, delegation and collective decision making. Teacher's satisfaction level for the charisma was within satisfied Teachers were agreed heads from the idealized behavior and idealized influence of the heads, heads acted consistently, instilled pride in others, determined on job, made personal sacrifices, displayed sense of power and competence. The findings of this section of the study is consistence with the findings of Biggerstaff (2012), he concluded teachers level of satisfaction for idealized attributes (charisma) of headmasters was within satisfied. Findings of this section revealed Personal attention, promotion of self-development, professional growth, mentoring and guidance were the characteristics of individually considerate leaders. Teachers' level of satisfaction for individual consideration was within satisfied. Teachers were agreed that heads admired them for their good job, helped teachers' to

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develop their strengths, acted in a way that builds others respect, considered every teaches as having different abilities, needs and aspirations from others, created conditions that allow teachers to complete their work independently. Heads were observed for following leadership traits: Appreciation for teachers, development of good relationship on work place, respect attention and consideration towards teachers, creation of social events, approachable, friendliness, and feedback for teachers. Teachers' level of satisfaction was within very satisfied (3.58). Teachers were agreed that heads talked optimistically about the future, encouraged teachers to set high aims, encouraged teachers to express their ideas and opinions in staff meetings, talked enthusiastically about goals, articulated a compelling vision of the future, encouraged teachers to understand the point of views of other during staff meetings. Delegation, participative leadership, innovation and creativity and conductive environment for teachers were favored for intellectual stimulation. Teachers' level of satisfaction for Intellectual Stimulation was within satisfied. Teachers verified that heads give them strength to think in different way and make them creative and innovative, seek different perspectives when solving problems, handling staff mistakes gently, encouraged staff to try new ways of accomplish their work, heads asked the questions that stimulate the staff members to improve their work performance. The findings of this construct of the study is consistence with findings of Biggerstaff (2012), he concluded that head teachers practiced transformational leadership behavior satisfactorily and teachers were more satisfied from transformational leadership attribute inspirational motivation, it is very similar to current study.

It can be constructed that features noticed in case studies match up the transformational leadership attributes charisma, inspirational motivation, intellectual

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stimulation and individual consideration. School heads were exhibiting TL behaviors and practicing TL skills in their schools.

Another area of discussion is school heads' Leadership skills: Data bore out following most critical skills of transformational school heads. Self-Management Skills: data depicted that heads who had self-management skills have great impact on their teachers. Time management skills, stress management skills and positive mental attitude. Problem management skills: (coaching, counseling, and mentoring). Interpersonal Communication Skills: these skills helped heads to build positive relationships with others Consulting Skills (for school and teachers development) these set of skills allow teachers and organization (school) for development. Innovation Skills: allow leader to pursue the combination of cognitive skill. behavioral skills, functional skills, technical skills, collaborative skills and implementation skills. Egan (1985) stated the same role for the transformational leaders. Moreover the study of Kouzes and Ponser (1999) found the similar qualities of managers. They found the top five responses for their leaders; honest, competence. forward looking, inspiring and intelligent; all of these qualities are required to be successful and effective leaders. Anderson , Gisborne and Holliday (2006) stated the same qualities of leaders, they explained that transformational leaders provide way to gain a visionary view of an agreed, encouraging and preferred future, offer a skill mind planning, managing, coaching, guiding. leading in unpredictable change environment, provide coaching and mentoring for their personal development and team development, and lastly develop the skills of caring, so that the worker can in long term become their own change agents, in turn the worker will be satisfied.

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5.5.3. Discussion of Research question 3 & 4

The research questions 3 & 4 were intended to examine the effect of transformational leadership and its attribute on teachers' job satisfaction. The statistical analyses show that Transformational leadership had positive effect on teachers' job satisfaction. School heads in both institution exhibited traits of all attributes of transformational leadership. Although the strength of every school head differed for all attributes of transformational leadership. Transformational leadership on the whole had positive effect on teachers' job satisfaction. The transformational leadership is found moderately predictive for the dependent variable as impact is moderate, summated transformational leadership is good model in predicting teachers' job satisfaction.

The result of this construct is resembled with earlier studies Greenberg & Baron (1995); Gritman & Batman (1986); Hatter & Bass (1989); Koh, Steers & Terbog 91995) their studies results confirms that transformational leadership is linked to job satisfaction moreover studies of Bolger (2001) and Nguni et al. (2006) support this phenomenon.

Korkamz (2007), Riaz and Haider (2010), Hukpati (2009) and Muhammad (2012) they also found evidence of the impact of transformational leadership on teachers job satisfaction. Results for the attributes of the transformational leadership attributes show that charisma as attribute of the transformational leadership is found insignificant and other three attributes individual consideration, inspirational motivation and intellectual stimulation are found significant attributes. It means that only charisma as personality trait is not essential for job satisfaction but other attributes of transformational leadership are important for job satisfaction. This result

is contradict with that of Nguni et al. (2102) who established that charismatic leadership dimension of transformational leadership showed significant impact in job satisfaction. But entire transformational leadership had positive relationship with teacher's job satisfaction for current study.

5.5.4. Discussion of Research question 5 & 6

The research questions 5 & 6 were intended to explore the significant relationship between transformational leadership and teachers' job satisfaction and significant relationship between transformational leadership attributes and teachers' job satisfaction. The findings of the study revealed that there is significant relationship exist between transformational leadership attributes and teachers job satisfaction. The results of this construct are also consistent with the findings of Turpin (2009), Hukpati (2009), Riaz and Haider (2010) and Muhammad (2012), who found transformational leadership is strongly correlated with teachers' job satisfaction, all the attributes of transformational leadership had positive and significant relations with each other and with job satisfaction. Hence school heads' practices of transformational leadership style lend greater job satisfaction to their teachers. Results of current study also consistent with the study og Biggerstaff (2012) his relationship study concluded that transformational leadership is positively correlated with teachers' job satisfaction.

Extending the argument with regards to the relationship among individual attributes of transformational leadership and their relationship with each other and teachers job satisfaction, findings revealed that the attributes are good correlated with each other and with job satisfaction except charisma showed weak correlation with job satisfaction and intellectual stimulation. The result of this construct is consistence

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with the findings of Bolger (2001) and Koh et al. (1995). It indicated from study results that teachers did not consider charisma as important for their job satisfaction as they consider other three attributes. Results also showed that leaders who have charismatic vision it not essential they are creative and innovative or those who are innovative it is not vital they have charming and impressive personality. But from the general perspective there is kind of interdependency of variables on each other. As a matter of fact, an entire combination of all the attributes of transformational leadership would make great impact of school leaders.

Leaders cannot be too charismatic without necessarily being individually considerate at expense of intellectually stimulating their followers. Teachers respond adequately to charisma if they are given the opportunity to be a part an also within reasonable parameters of decision making. And doing so, equally attend uniqueness. talent, skills abilities and capacities.

Charisma showed strong correlation with inspirational motivation and individualized consideration. Inspirational motivation strongly correlated with intellectual stimulation and individualized consideration and findings revealed that leaders who are inspirationally motivate are more creative and innovative and they create conducive learning environment for teachers development and such leaders utilize the teachers strength and uniqueness adequately and consider the individuality in teachers. Job satisfaction is good correlated with intellectual stimulation and individualized consideration.

5.5.5. Discussion of Research Question 7, 8 & 9

The research questions 7, 8 & 9 were intended to measure the satisfaction level of teachers' by practicing transformational leadership, satisfaction level for heads' transformational leadership practices and teacher's satisfaction level for the various dimension of job. Teachers job satisfaction level from heads' transformational leadership behavior was moderate and significant while other satisfaction may be inherent or because of extraneous variables. Teachers were very satisfied and confessed that their school heads were practicing transformational leadership attributes; charisma, inspirational motivation, intellectual stimulation and individual consideration. The results of this construct is consistence to the findings of the Biggerstaff (2012), his study findings revealed that teachers were satisfied from heads transformational leadership practices. Teachers were agreed and committed that they were satisfied from their job and following job indicators, recognition, autonomy, management, decision making, peer group relationship and professional development. The results of this construct of the study similar to the findings of Bogler (2001), study of Ghazi (2004) for teachers' job satisfaction from Pakistan, Hukpati (2009)for Ghana university teachers' job satisfaction and Muhammad (2012) study for Pakistani university teachers job satisfaction. The findings also resonate with the results of Hwa (2008) and Cheah et al. (2011), they pointed out Malaysian context principal's transformational democratic leadership behavior are more conducive to enhancing teachers' job satisfaction.

Transformational leadership model proved good model for prediction of teachers 'job satisfaction as it moderately predict the teachers' job satisfaction. Combination of all the attributes of transformational leadership played vital role for teachers' satisfaction.

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Teachers job satisfaction may effected by some other variable but it is proved that 36% satisfaction of the teachers from their job is because of transformational leadership.

Teachers were very satisfied from their school heads leadership practices and leadership skills. School heads were practicing all the traits of transformational leadership attributes at appreciable level. School heads understand the leadership process, its nature and importance and consider leadership essential for organizational success. School leaders, are self-motivated, goal oriented, delegates responsibilities, strive for excellence, adapts to change and work with people, and it is only possible through team spirit and strong bonding between leader and followers.

School teacher were equally satisfied from the various job dimension like recognition, autonomy, management, decision making, peer group relationship and professional development. Selected dimension for the study are important for teachers satisfaction.

The findings of the quantitative part of the study suggest that increased practices of transformational leadership could enable school leaders to enhance teachers' job satisfaction and satisfied teachers are more likely to perform better.

5.5. Limitations of the Study

This study is bound by certain limitation that cannot be underestimated. Several limiting factors may affect the generalizability of this research study. The present study was focused upon private school heads leadership style, its relationship with teacher's job satisfaction and its effect on teachers' job satisfaction. Furthermore the study is limited to the data collection from school heads and school teachers of two private sectors institutions (branches of all Silver oaks schools and The City schools

in Rawalpindi city). Therefore findings of this study in terms of their generalization are limited to the school heads and school teachers of that specific school. The study was also limited to measure heads leadership style its effect and relationship with teachers' job satisfaction. primary focus and theoretical framework centers on transformational leadership style. Quantitative parts of data were cross sectional make it difficult to make final assertions regarding the causality and directionality in the findings. Regardless of these limitations, the present study makes an important contribution to an understanding of leadership in private institutions. This is fertile area of study yet to receive research attention.

5.6. Recommendations

Recommendations for practice and recommendation for future research are given below.

5.6.1. Recommendations for practice

The findings of the study revealed that transformational leadership had moderate effect on teachers 'job satisfaction and transformational leadership positively and significantly related with teachers job satisfaction. the findings also indicated school heads perception and practices and skills for transformational leadership. Therefore. the study has several important implications for theory. practice and policy. It is hoped educational institutes, educational policy makers, school leaders, practitioners, school teachers, school administration, directorate of staff development, leadership trainee will take initiative steps in this regards.

1. The findings from the qualitative part of the study suggest that an increased practice of transformational leadership behavior could enable school heads to

enhance teachers' job satisfaction. Satisfied teachers are more likely to perform better.

2. In order to enhance teacher's satisfaction for their job it is necessary for a school heads to create open and collegial climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions, this will boost job satisfaction and teachers morale.

3. It is essential to offer in-service and pre-service training programs to the present teachers with leadership skills and competences that enhance the leaders' roles for school effectiveness.

4. An assessment of leadership styles in leadership courses and workshop for administrators could also lead to better understanding of components of effective leadership, it is further recommended that educational ministries and boards on institutions should establish and implement programs that help to foster leadership skills among school heads.

5. It has been argued that with rapid changes in the world, leaders within institution facing more challenge and needs more advanced skills and competencies to cope with challenges. In order to function in the most effective way, it is recommended that school leaders must avail leadership training and development programs. Seminars. workshop might be of great help for school heads in this regard.

6. Finally the Findings of the study could be beneficial for the authorities responsible for educational policy making, designing staff training and developmental programs to serve as reference point on policy decision on leadership.

5.5.2. Recommendations for future research

Results of this study make an important contribution to our understanding for leadership and job satisfaction in school. It is hoped the results will arouse further investigation into other aspects which effect leadership style and workers relations.

1. The study was delimited to one work related behavior job satisfaction. further research in the other areas could extend to cover other construct like teachers performance, teachers effectiveness and organizational outcomes.

2. Further research could be conducted in private and public both institution. Furthermore, it could be replicated using private institutions broader variation of background as well as comparative analysis could be conducted in private intuitions.

3. Leadership and student's outcomes or students' academic performance and school effectiveness and teacher efficacy another areas that demands attention.

4. Further research could be conducted with large and more diversified sample population, more over it could involve large group of teachers from private schools in other areas of the Pakistan.

5. Theoretical framework of the current study is based upon the transformational leadership model to determine the effects on teacher's job satisfaction and its relationship with teachers' job satisfaction. A future research study could use different leadership style like distributed leadership and servant leadership and innovative leadership.

6. Quantitative part of data was cross sectional it makes it difficult for making final assertions regarding the causality and directionality in the findings. To overcome this longitudinal design with appropriate time lag would have extended the findings of the study for quantitative data.

7. Qualitative part of data was collected by involving school heads as participants. In future, it is suggested to more diverse data generation methods, such as heads diary and observation of school heads at work, along with questionnaire and interviews.

8. Future study could use school heads' demographic variables and their leadership perceptions and the teachers' demographic variables and their job satisfaction and examine the intervening effect of these relations upon the relationship between leadership style and teachers job satisfaction. Finally further studies could use other job dimensions; intrinsic and extrinsic factors and its relation to leadership. It is hoped the diversification of the study would contribute to wider generalizability of the research results.

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RESEARCH QUESTIONNAIRE FOR TEACHERS

Dear teacher,

I have been working on research which is required for MS degree in Department of Education, International Islamic University Islamabad. Topic of my research study is "Effects of Transformational Leadership of School Head on their Teacher Job Satisfaction". For this purpose I attach herewith a questionnaire to be filled in by you. The questionnaire is purely for academic purposes and you are assured that your response will be treated with utmost confidentiality. Thanking you in anticipation.

Best Regards
Sabahat Zaman

Section A:

1. Gender: Male ( ), Female ( ).

2. Education level: Bachelor ( ), Masters ( ), M.phill/MS ( ), any other ....

3. Professional Qualification: Not any.........., B.Ed ( ), M.Ed ( ), any other.....................

4. Teaching experience: Less than 5 ( ), 5-10( ), 11-15 ( ), 16 or more than 16 ( ).

5. Experience with your present Head of school: 1 -2 ( ), 3 -5 ( ), 6 -10 ( ).

Section B:

On the following page you will find the statement about the certain aspects of your *heads' management practices*. Please tick the answer that reflects your opinion in the following statements.

NS (Not Satisfied), SS (Slightly Satisfied), S (Satisfied), VS (Very Satisfied) and ES (Extremely Satisfied).

Sr.no	Items	NS	SS	S	VS	ES
	Charisma					
6.	Acts consistently with values shared by the staff members.					
7.	Talks about their most important values and beliefs.					
8.	Instills pride in others for being associated with him/her.					
9.	Takes personal chances in pursuing school goals.					
10.	Displays a sense of power and competence.					
11.	Makes personal sacrifices for others benefits.					
12.	Shows determination on job.					

	Inspirational motivation						
13.	Talks optimistically about the future.						
14.	Encourages teachers to set high aims.						
15.	Encourages teachers to express their ideas and opinions in staff meetings.						
16.	Talks enthusiastically about what need to be accomplished.						
17.	Articulates a compelling vision of the future.						
18.	Encourages teachers to understand the point of views of other during staff meetings.						
	Individual consideration						
19.	Admires me for my good job.						
20.	Helps teachers' to develop their strengths.						
21.	Acts in a way that builds my respect.						
22.	Provides me with assistance in exchange of my efforts.						
23.	Considers me as having different needs, abilities and aspirations from others.						
24.	Creates conditions that allow teachers to complete their work independently.						
Q1	What conditions have school head created that facilitates the independent work of the teachers? _____ _____ _____ _____						
	Intellectual Stimulation						
25.	Seeks different perspectives when solving problems						
26.	Is respectful on handling staff member's mistakes.						
27.	Encourages staff to try new ways of accomplish their work.						
28.	Asks the questions that stimulate the staff members to improve their work performance.						
29.	Challenges staff members to reconsider how they do things.						
30.	Positively acknowledges creative solutions to the problems.						
Q2	How your head of the school motivate and inspire you to new and challenging situation? _____ _____ _____ _____						

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Section C:

To what extent do you agree or disagree with the following statements that reflect the extent of your satisfaction with your job as a teacher?

Sr.no	Items	NS	SS	S	VS	ES
	Recognition.					
31..	This job provides me with a chance to get recognition from the community.					
32.	School Head appreciate me for my good performance.					
33.	I feel a sense of pride in doing my job.					
	Autonomy					
34.	Teaching job gives me with chance to try out some of my own ideas and own styles of teaching.					
35.	The job I am doing provides me the chance to work independently.					
36.	Teaching job provides me chance to make my own judgments and decision in my work.					
	Decision making					
37.	The teaching job provides me a chance to try my own style of teaching in the classroom.					
38.	The teaching job gives me chance to try my own method of teaching in the classroom.					
	Management					
39.	School Head takes care of complaints of the teachers.					
40.	School Head is an efficient decision maker.					
41.	I like the teaching job because the rules and regulation are followed and obeyed in the school.					
42.	I like the job because my School Head provides me help on hard problem.					
	Co- workers Relations					
43.	Teachers appreciate me for my good performance.					
44.	There is great deal of cooperation among all the teachers.					
45.	There is strong bonding between School Head and teachers.					
Q3	How have head of the school promoted interrelation among staff? _____ _____ _____ _____					
	Professional Development					
46.	This job provides continuing professional stimulation and growth.					
47.	There is chance of promotion on ability.					

48.	There is an opportunity for further study.					
49.	There are chances for Regular promotion in this job.					
Q4	Which types of professional development opportunities are provided?					
Q5	If there are other reasons for your job satisfaction, please mention.					

Thanks for your cooperation in completing this questionnaire and I believe it
will contribute well for the research.

INTERVIEW GUIDE FOR HEAD OF SCHOOL

1. Gender Male ( ) Female ( )
2. Qualification ....
3. Professional Qualification.................
3 Years of teaching in general ....
5. Years of Headship in current school ....
6. Total number of teachers working in your school ....

Following are the attributes of Transformational Leadership. Through the given questions basic purpose are to access the head teachers' leadership skills and to examine what extent do they practicing the Transformational leadership in schools.

Charisma: *Charismatic vision and behavior that inspires others to follow.*

7. Do you believe that idealize behavior and attributes are necessary for a good leader?
8. Do you think your teachers have faith and trust in you as the head of the school?
9. How do you ensure that your teachers have faith and trust in you as the head of school
10. How do you inspire your teachers to follow your point of view/ideas/opinion/vision?
11. In your opinion how your teachers feel around you?
12. How do you involve your teachers in decision affecting the school?
13. In what ways in do they willingly participate in school activities?

Inspirational motivation: *Capacity to motivate others to commit to the vision*

14. What is your vision for school and have you been able to achieve it?
15. What are the ways to inspire and encourage teachers that they express their ideas and opinion in staff meeting?
16. How do you motivate your teachers to commit the common vision and collaborative tasks?
17. How have you as school head promoted interrelations among staff?

Individualized consideration: *Coaching to the specific needs of followers*

18. How does individual consideration enhance the teacher's performance?
19. How do you identify the strength of your teachers?

20. How do you utilize the strengths and skills of your teachers?
21. How do you ensure the contribution of individual teachers?
22. What type of professional activities do you offer your staff as an integral part for staff development?
23. Have you had any personal instance to personally mentor or coach individual teachers?
24. What type of environment have you created that facilitate independent work of teachers?

Intellectual stimulation: *Encouraging innovation and creativity.*

25. How do you ensure innovation and creativity in your teachers?
26. How do you motivate and inspire staff to new and challenging situations?
27. How do you challenge the ideas of your teachers and encourage them to solve their problems in new and alternative ways?