

**MS Research Thesis**

**RELATIONSHIP BETWEEN INSTRUCTIONAL  
LEADERSHIP STYLE AND TEACHER'S JOB  
SATISFACTION AT SECONDARY SCHOOL LEVEL**



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**APPROVAL SHEET**  
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**SATISFACTION AT SECONDARY SCHOOL LEVEL**


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I, *Mohsin Abid*, Reg. No: 51- FOE/MSELM/F23 as a student of MS in Educational Leadership and Management at International Islamic University, Islamabad do hereby declare that the thesis entitled “*Relationship between Instructional Leadership Style and Teacher's Job Satisfaction at Secondary School Level*”, submitted for the partial fulfilment of MS in Educational Leadership and Management is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining a degree from this or any other university or institutions.

***Mohsin Abid***

## **SUPERVISOR'S CERTIFICATE**

The thesis titled “*Relationship between Instructional Leadership Style and Teacher’s Job Satisfaction at Secondary School Level*” submitted by *Mohsin Abid* Reg:51-FOE/MSELM/F-23 is partial fulfilment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow him to submit this for further process as per IIU rules and regulations.

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## Abstract

This research investigates the relationship between instructional leadership styles of secondary school principals and teachers' job satisfaction in Islamabad's public secondary schools. Recognizing that effective school leadership is central to improving educational outcomes and teacher morale. The objectives of study were: to identify the prevailing instructional leadership styles among principals; assess the current levels of job satisfaction among secondary school teachers; and examine the extent to which these two variables are correlated. The study employed a quantitative approach using a correlational research design. The population of study was comprised of 1830 secondary school teachers under Federal Directorate of Education. The researcher selected desired sample of 250 teachers from which 83 were male and 167 were female using proportionate random sampling technique. Data collection was conducted through two structured questionnaires: one focused on instructional leadership (assessing elements such as goal setting, shared responsibility, problem-solving, and quality assurance in teaching and learning), and the other measured job satisfaction (including motivational factors like achievement, recognition, responsibility, and hygiene factors such as salary, supervision, and working conditions). Data was analyzed using descriptive (percentages and means) analysis and Person correlation using SPSS software. The findings revealed a statistically significant and strong positive correlation between instructional leadership and teacher job satisfaction. Schools with principals exhibiting participative, achievement-oriented, and supportive leadership styles had more satisfied and motivated teachers. The study concludes that effective instructional leadership contributes to lower teacher attrition, a more collaborative work culture, and enhanced instructional quality. It is recommended that leadership training programs for school heads be strengthened, emphasizing instructional competencies and emotional intelligence. Furthermore, policymakers should promote leadership frameworks that empower teachers, foster shared decision-making, and align leadership practices with teacher well-being to enhance overall school performance.

**Keywords:** *Leadership style, Job Satisfaction, Motivation Satisfaction, Hygiene Satisfaction, Education.*

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## **List of Abbreviations**

### **Abbreviations**

### **Full Form**

FDE

Federal Directorate of Education

IIUI

International Islamic University Islamabad

SPSS

Statistical Package for the Social Sciences

SST

Secondary School Teachers

GDP

Gross Domestic Product

EFA

Education For All

## **Chapter 1**

### **INTRODUCTION**

A key component of educational management is instructional leadership style, which focuses on the teaching and learning process in classrooms. It entails establishing precise learning objectives, keeping an eye on the curriculum's delivery, encouraging professional growth, and creating an atmosphere that is conducive to learning. Since job satisfaction boosts motivation, dedication, and effectiveness, it is essential for educational institutions to succeed. In secondary education, instructional leadership and job satisfaction are particularly linked, as pupils are in a vital developmental stage. Teachers feel empowered and may develop as a result of the collaborative environments, shared decision-making, and constant feedback that effective leaders provide. In an effort to further the conversation on successful school leadership, this study attempts to investigate the connection between work satisfaction and instructional leadership style (Hallinger, 2011).

#### **1.1 Background of the Study**

It is often acknowledged that one of the most important factors influencing the caliber of education is the leadership role in secondary schools. Instructional leadership, which focuses on creating an atmosphere where teaching and learning can flourish, is one important area of concentration within educational leadership. A leader that practices instructional leadership actively participates in curriculum development, teacher professional growth, and the entire teaching process. These leaders are in charge of overseeing the curriculum, establishing clear objectives, and assessing the effectiveness of teachers (Hallinger, 2011). According to Leithwood and Jantzi (2008), this leadership style has a substantial impact on teachers' work experiences, including their degree of job satisfaction, in addition to student outcomes.

Teacher Contentment with their work given its substantial correlation with teacher commitment, retention, and performance, job satisfaction among educators has garnered significant attention from educational academics and policymakers (Skaalvik & Skaalvik, 2011). Teachers are more likely to perform better in their responsibilities and provide better results for students when they feel appreciated, encouraged, and fulfilled professionally (Bogler, 2001). The Significance of Leadership in Instruction

The emphasis placed by the instructional leadership style on fostering high-quality teaching and learning has drawn attention to it. According to research, educational leaders are crucial in creating collaborative cultures, offering professional development opportunities, and establishing a favorable school atmosphere (Robinson, Lloyd, & Rowe, 2008). Leaders can address important aspects that contribute to job satisfaction by concentrating on the instructional process and teacher development. Higher levels of satisfaction can result from instructional leaders' assistance in fostering environments that support teacher autonomy, foster professional development, and acknowledge teachers' efforts, as noted by Leithwood and Riehl (2003).

Hallinger (2003) explore that instructional leadership techniques, like professional development and feedback, had a big impact on instructors' feelings of satisfaction and efficacy. Similarly, Hoy and Miskel's (2008) research shows a strong correlation between greater levels of job satisfaction among teachers and leadership styles that foster cooperation, shared decision-making, and support for innovation. Nonetheless, there is still much to learn about how exactly instructional leadership affects work satisfaction in secondary schools, especially in settings with a diversity of student populations. By investigating the connection between instructional leadership style and teacher job satisfaction at the secondary school level, this study seeks to close this gap. Gaining an understanding of this relationship can help school administrators create a more encouraging and fulfilling work environment for teachers, thereby leading to improved learning outcomes for students.

## **1.2 Problem Statement**

Effective instructional leadership is crucial for improving teacher morale, motivation, and retention in Islamabad's secondary schools. In Islamabad's secondary schools, persistent challenges such as low teacher morale, frequent turnover, and inconsistent teaching quality raise concerns about leadership effectiveness. Although principals are expected to act as instructional leaders who motivate and support teachers, many still follow traditional, top-down management styles that limit collaboration and teacher engagement. While international studies have established a strong relationship between instructional leadership and teacher job satisfaction, limited research in Pakistan has explored this connection within the local educational context. This gap highlights the need to investigate how instructional leadership influences teacher job satisfaction in Islamabad's secondary schools, to inform

policies that enhance teacher motivation, retention, and school performance.

### **1.3 Objectives of the Study**

The objectives of study were:

1. To find the instructional leadership style of principals' in Islamabad Secondary schools.
2. To determine the job satisfaction of secondary school teachers' in Islamabad.
3. To explore the relationship between instructional leadership style and teacher job satisfaction in secondary school teachers' in Islamabad.

### **1.4 Research Questions**

The research questions of study were:

1. What leadership styles do school leaders use in secondary schools in Islamabad?
2. What is the level of job satisfaction among secondary school teachers' in Islamabad?

### **1.5 Research Hypothesis**

The research hypothesis of study was:

H<sub>01</sub>: There is no significant relationship between instructional leadership style and teachers' job satisfaction.

### **1.6 Significance of the Study**

An important component in lowering teacher burnout and turnover is job satisfaction, which is influenced by instructional leadership styles. This study provides insightful information on this relationship. It also sheds light on how leadership style impact educators' professional experiences, encouraging development, independence, and wellbeing. This research can help policymakers create policies that support good instructional leadership, increase teacher retention, and guarantee high-quality education. By examining the connection between instructional leadership and secondary school teachers' work happiness, educational researchers can close a gap in the body of knowledge. Students stand to gain the most from this study because higher student results are correlated with teacher satisfaction. A more favorable learning environment is created in the classroom by motivated and satisfied teachers. This study shines a

welcome light on how principals in Islamabad's secondary schools can genuinely make a difference through everyday leadership moments, like walking through classrooms to offer timely feedback, engaging teachers in decision-making, and modeling trust and collaboration. These real human behaviors come alive in this research, which adapts global findings, like how feedback and professional development foster teacher motivation and learning into Islamabad's unique setting. While several studies revealed strong links between instructional leadership and teacher performance, and underscored the importance of trust and motivation, this study digs into how leadership translates into meaningful experiences for Islamabad's educators. By doing so, it offers practical, heartfelt insights that school leaders and policymakers can use, helping them build school environments where teachers feel seen, supported, and inspired to stay and thrive in their work.

### **1.7 Delimitation of the Study**

The study was delimited to:

1. All government secondary school teachers in Islamabad.
2. Teachers of SSCI-II

### **1.8 Operational Definition**

#### **1.8.1 Education**

The function of education is to teach one to think intensively and to think critically. Intelligence Plus character that is the goal of true education.

#### **1.8.2 Instructional Leadership**

Hallinger and Murphy (1985): "Instructional leadership is the process of influencing the behavior of teachers and other staff members to improve the academic achievement of students."

#### **1.8.3 Job Satisfaction**

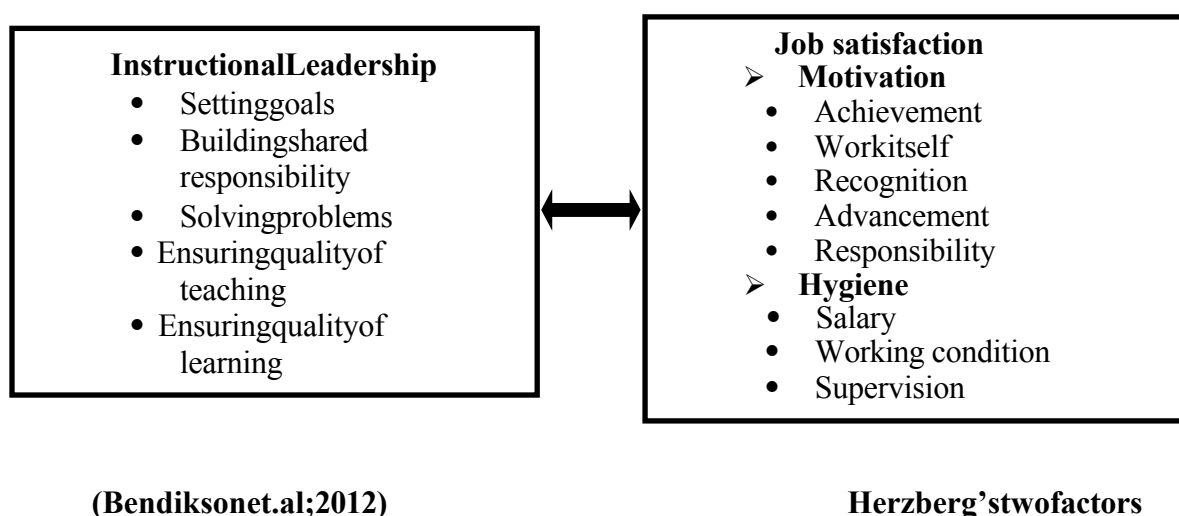
Job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." He emphasizes that job satisfaction is about how employees feel about their work and their overall job experience.

## 1.9 Conceptual Framework for the Study

The two psychological theories that are most commonly used to examine job satisfaction are Maslow's hierarchy of requirements (Maslow, 1954) and motivation hygiene theory (Herzberg, 1959). The fulfillment of needs is how Maslow's (1954) hierarchy of needs defines satisfaction. In the meantime, the motivation-hygiene theory, which emphasizes the work environment and tasks, describes the elements that affect job satisfaction, according to Herzberg et al. (1959). It says that school principals must supply job elements connected to 10 satisfiers, which can be separated into two groups, in order to improve employees' performance and meet their requirements and satisfaction: (1) motivational factors, such as accomplishment, acknowledgment, the task itself, accountability, and promotion; (2) hygienic factors, such as management, supervision, compensation, and working conditions. Motivational factors, such as achievement, recognition, and the work itself.

In order to satisfy each person's wants, there are connections between Maslow's hierarchy of needs and Herzberg's two elements. According to the hierarchy of wants, Figure 1 illustrates how the three fundamental levels of human satisfaction individual physiological needs, safety and security, and belonging and love are influenced by the Herzberg's hygiene factor. However, self-actualization and self-esteem represent the highest level of human requirements that are impacted by motivational variables.

**Fig.1: A Conceptual Framework of Instructional Leadership and Teachers' Job satisfaction**





## **Chapter 2**

### **LITERATURE REVIEW**

A literature review is an account of what has been published on a topic by accredited scholars and researchers in peer reviewed journal papers, books theses and may be from well- reputed conferences organized by renowned societies in the respective discipline of study. The purpose of the literature review is to identify what past research has been carried out and how it links to your research problem. For this purpose, search the relevant cutting-edge research papers through a proper database. The literature review also introduces the theoretical or experimental framework for the study. This section should include the following.

#### **2.1 Leadership and Its Styles**

##### **2.1.1 Defining Leadership**

Leadership has evolved significantly over time, transitioning from traditional approaches to modern perspectives. Traditional leadership styles include trait, behavioral, and situational approaches, while the modern perspective encompasses transformational and charismatic styles. Despite the complexity of the concept, there is no universally accepted definition of leadership. However, three common definitions emerge: First, leadership focuses on organizational improvement (Hoy & Miskel, 2013). Second, leaders exist within organizations to drive enhancement. Third, leadership involves setting a clear direction. Additionally, leadership can be understood as a process of directing, organizing, and fostering relationships. It encompasses interactions among followers across various types of organizations and environments (Leithwood & Jantzi, 2006; Marzano, Walters & McNulty, 2005).

##### **2.1.2 Classification of Leadership Types**

Leadership studies in recent years have embraced an increasingly nuanced understanding of styles, moving beyond rigid typologies toward dynamic, context-sensitive classifications.

###### **2.1.2.1 Autocratic Leadership**

Autocratic leadership remains one of the most traditional and hierarchical forms of leadership. It is characterized by unilateral decision-making, rigid control structures,

and top-down communication. Leaders operating under this model typically maintain authority over all decisions, with minimal input from subordinates. This leadership style was especially prevalent during the industrial era, where efficiency, order, and obedience were prioritized over innovation or collaboration. In contemporary contexts, autocratic leadership has shown utility in crisis situations, military operations, or tightly regulated industries where swift decision-making and compliance are critical (Hamidova, 2025). However, research consistently highlights its drawbacks, including diminished employee morale, increased turnover, and suppressed creativity. When overused or applied in knowledge-based sectors, this style often results in disengaged employees and a resistance to change.

#### **2.1.2.2 Democratic Leadership**

Democratic or participative leadership offers a sharp contrast to the autocratic model. It is grounded in principles of inclusion, consultation, and collaboration, wherein leaders actively seek input from team members before making decisions. This style aligns well with modern organizational values that emphasize employee empowerment, team synergy, and shared accountability. Democratic leadership has been shown to foster higher levels of job satisfaction, trust, and innovation, particularly in knowledge-driven and educational environments (Bourgeois, Ledger & Harris, 2025). Leaders practicing this style facilitate open communication channels, encourage critical thinking, and often cultivate a psychologically safe climate where diverse perspectives are valued. While decision-making under this model can be slower due to the need for consensus, its benefits in terms of staff commitment and organizational learning are substantial and well-documented.

#### **2.1.2.3 Laissez-Faire Leadership**

Laissez-faire leadership is characterized by minimal supervision, high autonomy, and limited interference in the daily activities of employees. Leaders who adopt this approach provide the necessary resources and support but largely step back, allowing team members to self-direct their tasks. This style can be highly effective in environments with mature, self-motivated, and highly skilled professionals, such as academic research or software engineering teams. However, when applied without a supportive framework or in teams lacking clarity and experience, laissez-faire leadership may result in role ambiguity, lack of coordination, and reduced

accountability(Rapp&Rapp,2023).Studiessuggestthatpoorlyexecuted laissez-faire leadership can contribute to organizational drift, low cohesion, and eventual underperformance. Therefore, while it empowers autonomy, it must be coupled with clear expectations and occasional feedback to avoid negative consequences.

#### **2.1.2.4 Servant Leadership**

Servant leadership represents a value-driven, follower-centric approach in which the leader's primary role is to serve and support others. First conceptualized by Greenleaf and later extended in empirical studies, this style emphasizes empathy, listening, ethical behavior, and a commitment to the personal and professional development of team members. In today's context, servant leadership is gaining increasing traction in sectors such as education, healthcare, and social services, where emotional intelligence and ethical responsibility are essential leadership traits. Empirical research has found that servant leadership is positively associated with enhanced employee engagement, psychological safety, organizational citizenship behaviors, and even improved mental health outcomes among staff (Pérez-Escolar et al., 2023). Its emphasis on humility and ethical guidance also helps foster a culture of trust, collaboration, and inclusivity. However, critics argue that in highly competitive or fast-paced environments, this style may be perceived as overly passive or lacking in assertiveness if not balanced with strategic direction.

#### **2.1.2.5 Charismatic Leadership**

Charismatic leadership is driven by a leader's personal appeal, emotional expressiveness, and the ability to articulate a compelling vision that inspires devotion and commitment among followers. Such leaders often possess strong communication skills, confidence, and the capacity to influence through symbolic actions and ideological alignment. The influence of charismatic leadership is particularly pronounced during organizational change, crisis periods, or in entrepreneurial ventures where a bold vision is needed to rally support and overcome inertia. However, modern critiques have highlighted potential downsides, including overdependence on the leader, personality cults, and sustainability issues if the leader exits or fails (Bugaj & Marchwiany, 2025). Additionally, charismatic leadership, if unchecked can lead to ethical blind spots, as followers may overlook questionable decisions in favor of perceived visionary goals. Hence, while charismatic leadership can energize and

mobilize, it must be grounded in ethical responsibility and shared governance mechanisms.

#### **2.1.2.6 Transformational Leadership**

Transformational leadership remains one of the most empirically supported and widely adopted leadership paradigms in contemporary organizational theory. It involves inspiring followers to transcend their self-interest in pursuit of a collective vision, while fostering a culture of innovation, trust, and personal development. Transformational leaders are known to exhibit four key behaviors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These behaviors help shape high-performance cultures and are especially impactful in educational institutions, corporate transformation initiatives, and non-profit organizations (Yassin & Beckmann, 2025). Research consistently demonstrates that transformational leadership contributes to improved job satisfaction, increased employee engagement, and heightened organizational commitment. Unlike transactional leadership, which focuses on stability and compliance, transformational leadership is future-oriented and change-driven. However, it requires leaders to possess high emotional intelligence, strategic foresight, and authentic engagement with their teams.

#### **2.1.2.7 Transactional Leadership**

Transactional leadership is grounded in structured policies, defined roles, and a clear system of rewards and penalties. It is particularly suited for maintaining organizational efficiency, ensuring compliance, and achieving short-term performance goals. Transactional leaders emphasize performance monitoring, task completion, and corrective feedback, making this style effective in regulated sectors such as public administration, manufacturing, and logistics. Despite being perceived as less visionary, recent research shows that transactional leadership still plays a critical role in maintaining order and meeting operational targets, especially when combined with transformational elements (Grohmann & Feindt, 2024). However, it may fail to inspire discretionary effort or foster innovation, and overreliance on extrinsic motivators can limit long-term employee engagement. As such, transactional leadership is often recommended for stability but should ideally be integrated within a broader transformational or adaptive framework to meet the evolving demands of modern workplaces.

#### **2.1.2.8 Adaptive Leadership**

Adaptive leadership is emerging as a critical framework in the face of increasing complexity, change, and disruption. Unlike traditional leadership models, which often rely on authority or routine procedures, adaptive leadership emphasizes the mobilization of collective intelligence to solve novel, ambiguous, and systemic challenges. Adaptive leaders focus on empowering others, promoting experimentation, and fostering resilience through a learning-oriented environment (Klasmeier & Hüffmeier, 2024). This style is especially effective in fields like education reform, healthcare transformation, environmental policy, and crisis response, where change is constant and problems lack straightforward solutions. By encouraging open dialogue, distributed decision-making, and ongoing reflection, adaptive leaders help organizations navigate uncertainty while staying mission-aligned. As the post-pandemic world grapples with volatility and hybrid work models, adaptive leadership has proven crucial for institutional agility and long-term relevance.

#### **2.1.2.9 Distributed Leadership**

Lastly, distributed leadership has gained traction as organizations decentralize authority and promote team autonomy. This model sees leadership as a shared process involving multiple actors across hierarchical levels. Recent research emphasizes the importance of distributed leadership in enhancing innovation, trust, and team performance, especially in digital and post-pandemic workspaces (Lin et al., 2023). Integrative reviews also point to emerging hybrid leadership models, where effective leaders switch between styles based on situational demands, cultural context, and organizational maturity.

### **2.2 Instructional Leadership Style**

Instructional leadership is a leadership approach that prioritizes the core mission of schools: teaching and learning. Unlike administrative or managerial models that emphasize organizational maintenance, instructional leadership is grounded in enhancing instructional quality, improving student outcomes, and supporting teacher effectiveness. Central to this model is the role of the principal or school leader as a “leader of learning,” who actively engages with curriculum, instruction, assessment, and teacher professional development (Luo & Asavisanu, 2022). Instructional leaders are expected to define a clear academic vision, set high expectations for both teachers

and students, monitor classroom practices, provide constructive feedback, and create a culture of continuous improvement (Tran, Luong, & Nguyen, 2024).

Furthermore, the instructional leadership style has evolved to incorporate elements of distributed leadership, emphasizing collaborative decision-making and shared instructional responsibility. Adams, Harris, and Moosa (2025) note that contemporary instructional leadership increasingly values teacher leadership, encouraging departments and professional learning communities to drive instructional innovation. In charter school contexts, Smith (2023) observes that the degree of autonomy granted to school leaders affects their ability to enact strong instructional leadership, especially in post-crisis or rapidly evolving educational systems. Instructional leadership also supports academic optimism, fostering trust, collective efficacy, and academic emphasis across the school environment (Luo & Asavisanu, 2022).

Critically, instructional leadership must now navigate complex challenges such as digital transformation, equity gaps, and post-pandemic learning recovery. Instructional leaders are expected to guide the effective integration of technology, address disparities in student performance, and support teacher resilience through targeted professional development (Garcia, 2023). As such, instructional leadership today is not just about oversight but about modeling pedagogical excellence, empowering educators, and building systems that prioritize meaningful student learning.

Instructional leadership, initially defined by Hallinger and Murphy (1985), remains a cornerstone in school leadership research. Over time, these foundational principles have evolved, with contemporary studies emphasizing a shift from hierarchical control toward collaborative instructional influence, reflective dialogue, and data-informed decisions (Liu, Bellibaş, & Gümüş, 2021). Instructional leadership today is viewed as a distributed and developmental function that not only monitors classroom practices but also cultivates teacher capacity, fosters academic optimism, and builds trust-based relationships (Ambon, Alias, & Mansor, 2025).

Instructional leadership has emerged as the most effective approach for enhancing school performance and student outcomes. Instructional leaders significantly impact student achievement, particularly in underperforming schools. However,

instructional leadership typically operates as a top-down communication process, with principals serving as the primary sources of educational expertise and setting school goals (Bush, 2020). The term "style" refers to a leader's behaviors or practices used to influence their subordinates (Boonla & Treputtharat, 2014), while a leadership style encompasses the structure and qualifications necessary for a leader to succeed. Owusu-Ampomah (2016) identifies several leadership styles, including autocratic, democratic, laissez-faire, participative, and situational styles. Autocratic leadership is a task-oriented approach characterized by a principal's lack of confidence and trust in subordinates (Gyasi, Xi & Owusu-Ampomah, 2016).

In contrast, democratic leadership emphasizes decentralization of authority, participatory planning, and open communication, which foster empowerment, teamwork, and collaboration. This style is evident when a principal demonstrates trust, confidence, and provides motivational rewards (Adeyemi & Bolarinwa, 2013). Conversely, the laissez-faire leadership style allows subordinates considerable freedom, with the principal refraining from decision-making or goal-setting. This approach is effective only when employees are qualified, experienced, and motivated. However, if these qualities are lacking, laissez-faire leadership can lead to apathy or chaos (Gyasi, Xi & Owusu-Ampomah, 2016).

Recent studies also indicate that the effect of instructional leadership on teacher job satisfaction is mediated by school culture, self-efficacy, and collective teacher efficacy (Liu et al., 2021; Ahn, Wang, & Lee, 2025). Instructional leaders shape satisfaction not merely through oversight, but through building supportive professional environments where teachers feel valued, competent, and connected. In this view, instructional leadership serves both as a structural and symbolic function—aligning school goals with teacher needs while also modeling values of instructional excellence, collaboration, and reflective practice (Veletić, 2023). A leader is generally defined in the literature on leadership as a person with authority or influence (Merriam-Webster, 2005). This section examines many positive leadership attributes from the body of literature in this context to help understand how principals, often referred to as school leaders, can effectively influence their subordinates.

Thus, the type of influence that allows followers to voluntarily accept guidance and authority from another is known as leadership. Stated differently, the role of leaders is to persuade followers to behave voluntarily outside the parameters set by the official

authority. Thus, based on these definitions, school leadership may be summed up as the principal's capacity to persuade educators, students, and other stakeholders to make every effort voluntarily and joyfully in order to accomplish school objectives (Sisungu, 2002). For example, a principle is acknowledged as having a leadership role in a school.

Nonetheless, different institutions have different leadership philosophies, and it is important to note that not two leaders can manage and guide their organizations in the same manner. (4) Laissez faire leadership is the type of leadership where there are essentially no rules in the organization. It also assumes that when people agree to do a certain task, they must agree to cede that portion of agreement and authority to their leader, whom must assume complete control and power over the subordinates, whom must obey his or her orders without question. It allows for total autonomy in group or individual decision-making without the involvement or guidance of leaders (Nzuve, 1999).

Holdford (2003) has noted leadership styles that exist to include; (1) Autocratic leadership style which uses rewards and punishment to influence behaviour. It is a style of leadership where the leader has a task orientation rather than a follower orientation in his/her way of controlling others, (2) Democratic leadership style where the leader gives his/her followers a say in decisions that affect their work lives. It generates a sense of ownership by the staff in the pursuit of organizational goals, nurtures the generation of ideas, and helps build trust and respect. Further, it always seeks the advice from other subordinates and tries to reach consensus within their teams (Rotemberg and Saloner, 1993), (3) Transactional leadership style with the belief that punishment and reward motivate people (Holdford, 2003).

## **2.3 Teacher's Job Satisfaction**

There isn't a single definition for the term "job satisfaction." There are multiple definitions from various academics. A person's appreciation of their own work or experience leads to a positive or pleasant emotional state known as job satisfaction (Locke, 1976 cited in Demirtaş, 2010). Positive or negative evaluative evaluations about one's work and teaching position are what define it (Weiss, 1999; Skaalvik & Skaalvik, 2010). Amoroso (2002) defines teacher job satisfaction as the extent to which an educator feels successful, rewarded, challenged, and safe in their present school of employment.



Job satisfaction has long been examined through psychological and organizational behavior lenses. Herzberg's (1968) Two-Factor Theory remains highly influential, distinguishing between "motivators" (e.g., recognition, achievement, growth) and "hygiene factors" (e.g., policies, supervision, salary). Modern researchers build on this theory by contextualizing it within educational settings, suggesting that leadership style significantly determines how these factors are perceived by teachers (Demir-Yıldız, 2023). In particular, instructional leadership has been positively linked to intrinsic motivators such as professional autonomy, instructional support, and opportunities for development all of which enhance teacher satisfaction and retention (Wu, 2023).

Effective schools are predicted by teacher work satisfaction, claims. Theories of hedonism in psychology track the significance of enjoyment. The belief that humans are eager to seek pleasure and to avoid pain is the foundation of hedonism (Manxhari, 2010). It makes sense that individuals would want to enjoy life to the fullest and reduce any stress or discomfort in their daily lives. People need to be more motivated the more pleasure they receive, and vice versa (Llaci, 2017). The obstacles that institutions encounter have grown as a result of the faster pace of globalization and change. Reaching the organization's goal has grown more challenging in recent years. Without concentrating on and investing in human capital and human resources who must be motivated, assessed, and have a positive work environment success and effectiveness cannot be achieved. Ensuring the job satisfaction of teachers is a crucial responsibility of principals, as it is a prerequisite for achieving school goals.

A key factor in predicting teacher retention attrition is job satisfaction (Sargent & Hannum, 2005). A number of elements, including those related to the school and outside of it, the environment, revised policies, leadership philosophies, etc., determine and impact satisfaction. They were separated into two groups, for example, organizational and personal characteristics. In contrast to organizational variables, which include supervisor communication, commitment, stress, autonomy, recognition, routine, peer communication, fairness, and professionalism, he claims that personal variables include age, education, years of experience, and locus of control (cited: Güleriyüz, Güney, Aydin, & Asan, 2008 and Vermeir, et al., 2017).

The relationship that exists between a leader and their followers is a significant component that influences effective leadership styles. Moswela (2017) asserts that a number of variables, such as the unique traits of individuals engaged, the leader's

interactions with the followers, and the particular situational setting, have an impact on these connections. Going a step further, Short and Greer highlight that these linkages depend on job specificity, situational fit, leader-follower relationships, leader character, and group development. The examination of employees' perceptions on their occupations and the factors that contribute to job satisfaction takes place within the context of Herzberg's theory. Herzberg makes a distinction between two categories of factors. Dissatisfiers/cleanliness factors and satisfiers/inspirations. Positive relationships, how workers view their jobs, and overall work experiences are all related to satisfaction. Workers who receive satisfaction are more inclined to dissatisfies, on the other hand, are linked to particular situations like individual accomplishments, organizational structures, income, and work security. Job discontent may result from the absence of various workplace dissatisfies. Effectively addressing both sets of issues is necessary to achieve job satisfaction.

## **2.4 Leadership Styles and Influence on Job Satisfaction**

A person's leadership style describes how they manage a group of people, a department, a team, or themselves (Krallis & Souto, 2014). Several leadership ideas are presented in modern literature. A variety of leadership philosophies have been expounded upon, including charismatic, transactional, transformational, autocratic, laissez-faire, supporting, participatory, charismatic, instructional, and servant. Leadership that is transformational and transactional has received particular attention and interest.

The main distinction between these leadership philosophies is how leaders motivate their followers or play on their feelings and convictions (Nguni, Slegers, & Denessen, 2006). In fact, this distinction is emphasized by all transformative approaches. Four components make up transformative leadership. Transformational leaders increase their workforce's level of job satisfaction by motivating their followers and forging a shared vision (Voon, Lo, Ngui, & Ayob, 2011). The foundation of transactional leadership is punishment and rewording. Three components comprise the transactional leadership framework as proposed: contingent reward, management by active exception, and management by passive exception (Elmazi, 2018). Followers carry out all of the responsibilities assigned to them and adhere to the leader's laws and regulations. Financial compensation is awarded for tasks completed successfully; in the

event of delays or noncompliance, punitive measures will be taken. In contrast to transactional leaders, transformational leaders make an effort to move their followers' requirements from a lower to a higher state of development and maturity (Nguni, Slegers, & Denessen, 2006).

Professional satisfaction is also defined in this study using the idea of job satisfaction. The education sector frequently fails to openly address the significant issue of employee job satisfaction. Job satisfaction among teachers and principals is highly influenced by the positive and negative interactions that occur between them and other school administrators. As leaders in the classroom, principals are accountable for creating a happy work atmosphere and guaranteeing that teachers are happy in their positions. Principals must recognize the influence of their own actions since it has a direct effect on teachers' motivation and concentration in the classroom (Ladd, 2019). As such, a significant portion of this research is concerned with the motivation of teachers (Pansiri, 2018). It's interesting to note that previous study has looked at the relationship between various motivational styles and workplace behavior, but it hasn't gone into great detail on how these relationships relate to job satisfaction. However, it is well accepted that workplace hygiene and leadership styles affect how happy teachers and principals are in their jobs, and that motivation and job satisfaction are related (Prideaux, 2012). Thus, we shall look at two opposing theories of occupational happiness.

## **2.5 Relationship between Instructional Leadership and Teacher Job Satisfaction**

The relationship between instructional leadership and teacher job satisfaction has become a focal point in contemporary educational leadership research, particularly as schools grapple with teacher attrition, professional burnout, and increasing demands for accountability and performance. Instructional leadership, rooted in the work of Hallinger and Murphy, emphasizes pedagogical support, goal-setting, supervision of instruction, and the creation of a conducive learning climate. Emerging empirical literature demonstrates that this leadership style plays a critical role in fostering teachers' psychological well-being, professional efficacy, and long-term job satisfaction (Liu, Bellibaş, & Gümüş, 2021). Effective instructional leaders actively engage in curricular leadership, provide timely and constructive feedback, and cultivate professional learning communities that encourage innovation and reflective practice. These actions create a school environment where teachers feel valued, empowered, and

intrinsically motivated.

Recent studies confirm that instructional leadership significantly influences both intrinsic and extrinsic dimensions of job satisfaction. For example, found that in schools where principals demonstrate high instructional visibility and relational trust, teachers report stronger professional commitment, lower emotional exhaustion, and greater enthusiasm for their work. This satisfaction is not only derived from supportive leadership behaviors but also from structured opportunities for growth, such as mentorship, collaboration, and data-informed instructional planning. Furthermore, instructional leadership enhances the perception of fairness, recognition, and meaningful participation, thereby satisfying key motivator factors identified in Herzberg's Two-Factor Theory. (Liu, Bellibaş, & Gümüş, 2021). Underscore that when school-level conditions, such as autonomy, decision-making involvement, and learning culture, are shaped by strong instructional leadership, teachers experience higher levels of organizational identification and job embeddedness.

Moreover, instructional leadership exerts its influence through several mediating variables such as collective teacher efficacy, organizational trust, and perceived instructional support. Research indicates that leaders who engage teachers in instructional dialogues and set high academic expectations indirectly reinforce teachers' belief in their ability to impact student learning thereby increasing their job satisfaction (Liu et al., 2021). Khalid and Shahid (2024) further argue that in contexts with limited resources or challenging socio-political environments, the presence of effective instructional leadership can act as a buffer, providing stability and a sense of professional purpose. In increasingly complex post-pandemic education systems, where digital learning, equity challenges, and teacher shortages intersect, instructional leadership emerges as a transformative catalyst, not only for student outcomes but also for teacher engagement and retention.

Overall, the current body of research positions instructional leadership as a strategic lever for improving teacher satisfaction. It does so by aligning instructional priorities with teacher development, fostering inclusive decision-making, and building a cohesive vision of teaching excellence. As a global education system transitions toward more collaborative, data-driven, and emotionally intelligent models of leadership, instructional leadership remains central to cultivating thriving, resilient teaching workforces.

## **2.6 Empirical Evidence of relationship between Instructional Leadership and Teacher Job Satisfaction**

Over the past decade, empirical studies across various educational contexts have consistently affirmed a robust and positive association between instructional leadership and teacher job satisfaction. Instructional leadership, characterized by clear academic goal-setting, systematic classroom observations, instructional support, and data-informed decision-making, has emerged as a pivotal determinant of teachers' professional well-being, motivation, and retention. Principals who embody this leadership approach do more than manage instructional systems; they actively influence school culture, build teacher capacity, and foster professional efficacy, thereby shaping conditions that enhance teachers' emotional and occupational satisfaction (Liu, Bellibaş, & Gümüş, 2021).

In a cross-national study, Liu et al. (2021) demonstrated that instructional leadership contributes both directly and indirectly to job satisfaction through mediating variables such as teacher collaboration and supportive school culture. Their structural equation modeling revealed that when principals prioritize instructional matters and involve teachers in pedagogical discussions, it cultivates a professional community that supports teacher engagement and satisfaction. Reinforcing these findings, Guo, Alias, and Mamud (2025) conducted research in secondary schools and confirmed that school organizational climate plays a mediating role between instructional leadership and teacher satisfaction. Their results emphasized the role of emotionally intelligent leadership in promoting trust, clarity, and collective responsibility within school environments.

The empirical evidence also points to geographical and cultural relevance. Duale and Mohamed (2024), in a study of Somali secondary schools, reported that instructional leadership behavior strongly predicted teacher job satisfaction, even in post-conflict educational systems. This reinforces the cross-contextual applicability of instructional leadership principles. Similarly, Jabbar, Zafar, and Nazli (2024) found that both instructional leadership and intrinsic motivation were significant predictors of teacher performance and satisfaction in Pakistani public schools, underscoring the synergistic relationship between leadership behavior and internal psychological motivators.

Recent scholarship further highlights the presence of mediating and moderating factors that explain this relationship. For example, Khan and Gupta (2024) identified teacher self-efficacy as a critical mediating variable in the instructional leadership satisfaction nexus. Their findings suggest that when leaders actively support professional learning and provide meaningful feedback, teachers develop a stronger sense of competence and are more likely to report higher job satisfaction. In the Indonesian context, Ridwan and Hendra (2024) identified school climate as a partial mediator between instructional leadership and job satisfaction, particularly in religious high school settings. These findings underscore that instructional leadership's influence is not only behavioral but also psychological, shaping the emotional and cognitive climate of teaching professionals.

Moreover, Hallinger, Liu, and Aung's (2025) systematic review of instructional leadership research across Asia revealed a consistent pattern: effective instructional leadership significantly improves teacher attitudes such as organizational commitment, efficacy, and satisfaction. This review validated that instructional leadership remains central to positive teacher outcomes across diverse educational systems, despite cultural, policy, or resource-related variations.

Importantly, empirical insights are now recognizing that instructional leadership functions best when integrated with elements of transformational and distributed leadership. Smith (2025) found that in charter school environments, teacher perceptions of administrative support in instructional domains, including mentorship, resource allocation, and curriculum planning, had a strong positive relationship with job satisfaction. The study emphasized that instructional leadership is most effective when enacted collaboratively, giving teacher's voice and agency in instructional improvement processes.

Collectively, these empirical investigations reveal that instructional leadership is not merely an operational function but a strategic driver of teacher job satisfaction. By shaping school climate, supporting instructional growth, and reinforcing teacher efficacy, instructional leaders play a decisive role in elevating both the emotional and professional experiences of teachers. This growing body of research signals a global consensus: the quality of instructional leadership directly affects not only teaching effectiveness but also the psychological and organizational health of school systems.

## 2.7 Synthesis of Empirical Evidence

A synthesis of contemporary empirical research (2014–2022) reveals a consistent and significant positive relationship between instructional leadership and teacher job satisfaction across diverse educational systems. Instructional leadership, centered on improving teaching quality through goal-setting, curriculum oversight, and professional development, has emerged as a key driver in shaping the organizational climate and influencing teacher well-being and commitment. The systematic scoping review by Polonis, Oliveira, and Lopes (2025) highlighted that among over 30 empirical studies, leadership practices that involved teachers in instructional decisions, provided pedagogical support, and encouraged collaborative cultures were consistently linked to higher levels of teacher satisfaction. The review identified job satisfaction as a multidimensional construct influenced by leadership style, with instructional support and autonomy ranking as core predictors.

Hallinger, Liu, and Aung's (2025) meta-review further emphasized that instructional leadership significantly influences teacher attitudes such as organizational commitment, instructional efficacy, and satisfaction. Their synthesis of Asian-based research underscored how instructional leaders who set clear goals, engage teachers in data-driven decisions, and monitor learning outcomes contribute to a supportive professional environment. These findings are echoed by Ninković and Knežević Florić (2024), who synthesized studies demonstrating the indirect effects of instructional leadership on teacher satisfaction via enhanced collaboration, professional trust, and collective efficacy.

Another major trend in the synthesis is the mediating role of school culture. Alias, Nordin, and Zhang (2025) conducted a systematic review that found that when instructional leadership is embedded within a collaborative and collegial school climate, its effects on job satisfaction are amplified. Studies from low-income and conflict-affected regions, such as that by Duale and Mohamed (2024), confirmed the relevance of instructional leadership even in resource-constrained environments, particularly when aligned with teacher needs and socio-cultural expectations.

Furthermore, the reviewed literature identifies instructional leadership as not only a direct predictor of satisfaction but also a buffer against job dissatisfaction and burnout. Karakus, Toprak, and Chen (2024) argue that school leaders who offer

meaningful instructional feedback and empower teachers contribute to their psychological resilience and workplace optimism. This is particularly vital in post-pandemic educational recovery, where leadership support correlates with teacher emotional well-being (Gazali et al., 2024).

Taken together, this synthesis suggests that instructional leadership is a multidimensional, context-responsive construct that not only improves instructional outcomes but also enhances the emotional and professional experience of teachers. Effective instructional leadership contributes to satisfaction by fostering autonomy, providing continuous feedback, supporting innovation, and creating an inclusive and purpose-driven school culture. As a result, policymakers and practitioners are increasingly advised to integrate instructional leadership development into school reform, professional learning, and administrative training programs

### Principal Leadership Style and Teacher's Satisfaction

Our jobs have a big influence on our daily life. However, most people spend their time on work-related duties because the workplace is so competitive, which makes them disregard the pressures that are quietly harming their careers and lifestyles (Ahsan et al., 2009). The management style used by the school's head of school will either directly or indirectly affect the stress levels of teachers (Tahseen, 2010). How much a person enjoys their work is reflected in their degree of job satisfaction. A prior study found that employees who are content with their jobs should be less stressed and miss fewer days of work. They are likely to stay with the company longer and make positive contributions (Kamali Cheshmen Jalal et al., 2016). Research indicates that businesses with happy employees are more productive than those with unhappy employees (Hellrigel & Slocum, 2011).

McShane and Von Glinow (2016) define job satisfaction as an employee's evaluation of their role and work environment. According to Dawis (2004), time and situation can change how satisfied one is with their work. It is an attitude toward the specific aspects of the workplace since it is an assessment of the working environment, emotional experiences, and perceived job styles. Furthermore, Malik (2013) agreed that an individual may be delighted with certain aspects of a task but dissatisfied with others. Previous studies found that a teacher's personal performance was the most satisfying aspect of teaching. (Steyn & Kamper, 2006; Harlow, 2008).



Ample resources, educational facilities, school regulation, school administration, and teaching curriculum are further attributes that were found to contribute to overall satisfaction. The most satisfying part of a teacher's job is helping children and collaborating with other educators (Harlow, 2008). Other intrinsic factors that significantly affect a person's job satisfaction include achievement, responsibility, progress, advancement, and acknowledgment (Williams & Lankford, 2003; Foor & Cano, 2011; Matsuoka, 2015; Tran, 2015).

Numerous research have proven the effect of principals' leadership behavior on teachers' job satisfaction (Dinham & Scott, 1998; Griffith, 2004; Nguni et al., 2006; Cerit, 2009). Numerous studies have examined how a principal's leadership style affects teachers' job satisfaction (Griffith, 2004; Stockard & Lehman, 2004; Cerit, 2009). Furthermore, studies have demonstrated that the principal's decision-making style affects teachers' job satisfaction. Principals who support teachers' involvement in decision-making have a favorable effect on their engagement and commitment to their teaching duties and courses (Hui et al., 2013). Few studies have been carried out in secondary schools, despite the fact that the majority of research was carried out in Malaysian elementary schools (Zaki, 2008; Yusof, 2011; Hassan & Suandi, 2012; Ahmad, 2014).

## **2.8 Teacher Traits Related to Job Satisfaction**

In order to influence followers and achieve goals, leadership is demonstrated through characteristics, actions, power dynamics, and circumstances (Yukl, 2010). In a related context, it refers to the methods used to oversee staff in order to increase organizational performance and motivate individuals to achieve objectives (Marion, 2002; Yukl, 2010). However, this study believes that interactions between leaders and followers are the most effective strategy to influence teachers and help them achieve job happiness. Nonetheless, a great deal of research has been conducted to examine the relationship between leadership style and job satisfaction, particularly effective leadership, which helps to differentiate between various leadership philosophies and gives organizational practice a theoretical foundation for effective leadership (House, 1971; Burns, 1978; Bass, 1985; Dirks & Ferrin, 2002). In order for administrators to carry out their responsibilities efficiently, good leadership is dependent on a variety of elements, including the traits of leaders, their styles, and the circumstances surrounding them. Saowanee, Wallapha, and Tang (2014) quote Waro (2006).

According to situational theorists, depending on the circumstances and followers' preparedness levels, several leadership philosophies might be more suitable to employ (Daft, 2002). Many researchers claim that a leader's effectiveness is determined by universal leadership traits, characteristics, behaviors, or styles; however, this may be a challenging task because leaders who are viewed as excellent by some may also be viewed as inefficient by others (Nathan, Leslie, Toshio & Daniel, 2011). Management specifically deals with organizing and staffing, such as creating rules and procedures, planning and budgeting, such as scheduling and resource allocation, controlling, and problem solving, such as creating initiatives and coming up with solutions (Kotter, 1990; cited in Northouse, 2010). However, leadership entails setting goals, such as forming a vision, formulating plans, and coordinating

Therefore, in order to fulfil the degree of educational transparency and accountability, head teachers enroll with KEMI to pursue management professional requirements (Maina, 2014). Nonetheless, this study suggests that programs should be created in educational institutions such as colleges and universities to influence the knowledge and abilities required.

According to Daft (1999), effective leadership arises from a sincere concern for others. As a result, many leadership experts feel that a successful leader is one who supports and communicates with their followers, addressing their issues. Additionally, possessing admirable personal traits is essential to becoming a successful leader, which followers will imitate (Mat, 2008). Although Leana (2013) highlights respect for subordinates and equal treatment as a concern, passion, honesty, and humility are examples of positive personal traits. When followers witness these powerful abilities, they help to improve, empower workers in decision-making, and boost followers' confidence and autonomy, which in turn increases their commitment to goals and strategies related to job satisfaction (Harris, 2006; Mangin, 2007 & Jacobs, 2010) the company.

Individuals have different priorities, and the same person may have different priorities, according to Malik (2013). An employee may be content with some aspects of their employment but unhappy with others. For example, they may be content with their coworkers but unhappy with their workload. This study predicts that primary school teachers will be unhappy with their workload since they lack subject-matter expertise. Nonetheless, Malik (2013) asserts that circumstances and time can alter one's

level of job satisfaction. However, a pleasant or enjoyable emotional state brought on by an evaluation of one's work or work experience is known as job satisfaction (Nelson and Quick, 2000; & Luthans, 2008). Public school teacher performance evaluations represent a new paradigm for professional development. (TSC, CORT 2015).

The circumstances described in this study indicate that school leaders lack a strategy because of a program's inadequate framework and training that isn't integrated to suit needs. Based on these opinions, leadership courses at universities and teacher training institutions must be redesigned to close the gap. But according to (Daft 1999; cited in Mat, 2008), leadership is a means of developing a vision and strategy, keeping an eye on the future, establishing shared values, fostering growth in others, lowering boundaries, concentrating on people, inspiring and motivating followers using one's own power, serving as a coach, a facilitator, a servant, an emotional connector, open mindfulness, listening, nonconformity, self-awareness, and bringing about radical change.

Research indicates that a variety of factors, including age, gender, experience, and educational background, might impact an employee's level of job satisfaction. Age and work experience were found to be reliable indicators of job satisfaction in a study on nurses (Gatechew and Haftu, 2014). According to several researchers, gender and teacher work satisfaction are not significantly correlated (George, Louw & Badenhorst 2008; Madera, 2005; Strydom, Nortje). Van, Esterhuyse, and Beukes, 2012). According to the findings of a study by Ghafoor (2012), male employees were happier than female employees, and higher levels of education and academic credentials were associated with higher levels of job satisfaction. According to Okumbe (2001), teachers' physical and professional skills decline as they go closer to retirement, but those with more education continue to be highly productive for a longer period of time. In spite of their ageing, headed, workers with greater qualifications extend their productive years by a considerable amount. It is important to remember that head teachers' transfers to other schools in the same role eventually have an impact on sustainability (Maina, 2014). For example, adjusting to the new surroundings and culture could take some time

## **2.9 Achievement-oriented leadership style and job satisfaction**

Job satisfaction is a prevalent topic in management and education, and it is viewed

as a gauge of academic achievement and educational attainment (Joo, 2011). Achievement-oriented leadership encourages followers to put up their best effort and demonstrates a high degree of confidence in their capacity to finish the task, even though it sets clear and challenging goals for them (Mat, 2008; Jones & George, 2011).

A leader who exhibits a high degree of trust in their team members sets a high standard for performance and pursues continuous improvement (Northouse, 2013). Considering the aforementioned, some school administrators can claim that they encourage their teachers to perform at their highest level, yet instructors hardly ever receive continual training. According to Jones and George (2011) and Northouse (2010), achievement-oriented leaders believe in their team members' abilities and expect them to reach high expectations. However, this is partially caused by a lack of trust between leaders and followers in a school context.

Considering the aforementioned, some school administrators can claim that they encourage their teachers to perform at their highest level, yet instructors hardly ever receive continual training. According to Jones and George (2011) and Northouse (2010), achievement-oriented leaders believe in their team members' abilities and expect them to reach high expectations. However, this is partially caused by a lack of trust between leaders and followers in a school context. Nonetheless, this study argues that achievement-oriented leadership can enhance performance by recognizing, inspiring, and delegating duties to followers. The study largely confirms the findings of Davis, Darling-Hammond, LaPointe, and Meyerson (2005), who observed that there is growing consensus regarding the characteristics of successful head teachers. They showed that successful school leaders influence achievement by establishing effective organizational practices and encouraging the development of effective teachers.

Negron (2008) asserts that an achievement-oriented approach is effective for jobs that are ambiguous and for employees who may need a morale boost to increase their confidence in their capacity to complete the task at hand. An achievement-oriented approach is effective when the task is challenging and the surroundings are unclear. This is because it could increase subordinates' confidence that they can accomplish the goals. The achievement-oriented leader tries to change their employees' perspectives in order to pursue ongoing development (Leana, 2013).

However, achievement-oriented leadership is projected to increase followers'

effort and enjoyment when the activity is complex and unstructured by increasing followers' self-confidence and anticipation of successfully achieving a challenging task or objective. This is explained by the Path-Goal Theory, which holds that both the link between leadership style and staff performance and the relationship between leadership style and job happiness are moderated by the environment and staff aspects (Northouse, 2013).

According to path goal theory, an effective leader must: recognise the needs of those under their direction and try to address them in the workplace; recognise and reward those who reach their goals; and help followers decide which path to take to reach their objectives (Northouse, 2013).

This bolsters Yukl's (2010) assertion that an achievement-oriented style takes a transactional approach, defining roles, laying out expectations, and providing incentives and recognition to achieve the desired outcome. Several studies show that leaders' incentive actions can predict the performance and satisfaction of their subordinates. A meta-analysis by Podsakoff, Bommer, and MacKenzie (2006) found a positive relationship between leaders' and subordinates' job satisfaction.

Since Path-goal theory concentrated on how leaders affect followers' expectations, According to the theory's creator, Robert House, a leader's actions are justified if they make their subordinates happy (Kreitner & Kinicki, 1995). Furthermore, a leader's actions are motivating when they remove obstacles to goal achievement while offering employees emotional support and genuine appreciation for their accomplishments. According to House, a leader should remain on the correct course in order to accomplish difficult goals because achievement-oriented leadership encourages employees to perform at their best by setting high expectations and challenging goals for them (Northouse, 2013). According to these recommendations, teachers' academic credentials are achievements and should be acknowledged as a component of success on the correct route to demonstrating goal attainment.

According to Portin, Paul, Michael, and Lauren (quoted in Maina, 2014), the primary responsibility of the head teacher is to identify the needs of the specific school and use the skills and resources at hand to address those needs. The reason for this is that performance is agitated by achievement-oriented leadership (Mat, 2008 & Yukl, 2010).

According to Portin et al., schools require leadership in human resource areas such as hiring, guiding, and developing administrators and teachers, as well as providing professional development opportunities. This is true regardless of the type of school. However, an OECD research (Schleicher, 2012) states that more nations worldwide demand higher academic performance from their educational institutions. Therefore, it is essential to provide professional development for teachers in order to consistently accomplish higher goals in schools and to close the gap in launching mentorship and internship programs for teachers.

Therefore, the meta-analysis by Podsakoff, Boomer, and Mackenzie (2006) confirms that leader reward styles are positively associated to subordinate job satisfaction since they are predictors of teacher effectiveness and satisfaction. Teachers' work improves as a result, and they are inspired to contribute more (Hars & Ou, 2002). To the extent that teachers themselves have high aspirations for success, their actions show that personal achievement satisfaction has a good impact on motivation. According to Malik (2013), supervisors and jobs in general, as well as coworkers and work, are significantly impacted by achievement-oriented leader.

## **2.10 Directive leadership style and job satisfaction**

Authoritarian and legitimate authority that employs intense degrees of command, intensive monitoring, and stringent direction to give tasks psychological shape and clarity is what defines directive leadership (Northouse, 2010; Clark Hartline & Jones, 2009; Houghton & Yoho, 2005). Directive leaders establish performance standards and provide subordinates explicit instructions on what has to be done, how to do it, and when to do it (Jones & George, 2011; Northouse, 2010).

Furthermore, directive leadership lays forth exactly what is expected of subordinates. It describes a leader who informs followers about their responsibilities, including expectations, methods, and deadlines for completing certain tasks. Additionally, he establishes clear guidelines and expectations for subordinates and sets performance goals (Northouse, 2013). Given these viewpoints, primary school head teachers must devise a plan for effectively conveying well-controlled instructions to their staff. When a task is complicated or unclear, formal authority is strong, and the team offers job satisfaction, a directive style of leadership is suitable (Lussier & Achua, 2010).

According to performance standards and organizational regulations, the directed leadership makes expectations clear and provides detailed instructions for achieving the intended results (House, 1996, and Leana, 2013). However, Okumbe (1999) contended that because the leader gives them precise instructions, standards, and work plans, along with laws and regulations, subordinates under directive leadership are not active. When dealing with inexperienced or recently hired subordinates and in circumstances that call for quick decisions, the directive approach is suitable (Negron, 2008).

However, Martin (2012) noted that directive leadership works best when employees are unclear of their responsibilities or when their work is highly uncertain. The main reason for this is that a directive style eliminates task ambiguity by making clear what the subordinates must accomplish. Furthermore, the directive leadership style clarifies the connection between work and reward and, thus, the expectation that effort will result in a worthwhile end (Martin, 2012). Because it specifies what must be done and how, a directive style can be interpreted as aggressive, controlling, descriptive, and structured.

According to research, the directive leadership style has a negative correlation with employees' job satisfaction (Yun et al., 2007, p. 178), but it rarely has an impact on job satisfaction (CW Tsai, 2008, p. 296). In a same vein, Yun et al. (2007) found no evidence of a significant impact of directed leadership on job satisfaction in their research of work teams. Additional research shows that directive style has a positive relationship with subordinates' expectations and satisfaction when they are used to complete unclear, unstructured tasks; on the other hand, it has a negative relationship with subordinates' expectations and satisfaction when they are given clear, well-structured tasks (Negron, 2008; & Leana, 2013).

Given the aforementioned, primary school headteachers should exercise caution when using a directive style with little authority because, at their core, they trust their ability to use other styles and are not concerned about losing control that could lead to undesirable results from the tasks they assign. Mascall and Leithwood (2008)

Thought of leadership in terms of roles, giving instructions and using power to achieve the objectives. But according to Leithwood et al. (2008), the primary category of leadership practice in their transformational leadership model is setting directions, which includes establishing a common vision, encouraging acceptance of group

objectives, establishing high performance standards, and communicating the direction (Leithwood, Harris & Hopkins, 2008; Leithwood & Jantzi, 2008; Leithwood & Louis, 2012).

Although there have been some studies on teachers' job satisfaction, head teachers' new and increased responsibilities are a contributing factor to the rise of distributed leadership practices in schools (Jacobs, 2010). Distributed leadership, according to Spillane (2006), is the technique of distributing and directing leadership roles over people; nonetheless, primary school teachers are the only ones with autonomy in using their duties. According to Grant (2011) and Hoy & Miskel (2008), leadership is not about one person's dominance but rather about leaders and followers sharing leadership duties. However, Bolden, Petrov, and Gosling (2009) and Jacobs (2010) define shared leadership in terms of how responsibilities are delegated and extended over individuals. Serrell (2011) sees this in terms of how followers and leaders engage with the circumstance. According to Robinson (2008), shared leadership is defined as the execution of specific duties that are assigned to multiple individuals.

According to Pont et al. (2009), the head teacher's position is maintained when duties and obligations are divided with other school personnel. Accordingly, this study believes that recognizing teachers' positions requires including their areas of expertise into primary school curriculum. According to these viewpoints, using individual leadership is a sign of collective, group-centered, inclusive, supporting, and participative style (Gronn, 2008; Leithwood & Mascal, 2008; Street, 2011).

To increase school performance, succession planning, and development, directing leadership essentially provides a platform for head teachers to divide out activities based on responsibility and experience (Gronn, 2009; Pont et al., 2009). Although the nature of the job determines job satisfaction, the study by Hulpia & Devos (2009) found that the formal distribution of leadership roles to teachers had no discernible effect on school leaders' job satisfaction. Nevertheless, this study argues that school managers should assign teacher equal authority and autonomy. The dimension initiate structure of path-goal theory additionally, a leadership style that places a strong emphasis on structure-initiation is compatible with an efficiency-focused and strict cost-control mindset (Chaganti, Cook, & Smeltz)



## **2.11 Participative leadership style and job satisfaction**

Teachers are provided opportunities to participate in group decision-making while organizations undergo redesign. The belief that teachers have a say in and are involved in school-wide staff development choices is part of job satisfaction (Walstrom & Louis, 2008). According to the study by Joo (2011), teachers should be involved in choosing school activities such as administrative affairs, financial management, and supervision. Furthermore, a wider range of people with a variety of abilities, pedagogical knowledge, curriculum expertise, decision-making authority, and best practices must provide the expertise required for school development.

Under participatory leadership, decisions are discussed with subordinates, their opinions are sought, ideas are obtained, responsibilities are shared, and their suggestions are incorporated into the decision-making process before a final decision is made (Mat, 2008; Negron, 2008; Leana, 2013; & Northouse, 2013). Accordingly, participative leadership is suitable when followers are capable, have internal locus of control, and don't want autocratic leadership; when tasks are complex, authority is either strong or weak, and coworker satisfaction is either high or low (Lussier & Achua, 2010). Furthermore, Mat (2008) contended that by enhancing role clarity and follower liberty, participatory leadership is recommended to boost follower effort in unstructured tasks.

According to the concept of collective groupings, autonomy in decision-making may be restricted because formal leadership structures cannot be eliminated, according to Harris and Spillane (2008) and Street (2011). It is crucial to make the case that involvement in decision-making that spans individuals and locations results in increased dedication to objectives and tactics related to job satisfaction (Harris, 2006; Mangin, 2007; & Jacobs, 2010). When considering the evolution of leadership, Gronn (2008) favoured its use for high-quality choices. However, Lima (2008) believed that decision-making was dangerous and had an adverse effect on the team. Jacobs (2010) asserts that teachers' leadership experiences during the dissemination of school choices aid in the development of their skills. According to these academics' opinions, educators must possess the abilities, know-how, and experience necessary to address new problems. Additionally, they can satisfy staff development goals because their inclusion in decisions has a big impact on job satisfaction.

According to Lewin (quoted in Waters, 2013), participatory leadership holds

that the opinions of many people lead to better decisions than the judgement of one person. Teachers are more actively involved and dedicated to decision-making procedures as a result of this observation, which leads to increased job satisfaction. Moreover, after analyzing the impact discovered that the participative leadership style was the most successful. These findings make it clear that the interaction between head teachers' leadership style and teachers' is ultimately crucial in determining job satisfaction, if a participative style is used. Additionally, according to Waters (2013), a participative approach fosters relationships between principals and teachers as well as staff collegiality and trust.

Conversely, a motivated worker may put in more effort than anticipated to finish the assignment, offer solutions, and proactively look for methods to enhance the calibre and effectiveness of the workplace through decision-making (Ashim, 2011; & Grant, 2011). According to this study, efficient use of knowledge and skills via participative leadership results in high-quality solutions. According to Jacobs (2010), succession leadership is easily supported in this setting. Emphasized that if school teachers are dedicated, interested in formal leadership responsibilities, and ready for them, succession planning for school leadership posts is possible. Potential applicants are also turned off by a demanding workload, compensation, unclear hiring practices, and limited opportunities for professional growth. Therefore, it is crucial to note that while a participative leadership style may increase employee motivation, job happiness, and employee commitment are separate concepts that are closely related (Ismail, Zainuddin, and Ibrahim, 2010). Accordingly, leaders that successfully apply a participative leadership style greatly encourage their staff to be dedicated to the company (Brown, 2003; Rad & Yarmohammadian, 2006), which raises job satisfaction (Yiing and Ahmad, 2009; & Yousef, 2000).

According to Grant (2011), when employees are given the opportunity to take on leadership responsibilities, they may contribute significantly to the effective operation of any company. According to Yee and Chen (2009), performance appraisals give comments on employees' performance in addition to evaluating their past and current production in accordance with established standards. Based on these perspectives, the leadership must start the monitoring process by determining the skills, abilities, progress, and goals (Hamid, 2010; & Jabeen, 2011). In the framework of participatory leadership, which is defined as a system of practice made up of

collecting and interacting components, this study acknowledges decision-making involvement as an interaction between a leader and followers.

## **2.12 Supportive leadership style and job satisfaction**

Schools are trying to become more market-driven, which has led to a number of problems that need to be addressed by school leadership policies and practices (Pontet al., 2009). When subordinates exhibit low motivation and lack of trust in their abilities to finish a task, the supporting style is appropriate (Negron, 2008). Additionally, according to Jabeen (2011) and Jacobs (2010), a high workload discourages potential candidates, as do unclear recruitment procedures. According to Grant (2011), when given the necessary tools and support, employees can make significant contributions to effective school leadership. In a similar vein, Ingersoll (2001) talked about how school organizational elements such as a lack of administrative support and decision-making authority prompted instructors to quit their jobs.

According to Martin (2012), whether the work is tedious or difficult, good leadership makes a big difference. This is due to the fact that a supportive leadership style lowers the bad parts of the circumstance while increasing satisfaction and self-confidence of subordinates. This could raise the inherent value of the work and the performance expectations that result in achieving objectives. To give feedback, recognise skills, capacities, advancements, and targets, employees' past and current work is required (Hamid, 2010; & Jabeen, 2011).

According to Leana (2013), supportive leadership demonstrates responsive actions, fosters a positive environment, and openly acknowledges subordinates' accomplishments in a motivating way. According to House (1971) and Leana (2013), supportive leaders also treat everyone fairly, respect their subordinates, and care about their welfare.

However, Northouse (2010) contended that a leader who practices supportive leadership is one who is personable, kind, and regards followers as equals. Additionally, supportive leaders go above and above to make their subordinates' work more enjoyable because they care about their human needs and well-being (Jones & George, 2011; Northouse et al., 2010). Head teachers must go above and above to support teachers through interactions and the creation of a positive work environment that promotes cooperation, respect, trust, and emotional support (Daft, 2005).

Employees and superiors can share knowledge through controlled extrinsic motivation in target setting (Wong, Guo, & Lui, 2010). However, leadership is expected to effect change and motivate teachers; hence, it is essential to assist them (Pont et al., 2009; Akuoko, 2012; & Leana, 2013). According to Sonia (2010), pleasant sentiments of well-being are triggered when workers believe their organization is offering them good assistance. In a study to determine the factors that influence job satisfaction, Riaz and Ramay (2010) found that 221 respondents had a highly significant correlation with open communication. This suggests that by giving information and other resources needed to achieve goals and better working conditions, leaders can act in ways that assist subordinates in achieving their objectives (Martin, 2012).

According to Sonia (2010), other elements that impact job happiness include a negative social life, the type of employment, prestige, and one's position in the company and society. This study concludes that because teaching involves routine work, it is viewed as a lower status occupation and a source of discontent. Sababu (2010) asserts that the skills, level of responsibility, difficulty, and opportunity for progress determine the job's content. Higher attrition is predicted by school organizational variables including teaching experience and a lack of administrative assistance, as highlighted by Murage and Kimani (2014) and Sababu (2010). According to Spillane (2006), leadership is a paradigm shift away from a single individual and towards a more intricate idea of building broad-based leadership capacity.

Principals have also started to shift from operational managers to instructional leaders and reformers, according to Jacobs (2010), who quoted the National Education Association in Washington. However, in order to promote a positive school atmosphere, leadership reform should be consistent with the decentralized style of government. The political framework of Task Force Reports, Commissions, Committees, and Working Parties, as well as MoEST (2010), served as the foundation for earlier education reforms in Kenya; however, the anticipated outcomes have not been significantly met. According to Walstrom and Louis (2008), work climate is impacted by schools that have frameworks that permit varying degrees of shared and supported leadership. According to Leithwood and Mascall (2008), Hulpia and Devos (2009), Leithwood, Wallace, and Anderson (2010), and Jacobs (2010), reform initiatives, organizational transformation, motivation, and working relationships, interactions, and expertise all have an impact on the working atmosphere.

Recognized leadership structures in schools that foster a positive work environment and teachers' job satisfaction must be supported. It is worthwhile to measure the impact of leadership in an organization through workplace conditions, according to Leithwood, Jantzi, and Pattern (2010). Supervisor satisfaction is frequently used to gauge their leadership commitment (Leana, 2013). Research indicates that educators hold varying opinions on how they perceive relationships at work that are related to job satisfaction.

According to research by Weberge, Hussain, and Riaz (2010), Tejada, Scandura, and Pillai (2001), and others, top executives should think about the feelings of their staff before acting, make sure that their interests are taken into account, help them reach a consensus in group settings, and act thoughtfully towards their personal needs. They claimed that job satisfaction was positively and significantly impacted by supportive leadership. The opinions put forward indicate that supportive leadership contributes to teachers' increased job satisfaction.

It's also important to understand that a supportive leadership style is more relationship-focused. It calls for the leader to be personable and amiable. Leaders must show concern for their subordinates' personal needs and well-being. In a similar vein, they must foster an atmosphere that is emotionally encouraging. When subordinates lack confidence, work on demanding or unsatisfying jobs, or undertake work that does not lead to job satisfaction, this approach works well (Hoy & Miskel 2001: 408).

The theory of path goals of House (quoted in Yukl, 2010) focusses on how the actions of leaders might affect the productivity and contentment of their subordinates. For example, the idea suggests that a supportive leadership style works best when activities that are boring, dangerous, or repetitive must be completed because it boosts subordinates' self-esteem and reduces their anxiety. Accordingly, work that is engaging, fun, or inherently motivating will not benefit as much from a supportive leadership style (Yukl, 2010). This hypothesis leads to the conclusion that, despite their importance, elementary school teachers' work is seen as ordinary; therefore, supportive leadership works best when the task is straightforward and routine.

Sonia (2010) confirms that factors influencing job happiness include a negative social life, the nature of the job, prestige, and one's position in the workplace and society. The degree to which results surpass expectations is a measure of job

satisfaction; for example, teachers are likely to be dissatisfied with their jobs if they believe they are working harder than people in other economic sectors with similar or comparable qualifications but are getting less compensation (Okumbe, 1999). Based on Okumbe's viewpoint, this study recommends that in order to support and boost teachers' performance, their employer, TSC, should expedite initiatives that foster job happiness.

## **2.13 Leadership style and Teacher's Job Satisfaction Theories.**

### **2.13.1 Teacher Job Satisfaction**

Maslow's hierarchy of needs (Maslow, 1954) and the motivation-hygiene theory (Herzberg, 1959) are the two psychological theories most frequently employed to study job satisfaction (c). Maslow's (1954) hierarchy of requirements defines satisfaction as the satisfying of wants. According to Herzberg et al. (1959), the motivation-hygiene theory, which focuses on the activities and work environment, explains the factors that influence job satisfaction in the interim.

Herzberg's Theory has a big influence on the people and management fields. It states that in order to enhance employee performance and satisfy their needs and desires, school principals must provide job aspects related to satisfiers, which can be divided into two groups (1) hygienic variables, such as management, supervision, pay, and working circumstances; (2) motivational factors, like achievement, recognition, and the work itself; and (3) Motivational factors, like accomplishment, acknowledgment, the task itself, accountability, and promotion.

There are links between Herzberg's two components and Maslow's hierarchy of requirements in order to meet each person's demands. According to the hierarchy of demands, Figure 1 shows how the Herzberg's hygiene factor affects the three basic levels of human satisfaction: safety and security, belonging and love, and individual physiological needs. However, the highest degree of human needs that are influenced by motivating factors are self-actualization and self-esteem.

### **2.13.2 Herzberg's Two Factor Theory of Motivation**

Finding the factors that affect job satisfaction and discontent is the aim of Herzberg's Two Factor Theory of Motivation. Herzberg's 1959 research of designers and bookkeepers in

Pennsylvania found two sets of characteristics associated with employee motivation.

Motivating factors like opportunities for advancement and recognition result in job satisfaction, whereas sanitary factors like compensation and working conditions avoid job dissatisfaction. Effective leaders must manage both sets of variables in order to motivate their followers toward fulfillment and effectiveness. By discovering and creating motivating elements and ensuring that there are no sanitary problems that lead to dissatisfaction, leaders can foster a more inspired and contented staff (Prideaux, 2012).

One of the key determinants of organizational effectiveness, staff retention, and happiness is instructor motivation. In actuality, not many organizations have prioritized job happiness since they are unaware of the incredible opportunities that lie ahead. Unquestionably, contented workers are more innovative, devoted to their employers, and productive. Additionally, recent studies have demonstrated a link between employee efficiency and satisfaction. The focus of Herzberg's two-factor theory of motivation is on the elements that are important for inspiring workers. Research conducted in the 1960s served as the foundation for the hypothesis.

According to Herzberg's motivation-hygiene theory, also referred to as Herzberg's two-factor theory, some workplace elements lead to job satisfaction while another group of characteristics results in discontent. Inspired by Maslow's hierarchy of requirements, Herzberg, Mausner, and Snyderman created the motivation-hygiene theory and published the two-factor model of work motivation in 1959 (Jones, 2011). Herzberg provided an illustration of two key elements affecting people's perspectives about their jobs. First, Herzberg and his colleagues came up with the idea that work satisfaction and dissatisfaction could not be accurately measured on the same scales since they were influenced by two distinct causes. Continuity (Stello, 2011; Herzberg et al., 1959). To determine which aspects of an employee's workplace contributed to their level of satisfaction or discontent, studies on job satisfaction were carried out. Following that, Herzberg et al. (1959) examined around 203 engineers and accountants employed at nine factories in the Pittsburgh region of the United States to identify the elements that affect employees' work environments and contribute to their level of happiness or discontent (Herzberg et al., 1959). Herzberg's theory's central claim was that while certain variables contribute to negative attitudes towards work, others lead to favourable attitudes. According to the other theories, there were differences between the variables and effects pertaining to long-range and short-range event sequences, respectively (Herzberg et al., 1959; Stello, 2011).

The two-factor theory of job satisfaction was adopted after the initial hypothesis of Herzberg's study was restated in light of their research findings. Two sets of categories were created from the two criteria that affected job satisfaction. The first group was connected to the motivation components were defined as "the need for growth or self-actualization." Achievement, acknowledgement, the task itself, accountability, promotion, and the potential for development were all considered motivating aspects (Herzberg, 1966; 2003). The other group of elements, referred to as hygiene considerations, has to do with "the need to avoid unpleasantness." Company rules and administration, relationships with supervisors, interpersonal relationships, working conditions, and pay were all considered hygiene elements (Herzberg, 1966; 2003).

### **2.13.3 Critical Review in Herzberg's Theory**

Herzberg's theory is highly regarded for highlighting job elements that are often overlooked and for providing insights into the nature of motivation. It emphasizes the significance of job enrichment in fostering motivation. This approach has helped managers understand why their strategies frequently failed to inspire staff effectively. However, Herzberg's theory has faced criticism. One point of contention is that it was originally developed for knowledge workers, such as managers, accountants, and engineers, leading some academics to question its generalizability. Additionally, the study's data collection methodology has been criticized; interviewers were instructed to report either an exceptionally positive or negative work experience, resulting in skewed or subjective data. Critics argue that this approach neglects employee job satisfaction, focusing too heavily on job enrichment while undervaluing factors like position, income, and personal connections, which are typically seen as strong motivators. Despite these criticisms, Herzberg's theory remains influential, providing managers with valuable insights for structuring work to enhance job satisfaction. Central to the two-factor theory is the distinction between intrinsic and extrinsic factors, or motivation and hygiene elements. According to Herzberg, hygiene factors are extrinsic to the job, while motivational factors are intrinsic. Thus, while hygiene elements can reduce job dissatisfaction, they do not inherently increase job satisfaction (Prideaux, 2012).

But what does "motivation" generally mean? Saraswathi (2011) defines motivation as the willingness to exert significant effort, further elaborating it as a combination of needs, organizational goals, and effort. The components that lead to



feelings of fulfillment at work are called motivators or satisfiers, which also transform the nature of the work. These factors encourage individuals to reach their full potential and develop their skills. For instance, increasing employees' responsibilities and providing opportunities for higher-level learning can enhance their performance across various tasks, even if the tasks may be boring.

Motivators stem from intrinsic feelings. In addition to accountability and educational opportunities, other motivating factors include achievement, growth, promotion, and recognition. The absence of these elements does not lead to unhappiness, but their presence is likely to enhance employee satisfaction. Maintaining hygienic standards can prevent dissatisfaction; however, motivation cannot thrive when discontent prevails (Bogardus, 2007).

## **2.14 Critical Analysis of Leadership Style and Teacher's Job Satisfaction in Pakistani Context**

In the Pakistani education system, leadership style has emerged as a pivotal factor shaping teacher job satisfaction, with a growing body of empirical evidence highlighting its profound impact on teacher morale, retention, and instructional quality. Despite efforts toward educational reform, many schools in Pakistan continue to be managed under rigid, top-down administrative frameworks, often reflecting autocratic or transactional leadership tendencies. These approaches, while efficient in managing operations, have been shown to limit teacher autonomy, suppress innovation, and contribute to emotional exhaustion, particularly in public sector schools burdened with overcrowded classrooms and scarce resources (Abbasi et al., 2025). In contrast, transformational and instructional leadership styles centered on empowerment, collaboration, and pedagogical support, have been consistently linked to higher levels of teacher motivation, trust, and professional fulfillment.

Abbasi et al. (2025), in their investigation of government schools in Larkin, found that transformational leadership had a direct positive impact on teacher motivation, engagement, and perceived effectiveness. Principals who demonstrated emotional intelligence, involved teachers in goal-setting, and offered regular feedback fostered a sense of purpose and commitment among staff, even in under-resourced environments. However, these practices were more prevalent in urban schools with better infrastructure and leadership training access. In contrast, rural schools continued to

reflect a command-and-control leadership culture, often undermining teacher morale and reducing their sense of ownership in educational decision-making.

Instructional leadership, which emphasizes the principal's role as a facilitator of teaching and learning, has gained attention in Pakistan's secondary and higher education sectors. Abid et al. (2025) documented that constructive leadership, combining goal-setting, faculty development, and recognition, enhanced university teachers' job satisfaction and instructional performance. Their findings support the broader international literature, which affirms the mediating role of satisfaction in linking leadership practices to academic outcomes. However, their study also revealed systemic constraints, such as bureaucratic delays, lack of autonomy, and politicized appointments, that continue to hinder effective instructional leadership in both public and private institutions.

Additionally, the intersectionality of gender and regional disparity plays a significant role in shaping how leadership styles influence teacher satisfaction in Pakistan. Female teachers in conservative or rural areas often face socio-cultural limitations and security concerns that are inadequately addressed by school leadership, leading to decreased job satisfaction and professional burnout (Abid et al., 2024). In such contexts, the absence of gender-sensitive leadership practices, such as empathetic engagement, equitable workload distribution, and supportive infrastructure, amplifies dissatisfaction and turnover intentions.

Critically, Ahmed (2024) argued that the integration of positive psychology principles into school leadership, such as appreciation, purpose-driven work, and wellbeing, can substantially elevate teachers' satisfaction, even amid material constraints. His analysis suggests that relational leadership practices, rather than structural controls, may be more effective in promoting flourishing work environments for teachers in Pakistan. Despite this, many leadership training programs in Pakistan remain focused on administrative efficiency rather than instructional or transformational development, highlighting a crucial gap in leadership policy and practice.

In summary, while progressive leadership models have demonstrated their value in enhancing teacher job satisfaction across Pakistani educational settings, their adoption remains uneven due to entrenched hierarchies, weak policy enforcement, and contextual challenges. A shift toward more inclusive, distributed, and psychologically

attuned leadership, backed by systemic reforms, leadership capacity building, and Context-specific interventions, is essential for translating leadership theory into practice and fostering sustained teacher satisfaction in Pakistan's diverse educational system.

## **2.15 Summary of Literature Review**

This chapter explored how different leadership styles shape teachers' experiences at work, with a special focus on instructional leadership as a powerful influence on motivation, commitment, and performance. The research makes it clear that leadership is far more than just managing day-to-day operations, it's a key force that defines school culture, impacts teacher morale, and determines how much freedom and creativity teachers can bring to their classrooms. While directive or autocratic styles can provide order in certain situations, they often limit innovation and erode trust over time. On the other hand, participative, transformational, and instructional leadership, rooted in collaboration, support, and shared vision, are consistently linked to happier, more engaged teachers and better student outcomes.

Studies show that instructional leadership not only has a direct impact on teacher satisfaction, but also works indirectly by creating supportive school cultures, building collective confidence, and encouraging professional growth. In Pakistan, however, this approach is not applied evenly. Urban schools with better resources tend to adopt more open and empowering leadership styles, while rural or under-resourced schools often remain locked in rigid, top-down systems that can drain teacher motivation.

From my perspective, improving teacher satisfaction in Pakistan requires more than just offering leadership workshops, it calls for a deeper change in how leadership itself is understood and practiced. Leaders need to move away from a purely bureaucratic mindset and focus on trust, respect, and shared responsibility. Only by creating a school environment where teachers feel valued, supported, and empowered can we truly raise the quality of education and sustain meaningful reform.

## **2.16 Research Gap**

Despite extensive research both in Pakistan and internationally on leadership styles and teacher job satisfaction, little attention has been paid to the specific influence of instructional leadership within government-run secondary schools in

Islamabad under the Federal Directorate of Education (FDE). Most studies explore broader leadership models like transformational or democratic approaches or focus on primary, higher-secondary, or private institutions, leaving a conspicuous void when it comes to SSC-level public schools. This gap is particularly notable given growing concerns over teacher motivation, retention, and instructional quality in the federal system. Yousaf et al. (2019) identified a significant connection between principals' instructional leadership and teacher performance in Federal Government Educational Institutions (FGEIs), though this evidence stems from elementary settings rather than the secondary level. Likewise, Maqbool (2017) found that perceived leadership behaviors strongly predicted both collective teacher efficacy and job satisfaction in public and private Islamabad schools but without isolating instructional leadership as a specific variable. By concentrating on the intersection of principals' instructional leadership styles and teacher job satisfaction in government SSC-level schools under FDE, this study seeks to elevate teachers' lived experiences not just as abstract data, but as human stories and to uncover meaningful insights for educational policy, leadership development, and school improvement in this underexplored context.

## Chapter 3

### RESEARCH METHODOLOGY

This chapter presents the research design, population, sample, instrumentation, data collection procedures, data analysis techniques, and ethical considerations employed in the study. The methodology was carefully selected to ensure the validity, reliability, and accuracy of findings regarding the relationship between instructional leadership and teacher job satisfaction in Islamabad's secondary schools.

#### 3.1 Research Design

The study employed a quantitative research approach using a correlational research design. This design was considered appropriate because the objective of the study was to determine the nature and strength of the relationship between two variables, instructional leadership style and teacher job satisfaction without manipulating any of them. The correlational method allows the researcher to statistically analyze associations among variables as they naturally occur. Data were collected using structured questionnaires, and a proportionate random sampling technique was used to ensure fair representation of both male and female secondary school teachers under the Federal Directorate of Education (FDE), Islamabad.

#### 3.2 Population of the study

The target population for this study included all public sector secondary school teachers working under the Federal Directorate of Education (FDE) in Islamabad. According to official records obtained from the FDE, there were a total of 1,830 Secondary School Teachers (SSTs) in Islamabad at the time of data collection. To ensure the accuracy of population figures, the researcher personally visited the FDE office. The population distribution is presented in Table 3.1.

**Table 3.1** *Population of Study*

Category	Frequency
Male Secondary School Teachers	606
Female Secondary School Teachers	1224
<b>Total</b>	<b>1830</b>

### 3.3 Sample of the study

A sample of 250 secondary school teachers (male and female) was selected using the proportionate random sampling technique to ensure both genders were represented according to their actual ratio in the population. This technique ensures that the sample reflects the true characteristics of the population. The following formula from Cochran (1977) was used to determine the sample for each category:

$$\text{Proportion for each category} = \frac{\text{Each category population}}{\text{Total Population}}$$

The sample size for each category was calculated by using the following formula:

$$\text{Sample size of category} = \frac{\text{Each category population}}{\text{Total Population}} \times \text{Desired population}$$

The formula for proportionate random sampling techniques was taken from a book named “Sampling technique” by W. G. Cochran, 1977.

**Table 3.2** *Sample of Study*

Category	Proportion%	Sample size
Male Secondary School Teachers	33.11 %	83
Female Secondary School Teachers	66.88 %	167
<b>Total</b>	<b>100 %</b>	<b>250</b>

### 3.4 Instruments

Questionnaires were used to collect data. Questionnaires are based on five-Likert scale. Two questionnaires were used to collect the data. One for Instructional Leadership style (Setting goals, Building shared responsibility, Solving problems, Ensuring quality of teaching, Ensuring quality of learning) and one for Job Satisfaction (Achievement, Work itself, Recognition, Advancement, Responsibility, Salary, Working condition, supervision).

### 3.5 Procedure (Validity, Pilot Testing & Reliability)

#### 3.5.1 Validity

To ensure content validity, the initial draft of the questionnaires was reviewed by a panel of experts in the fields of educational leadership and research methodology.

They evaluated the items for clarity, relevance, and alignment with the study objectives. Based on their recommendations, minor revisions were made to the wording, structure, and sequencing of items to improve clarity and relevance. These expert evaluations ensured that the instruments accurately reflected the variables being measured.

### **3.5.2 Pilot Testing**

A pilot test was conducted with 25 secondary school teachers in Islamabad who were not included in the final sample. The purpose was to test the clarity, comprehensibility, and usability of the questionnaires. Feedback from the pilot participants indicated that the questions were clear and relevant, though a few minor modifications were made to improve readability and response flow. The pilot study also provided data for assessing reliability.

### **3.5.3 Reliability**

The reliability of the instruments was tested using Cronbach's Alpha in SPSS (version 26). The Instructional Leadership Scale obtained an alpha coefficient of 0.87, and the Teacher Job Satisfaction Scale obtained 0.89. Both values exceed the minimum acceptable reliability threshold of 0.70 (Nunnally, 1978), confirming that the instruments were internally consistent and suitable for the main study.

### **3.6 Data Collection**

After obtaining necessary approvals and permissions, the researcher personally visited selected schools to administer the questionnaires to teachers. A total of 250 questionnaires were distributed, out of which 241 were correctly completed and returned, representing a response rate of 96.4%. Prior to filling the questionnaire, participants were informed about the study's objectives and were assured of confidentiality. The researcher also provided brief guidance to ensure clear understanding of the items and to minimize errors in responses. Data were collected within a three-week period.

### **3.7 Data Analysis**

The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics, including mean and percentage, were used to summarize demographic data and responses to individual questionnaire items. To test the hypotheses and determine the relationship between

instructional leadership style and teacher job satisfaction, Pearson's Product Moment Correlation Coefficient ( $r$ ) was employed. This test was appropriate because the study sought to determine the direction and strength of the relationship between two continuous variables rather than comparing group means.

### **3.8 Ethical Consideration**

Ethical standards were strictly observed throughout the research process. Approval was obtained from the relevant institutional authorities before data collection. Participants were informed about the purpose of the study, their right to withdraw at any stage, and the assurance that their responses would remain anonymous and confidential. Data were reported in aggregated form to prevent identification of individual respondents. The study adhered to ethical principles of voluntary participation, confidentiality, and respect for participants' rights.



## CHAPTER4

### DATA ANALYSIS AND INTERPRETATION

This chapter deals with the data analysis and interpretation. This study was descriptive in nature. Which examines the relationship between the instruction leadership and teacher job stratification at secondary school level. The data was collected through questionnaire. The questionnaire consisted of total 20 items. The opinionative was based on five point Likert scale and the responses were collected under.

The given categories,

Strongly disagree (SD)=1

Disagree (D)=2

Undecided (U)=3

Agree (A)=4

Strong Agree (SA)=5

The collected data was statistically analyzed by SPSS in the light of objective of the study.

1- Mean

2- Percentage

3- Pearson correlation

#### 4.1 Demographic Information

**Table 4.1** *Gender.*

	Frequency	Percent
Male	83	34.4
Female	158	65.56
<b>Total</b>	<b>241</b>	<b>100</b>

Table 4.1 shows that researcher was able to collect data from 241 respondents out of 250 from which 83 (34.4%) were Male and 148 (65.5%) were Female.

**Table 4.2** *Years of service with your workplace/department.*

	Frequency	Percent	Mean
Less than 1 year	85	35	
2-5 years	121	50.2	
5-10 years	30	12.4	1.18
More than years	5	2.1	
<b>Total</b>	<b>241</b>	<b>100</b>	

Table 4.2 show that years of service with your workplace/department. For less than 1 years 85 (35%), 2-5 years are 121 (50.2%) responder's select the option, 5-10 years were 30(12.4) responder's, More than years responder's were 5 (2.1%).

**Table 4.3** *Education Background.*

	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>
Bachelor's Degree	107	44.4	1.65
STPM/Diploma	25	10.4	
Master's Degree	109	45.2	
PhD Degree	00	00	
<b>Total</b>	<b>241</b>	<b>100</b>	

Table 4.3 show that among the respondents, 107 (44.4%) had a Bachelor's degree, 109 (45.2%) had a Master's degree, and 25 (10.4%) had a Diploma/STPM. No respondents held a PhD. This shows that the majority of teachers were highly qualified, with nearly equal numbers holding either a Bachelor's or Master's degree.

## 4.2 Quantitative Analysis

**Table 4.4** *Teachers need to be supervised closely.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	30	101	101	4	5	3.61
Percentage	100	12.4	41.9	41.9	1.7	2.1	

Table 4.4 show that only 30(12.4%) were strongly agreed and 101 (41.9%) were agreed, while another 101 (41.9%) were undecided with the statement that teachers need to be supervised closely. A small number were disagreed 4(1.7%) and strongly disagreed 05 (2.1%). The average response (mean = 3.61) suggests that many teachers accept close supervision or are unsure about it.

**Table 4.5** *Teachers want to be part of the decision-making process.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	62	92	80	01	6	3.84
Percentage	100	25.7	38.2	33.3	0.4	2.5	

Table 4.5 were shoe that a large number of teachers (25.7% strongly agree and 38.2% agree) with the statement that Teachers want to be part of the decision-making process want to participate in decisions. Only a few disagreed (0.4% disagree and 2.5% strongly disagree), and 80(33.3%) were undecided with the statement. The mean score (3.84) shows strong support for shared decision-making.

**Table 4.6** *In complex situations, leaders should let teachers work Problems out on their own.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
<b>Frequency</b>	241	71	71	86	8	5	3.81
<b>Percentage</b>	100	29.5	29.5	35.7	3.3	2.1	

Table 4.6 shows that about 59% of teachers (29.5% strongly agreed + 29.5% agreed) agreed with the statement that in complex situations, leaders should let teachers work Problems out on their own while 35.7% were undecided. A small number disagreed (5.4%). With a mean of 3.81, the results suggest that many teachers support autonomy during challenging situations.

**Table 4.7** *It is fair to say that most teachers in the general Population are lazy.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
<b>Frequency</b>	241	56	75	94	8	8	3.68
<b>Percentage</b>	100	23.2	31.1	39.0	3.3	3.3	

Table 4.7 shows that the 56 (23.2%) were strongly agree, 75 (31.1%) were agree that It is fair to say that most teachers in the general Population are lazy. Mostly responders were 94 (39%) are undecided, 8 (3.3%) responder are disagree, and same with strongly disagree with the statement. The mean score is 3.68.

**Table 4.8** *Leaders provide guidance without pressure.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
<b>Frequency</b>	241	74	87	68	6	6	3.90
<b>Percentage</b>	100	30.7	36.1	28.2	2.5	2.5	

Table 4.8 show that most respondents were (30.7% strongly agreed and 36.1% agreed), while 28.2% were undecided with the statement that Leaders provide guidance without pressure. Only a few disagreed. The mean score of 3.90 indicates that most teachers feel supported without being pressured by their leaders.

**Table 4.9** *Leadership requires staying out of the way of teachers as they do their work.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
<b>Frequency</b>	241	58	82	92	2	7	3.76
<b>Percentage</b>	100	24.1	34.0	38.2	0.8	2.9	

Table 4.9 show that the around of 58.1% responder (24.1% strongly agreed, 34% agreed), while 38.2% were undecided with the statement that Leadership requires staying out of the way of teachers as they do their work. Very few disagreed. The mean of 3.76 shows that many teachers prefer autonomy in their work, with minimal interference from leaders.

**Table 4.10** *Teachers must be given rewards or punishment to motivate them to achieve organizational objectives.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
<b>Frequency</b>	241	62	89	69	01	20	3.71
<b>Percentage</b>	100	25.7	36.9	28.6	0.4	8.3	

Table 4.10 show that most teachers were agreed (62.6%), 28.6% were undecided, and a small number disagreed with the statement that teachers must be given rewards or punishment to motivate them to achieve organizational objectives. The mean score of 3.71 suggests that teachers believe rewards and consequences help achieve school objectives.

**Table 4.11** *Most teachers want frequent and supportive communication from their leaders.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
<b>Frequency</b>	241	63	82	80	02	14	3.74
<b>Percentage</b>	100	26.1	34.0	33.2	0.8	5.8	

Table 4.11 show that a majority 63 (26.1%) were strongly agreed and 82 (34%) responders were agreed with the statement that most teachers want frequent and supportive communication from their leaders. and 33.2% undecided. The mean of 3.74 shows that good communication is valued by teachers.

**Table 4.12** *Teachers can appraise their work.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	66	76	82	01	16	3.73
Percentage	100	27.4	31.5	34.0	0.4	6.6	

Table 4.12 show that the 66(27.4%) of respondents were strongly agreed with the statement that Teachers can appraise their work 34% were undecided, and 7% disagreed. The mean score of 3.73 suggests that teachers feel capable of evaluating their own performance.

**Table 4.13** *Most teachers feel insecure about their work and need direction.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	63	82	80	04	12	3.75
Percentage	100	26.1	34.0	33.2	1.7	5.0	

Table 4.13 show that the 63 (26.1%) of teachers was strongly agreed with the statement that most teachers feel insecure about their work and need direction. this, 34% were agree, 80(33.2) responses were Undecided, and 1.7% disagreed, and 12(5.0) were strongly disagree. The mean score (3.75) indicates that many teachers seek clarity and direction.



**Table 4.14** *There is too little chance of promotion on the job.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	68	78	83	02	10	3.80
Percentage	100	28.2	32.4	34.4	0.8	4.1	

Table 4.14 show that the 68 (28.2%) responder were strongly agreed, with the statement that there is too little chance of promotion on the job, 78 (32.4%) were agree, 34.4% were undecided, and 02 (0.8%) disagreed, 10 (4.1%) were strongly disagree. The mean score of 3.80 reflects general dissatisfaction with promotion opportunities.

**Table 4.15** *My leader is quite competent in doing his/her job.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	77	88	66	01	09	3.93
Percentage	100	32.0	36.5	27.4	0.4	3.7	

Table 4.15 show that the most respondents 88 (36.5%) were agreed, 77 (32.0%) were strongly agree with the statement that my leader is quite competent in doing his/her job their leader is competent. 66 (27.4%) were undecided, and only 4.1% disagreed. The mean of 3.93 shows strong confidence in leadership ability.

**Table4.16***When I do a good job, I receive the recognition I deserve.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	60	85	80	4	12	3.73
Percentage	100	24.9	35.3	33.2	1.7	5.0	

Table 4.26 show that the most respondents 85 (35.5%) were agree with the statement that when I do a good job, I receive the recognition I deserve, 60 (24.9%) were strongly agree, 80 (33.2%) were undecided, 12 (5%) were not agree with the statement.

**Table4.17***I feel sometimes my job is meaningless.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	77	84	69	05	06	2.92
Percentage	100	32.0	34.9	28.6	2.1	2.5	

Table 4.17 show that the 77(32%) were strangely agree, 84(34.9%) responses are agree with the statement that, I feel sometimes my job is meaningless, were more 69(28%) were undecided, and 05(2.1%) were disagree with the statement and 06(2.5%) were strangely disagree with the statement. The mean of 2.92 indicates some concern among teachers about job purpose or fulfillment.

**Table 4.18** *Communication seems good within this organization.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	75	87	70	02	07	3.92
Percentage	100	31.1	36.1	29.0	0.8	2.9	

Table 4.18 show that the 87 (36.1%) of respondents were agreed, 75 (31.1%) responder were strongly agree, 70 (29%) were undecided, and only 3.7% disagreed, with the statement that communication seems good within this organization The mean of 3.92 suggests strong satisfaction with communication within the school.

**Table 4.19** *Those who do well on the job stand a fair chance of being promoted.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	76	83	76	01	05	3.93
Percentage	100	31.5	34.4	31.5	0.4	2.1	

Table 4.19 show that 76 (31.5%) of teacher were strangely agreed with the statement that those who do well on the job stand a fair chance of being promoted, 76 (31.5%) were agree with the statement, 76 (31.5%) were undecided and only 2.5% disagreed. The mean of 3.93 shows optimism about fair promotion based on performance.

**Table 4.20** *My leader is unfair with me in decision making.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	39	143	45	05	09	3.82
Percentage	100	16.2	59.3	18.7	2.1	3.7	

Table 4.20 show that the interestingly, 75.5% (16.2% strongly agree, 59.3% agree) with the statement that leaders were unfair me in decision making. 45(18.7%) were neutral and 5(2.1%) were disagreed and 09(3.7%) were strangely disagree. With a mean of 3.82, this shows a negative perception of fairness in leadership decisions.

**Table 4.21** *I do not feel that the work I do is appreciated.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	73	91	66	03	08	3.90
Percentage	100	30.3	37.8	27.4	1.2	3.3	

Table 4.21 show that 73(30.3%) were strongly agree and 91(37.8%) were agreed with this statement that sentiment, I do not feel that the work I do is appreciated, 66(27.4%) were neutral, and only 4.5% disagreed. The mean of 3.90 shows dissatisfaction with appreciation in the workplace.

**Table 4.22** *The goals of this organization are not clear to me.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	77	74	77	5	8	3.86
Percentage	100	32.0	30.7	32.0	2.1	3.3	

Table 4.22 show that a total of 62.7% strongly agreed responders are 77 (32%) and 74 (30.7%) were agree), 32% were undecided, and 5.4% disagreed with the statement the goals of this organization are not clear to me the mean score of 3.86 shows confusion or lack of clarity regarding the organization's goals.

**Table 4.23** *My leaders show too little interest in the feelings of subordinates.*

	<b>N</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S.D</b>	<b>Mean</b>
Frequency	241	70	79	78	04	10	3.81
Percentage	100	29.0	32.8	32.4	1.7	4.1	

Table 4.23 show that 70 (29.0%) responder were strongly agreed, and 79 (32.8%) were agree with the statement that my leader shows too little interest in the feelings of subordinates. 78 (32.4%) were neutral, and 5.8% disagreed. The mean of 3.81 reflects a belief that leaders often ignore the emotional needs of teachers.

**Table 4.24** *H<sub>01</sub>: There is no significant relationship between instructional leadership style and teachers' job satisfaction.*

The correlation relationship between instructional leadership style and teachers' job satisfaction.

Variable	N	Mean	S.D	f.d	Sig (2-tailed)	r
Instruction leadership style	241	37.1	4.634			
				240	0.001	0.63
Teacher Job Stratification	241	38.67	5.129			

Table 4.24 show that the there is a statistically significant positive relationship between instructional leadership style and teachers' job satisfaction. Pearson product-moment correlation was conducted to examine the relationship between instructional leadership and teacher job satisfaction among secondary school teachers (N=241). The results indicated a moderate to strong positive correlation between leadership and job satisfaction,  $r(240) = 0.63$ ,  $p < .001$ . This suggests that as perceived instructional leadership increases, teachers' job satisfaction tends to increase as well.

The correlation coefficient of 0.63 indicates that the relationship is both statistically significant and meaningful in practical terms. According to Cohen's (1988) guidelines, this value represents a moderate to strong effect size. The significance level ( $p < .001$ ) implies that there is less than a 0.1% chance that this result is due to random variation in the sample.

## **Chapter5**

### **SUMMARY,FINDING,CONCLUSION,DISCUSSIONAND RECOMMENDATION**

#### **5.1 Summary**

The purpose of this study was to investigate the impact of instructional leadership on teacher job satisfaction in secondary schools. A descriptive and quantitative research design was adopted to ensure objective analysis and generalizability of the findings. The study sample consisted of 241 secondary school teachers who were selected using a structured approach. Data were collected through a carefully designed questionnaire comprising 20 Likert-scale items. This instrument was specifically developed to capture teachers' perceptions of instructional leadership practices and their levels of job satisfaction across different dimensions.

The collected data were processed using SPSS software, and descriptive statistical techniques such as means, frequencies, and percentages were used to summarize the responses. The demographic profile of the participants reflected diversity in gender, years of experience, academic qualifications, and length of service. This variation provided a broader understanding of how teachers with different backgrounds perceive leadership practices and workplace satisfaction.

The overall findings indicated that teachers generally preferred participative leadership characterized by shared decision-making, open channels of communication, recognition of efforts, and access to professional development opportunities. These leadership behaviors were perceived as motivating and supportive in enhancing teachers' morale and commitment. However, the study also identified several areas of concern. Teachers expressed dissatisfaction with aspects such as fairness in administrative decisions, inconsistency in appreciation and recognition, and a lack of clarity regarding institutional goals and expectations. These gaps suggest the need for school leaders to adopt more inclusive, transparent, and responsive leadership approaches.

To examine the relationship between instructional leadership and teacher job satisfaction, Pearson correlation analysis was conducted. The results revealed a statistically significant and moderately strong positive correlation ( $r=0.63, p<$

0.001). This finding demonstrates that improvements in leadership practices are likely to contribute to higher levels of teacher satisfaction. It also reinforces the idea that effective instructional leadership goes beyond administrative duties and plays a central role in shaping teachers' motivation, professional confidence, and long-term commitment to the institution.

In summary, the results of this study emphasize that instructional leadership is a key determinant of teacher job satisfaction. When school leaders promote fairness, recognition, collaboration, and professional growth, they create an environment where teachers feel valued and empowered. These findings provide important insights for policymakers, school administrators, and educational planners seeking to enhance teacher retention, productivity, and overall school performance.

## **5.2 Findings**

The findings for each individual questionnaire item, as analyzed in Chapter Four, are presented below in detail.

### **Demographic Findings**

#### **Table 4.1 (Gender)**

The findings indicate that the study included 241 teachers, with 34.4% male and 65.56% female participants. This relatively balanced representation suggests that perspectives on instructional leadership and job satisfaction were gathered from both genders. The slight female majority may reflect the gender composition of secondary school teachers in the sampled region, potentially influencing leadership expectations and satisfaction levels.

#### **Table 4.2 (Years of Service)**

Most respondents had between 2–5 years of teaching experience (50.2%), while 35% had less than one year of service. Only 12.4% had 5–10 years of experience, and a very small proportion (2.1%) had over 10 years. This distribution shows that the majority of teachers are relatively new to the profession, which may influence their job satisfaction and perceptions of leadership. Newer teachers often require more support, mentoring, and recognition compared to experienced colleagues.



#### **Table4.3(Educational Background)**

The data reveal that 44.4% of teachers held a Bachelor's degree, while 45.2% had a Master's degree. Only 10.4% had a diploma, and none held a PhD. These findings indicate that the teaching force is highly qualified, with nearly equal proportions of Bachelor's and Master's holders. The high qualification levels imply that teachers have strong professional knowledge and may expect correspondingly higher levels of instructional leadership support and job satisfaction opportunities.

#### **Quantitative Findings**

#### **Table4.4(Supervisionof Teachers)**

The mean score of 3.61 suggests that many teachers either agreed or remained undecided about the need for close supervision. While 54.3% supported supervision, 41.9% were undecided. This indicates mixed views: some teacher's value close monitoring as a source of guidance, while others may perceive it as limiting their professional autonomy.

#### **Table4.5(Participationin Decision-Making)**

With a mean of 3.84, the results strongly emphasize teachers' desire to be part of decision-making. Over 63% of teachers either agreed or strongly agreed. This finding highlights the importance of shared governance in schools. Teachers' willingness to engage in decisions reflects a democratic approach to leadership that can enhance job satisfaction.

#### **Table4.6(AutonomyinComplex Situations)**

A mean of 3.81 indicates that teachers prefer autonomy when facing complex problems. About 59% agreed that leaders should allow teachers to resolve issues independently. This suggests that instructional leadership is most effective when it balances guidance with professional freedom.

#### **Table4.7(TeachersinGeneralAreLazy)**

The results (mean = 3.68) show a mixed perception: 54.3% agreed, but 39% were undecided. This controversial statement reveals underlying stereotypes about teachers. The undecided responses indicate hesitation in labeling teachers as lazy, suggesting that job satisfaction and motivation may vary significantly across individuals.

**Table 4.8 (Guidance without Pressure)**

The mean of 3.90 shows strong agreement that leaders provide guidance without undue pressure. Over 66% of teachers confirmed this view. This finding highlights supportive leadership as a positive factor in teacher job satisfaction.

**Table 4.9 (Leadership and Autonomy in Work)**

With a mean of 3.76, more than half of the teachers felt leaders should avoid interfering in their work. This preference for autonomy aligns with findings from Table 4.9, emphasizing the need for leaders to trust teachers' professional capacity.

**Table 4.10 (Rewards and Punishments for Motivation)**

The mean of 3.71 suggests that most teachers value a reward-and-consequence system. About 62.6% agreed, indicating that recognition and accountability are key motivators for achieving organizational objectives.

**Table 4.11 (Supportive Communication from Leaders)**

A mean of 3.74 indicates that teachers place strong importance on frequent and supportive communication. About 60% supported this statement. Effective communication thus emerges as a crucial aspect of leadership and job satisfaction.

**Table 4.12 (Self-Appraisal of Work)**

The mean of 3.73 indicates that teachers believe they are capable of self-evaluating their work. This reflects professional confidence and suggests that leadership strategies could incorporate self-appraisal as part of teacher development.

**Table 4.13 (Insecurity and Need for Direction)**

With a mean of 3.75, many teachers acknowledged feeling insecure about their work and requiring direction. This underscores the importance of clear leadership guidance in enhancing confidence and job satisfaction.

**Table 4.14 (Promotion Opportunities)**

The mean of 3.80 reflects general dissatisfaction with promotion chances. About 60% felt there were limited opportunities for career advancement. This lack of growth prospects may negatively impact long-term job satisfaction.

**Table 4.15 (Competence of Leaders)**

Teachers expressed strong confidence in their leaders' competence (mean = 3.93). Nearly 69% agreed that their leaders were competent. This finding underscores the role of leadership quality in promoting teacher satisfaction.

**Table 4.16 (Recognition of Work)**

With a mean of 3.73, results indicate that many teachers feel recognized for good work, though about one-third were undecided. This suggests inconsistency in recognition practices across schools.

**Table 4.17 (Job Meaninglessness)**

A mean of 2.92 reveals that a significant number of teachers sometimes feel their job is meaningless. About 67% agreed with this perception, pointing to issues related to motivation and professional purpose.

**Table 4.18 (Communication within the Organization)**

The mean of 3.92 shows strong satisfaction with communication within schools. Over 67% agreed that communication is effective, highlighting organizational strength in this area.

**Table 4.19 (Fair Promotion for Good Work)**

Teachers expressed optimism about fair promotions, with a mean of 3.93. About 65% believed good performance is rewarded. However, this seems to contrast with Table 4.14, where promotion chances were seen as limited suggesting that while promotions are fair, they are also infrequent.

**Table 4.20 (Unfair Decision-Making by Leaders)**

A mean of 3.82 reveals dissatisfaction, as 75.5% felt their leaders were unfair in decision-making. This indicates a leadership weakness and a potential contributor to job dissatisfaction.

**Table 4.21 (Lack of Appreciation)**

With a mean of 3.90, most teachers reported not feeling appreciated. This is a critical finding, as lack of recognition undermines motivation and satisfaction.

#### **Table 4.22 (Unclear Organizational Goals)**

A mean of 3.86 shows that many teachers feel organizational goals are unclear. This lack of direction can negatively impact both leadership effectiveness and teacher morale.

#### **Table 4.23 (Lack of Interest in Subordinates' Feelings)**

The mean of 3.81 indicates that many teachers believe leaders ignore their emotional needs. This finding suggests a gap in empathetic leadership, which is essential for building trust and satisfaction.

#### **Table 4.24 (Correlation between Leadership and Job Satisfaction)**

The Pearson correlation ( $r = 0.63$ ,  $p < .001$ ) demonstrates a significant positive relationship between instructional leadership and teacher job satisfaction. This moderate-to-strong correlation confirms that effective instructional leadership directly enhances teacher satisfaction. The result validates the study's main hypothesis and emphasizes that leadership practices such as support, fairness, communication, and recognition play vital roles in shaping teachers' professional experiences.

### **5.3 Conclusion**

This study set out to explore how instructional leadership influences teachers' job satisfaction at the secondary school level. The conclusions are drawn in line with the research objectives and the evidence gathered from the field.

The first objective was to understand how teachers perceive the leadership styles practiced in their schools. The findings showed that most teachers viewed their leaders as supportive and competent. They valued guidance that was provided without unnecessary pressure and appreciated regular communication. However, teachers also voiced concerns about unfair decision-making and a lack of consistency in recognition, which sometimes reduced their trust in leadership. From this, it can be concluded that while instructional leadership practices are present, they are not always applied fairly or consistently, and this affects the way teachers experience leadership.

The second objective was to examine the overall level of job satisfaction among teachers. The results indicated that teachers were moderately satisfied with their jobs. They felt encouraged by positive communication and occasional recognition, yet dissatisfaction was evident in areas such as limited promotion opportunities, irregular

acknowledgment of their efforts, and insufficient emotional support from leaders. This highlights that job satisfaction is not shaped by professional factors alone—emotional needs like trust, empathy, and fairness also play a vital role. In short, teacher satisfaction is a blend of professional growth and relational support, both of which need attention.

The third objective was to determine whether there is a relationship between instructional leadership and teacher satisfaction. The correlation analysis clearly showed a strong and significant positive link ( $r = 0.63$ ,  $p < .001$ ). In practical terms, this means that schools with leaders who are fair, communicative, supportive, and appreciative tend to have more satisfied teachers. On the other hand, when leadership falls short in these areas, teacher morale and satisfaction decline. This confirms that effective instructional leadership is not just helpful but essential for fostering teacher motivation and commitment.

Overall, this study concludes that instructional leadership has a powerful influence on teachers' job satisfaction in secondary schools. Leaders who combine competence with fairness, recognition, empathy, and clear communication are more successful in creating environments where teachers feel valued and motivated. Where these qualities are missing, teacher satisfaction weakens, and the broader school environment suffers. Addressing these gaps in leadership is therefore key not only for teacher well-being but also for improving teaching quality and student learning outcomes.

## **5.4 Discussion**

This study set out to explore how instructional leadership style relates to teachers' job satisfaction at the secondary school level. The findings show that teachers generally viewed their leaders as competent and supportive. They appreciated guidance when it was offered without unnecessary pressure and valued frequent, open communication. This outcome is consistent with Hallinger and Murphy's (1985) model of instructional leadership, which highlights the importance of supervision, monitoring, and active involvement of school leaders in instructional practices. It also resonates with the work of Leithwood and Jantzi (2006), who concluded that leadership styles that balance authority with empowerment enhance both teacher motivation and satisfaction. At the same time, however, concerns were raised about

unfair decision-making, suggesting that leadership practices are not always fully aligned with the principles of fairness and inclusivity emphasized in Bush's (2011) educational leadership framework.

A particularly important finding was teachers' strong desire for autonomy and involvement in decision-making. Many participants emphasized the value of independence in addressing classroom challenges and wanted their voices to be considered in institutional governance. This supports Herzberg's (1966) motivation-hygiene theory, which highlights autonomy and responsibility as essential motivators for job satisfaction. The findings also reinforce Bogler's (2001) argument that teachers who are engaged in decision-making processes feel more respected and professionally valued. At the same time, however, this study revealed that many teachers still experienced insecurity in their roles, suggesting that leadership was not always successful in building confidence and reducing uncertainty. This contrasts with Leithwood et al. (2008), who found that strong leadership often helps reduce teacher insecurities by offering consistent direction and support.

Recognition and career development also emerged as central to job satisfaction. Teachers reported that recognition for their contributions was present in some cases but often inconsistent, and that opportunities for career advancement were limited. While promotion processes were viewed as fair in principle, the lack of available opportunities led to dissatisfaction. These findings are in line with Dinham and Scott (2000), who found that insufficient recognition and unclear career pathways contribute to teacher dissatisfaction. They also align with Ingersoll (2001), who emphasized that a lack of professional growth opportunities is linked to teacher attrition. In contrast, earlier work by Perie and Baker (1997) suggested that recognition alone is often not enough for long-term satisfaction unless paired with career development. The present study supports this view, underscoring the need for both recognition and promotion opportunities if leaders are to maintain teacher motivation.

Communication was generally regarded as a strength in the schools studied. Teachers appreciated the supportive communication provided by their leaders and noted that internal communication systems were usually effective. However, many participants also highlighted a lack of clarity regarding broader organizational goals, which left them uncertain about their roles in the long term. These findings are consistent with Bush (2011), who argued that effective leadership requires not just

communication but also the articulation of a clear and shared vision. They also correspond with Mulford (2003), who noted that unclear institutional goals can undermine teacher motivation even when interpersonal communication is strong.

The emotional and relational dimensions of leadership were also brought to light in this study. Several teachers reported that their leaders paid little attention to their feelings, which created insecurities and, in some cases, led them to question the meaning of their work. These findings are supported by Day et al. (2011), who emphasized that emotional intelligence in leadership is crucial for building trust and strengthening satisfaction. Similarly, Yukl (2013) highlighted that leadership effectiveness depends not only on strategic competence but also on meeting the emotional needs of staff. The present study reinforces this view, showing that even when leaders are competent, a lack of empathy and attention to teachers' emotional well-being can undermine satisfaction.

Perhaps the most important result of this study was the statistically significant and positive correlation ( $r = 0.63$ ,  $p < .001$ ) between instructional leadership and teacher job satisfaction. This demonstrates that effective leadership is directly linked to higher levels of teacher satisfaction. Teachers who experienced fairness, recognition, strong communication, and supportive guidance were more satisfied, while those who encountered unfairness, unclear goals, or inconsistent recognition were less satisfied. These findings support international studies such as Nguni, Slegers, and Denessen (2006), who reported that both transformational and instructional leadership styles are closely associated with higher satisfaction and organizational commitment. Similarly, Leithwood et al. (2008) concluded that leadership is one of the most powerful school-level factors influencing teacher morale and retention. In Pakistan's context, this result highlights the critical role leadership plays in improving teacher morale, reducing turnover, and fostering a healthier school environment.

Taken together, the findings suggest that instructional leadership must be understood as both a professional and relational practice. Leaders who combine competence, fairness, and clear communication with empathy, recognition, and vision are more likely to create school environments where teachers feel motivated and satisfied. On the other hand, leadership that fails to acknowledge teachers' contributions, provide career opportunities, or address emotional needs can reduce

satisfaction and weaken the educational environment. In line with previous studies, this research reinforces the idea that leadership is not simply about administrative control but about building a holistic, human-centered environment in which teachers can thrive both personally and professionally.

### **5.5 Recommendations**

Based on the findings of this study, several recommendations may be considered to strengthen instructional leadership practices and enhance teachers' job satisfaction at the secondary school level.

First, school leaders may place greater emphasis on fairness and transparency in their decision-making processes. Many teachers in this study expressed concerns about unfair practices, which directly reduced their sense of trust and satisfaction. Leaders may consider adopting clear, equitable, and inclusive policies in areas such as workload distribution, teacher evaluation, and disciplinary actions. Transparent decision-making may help enhance organizational justice and promote a culture of respect and trust, which are essential for teacher morale.

Second, the findings highlight the importance of autonomy and participation in decision-making. Teachers are professionals who wish to be treated as active partners in the teaching-learning process rather than passive implementers of policies. Leaders may create opportunities for teachers to contribute to school governance, curriculum planning, and policy formulation. Involving teachers in these processes may increase their job satisfaction and improve the quality of decisions, as they are directly informed by classroom realities.

Third, recognition and career development emerged as critical factors influencing teacher satisfaction. School leaders and policymakers may ensure that mechanisms of recognition, appreciation, and career advancement are present and meaningful. Regular acknowledgment of teachers' contributions, whether through verbal appreciation, formal awards, or professional growth opportunities, may boost motivation. In addition, establishing clear pathways for promotion and professional advancement may encourage teachers to remain committed and satisfied in their roles.

Another recommendation may involve improving communication and organizational clarity. While teachers in this study appreciated supportive communication from their leaders, many pointed out a lack of clear institutional goals.



Leaders may maintain open channels of communication and articulate a shared vision that aligns the efforts of all staff members. Regular meetings, collaborative goal-setting, and clear documentation of policies and objectives may help reduce uncertainty and help teachers understand how their work contributes to broader school goals.

Attention to the emotional and relational side of leadership may also be strengthened. The study revealed that many teachers felt their emotional well-being was overlooked, leading to feelings of insecurity and, at times, a lack of purpose in their work. School leaders may cultivate empathy and emotional intelligence, taking time to listen to teachers' concerns and respond with understanding. Simple acts such as acknowledging stress, providing counseling support, or fostering a collegial environment may positively influence teacher satisfaction. Leaders who are approachable and sensitive to emotional needs may build stronger, more loyal teams.

Finally, these findings carry implications for policymakers and educational authorities. Teacher satisfaction is not only the responsibility of individual school leaders but also a matter of systemic support. Ministries of education and school boards may offer leadership training programs that emphasize instructional leadership, emotional intelligence, and participatory management. Professional development for principals and school heads may include training in communication skills, conflict resolution, and strategies for recognizing and rewarding teacher contributions. Furthermore, policies may ensure fair promotion structures, adequate resources, and supportive environments that enable leaders to implement best practices effectively.

In conclusion, the study demonstrates that teacher job satisfaction is closely linked to the quality of instructional leadership. Leaders who are fair, communicative, empathetic, and appreciative may create schools where teachers feel motivated, respected, and committed. By considering the above recommendations, ensuring fairness, fostering autonomy, recognizing contributions, clarifying goals, and addressing emotional well-being, schools and policymakers may build stronger educational environments that not only benefit teachers but also enhance student learning outcomes.

## **5.6 Recommendations for Future Researchers**

The present study focused on the relationship between instructional leadership and teacher job satisfaction among secondary school teachers in Islamabad. While it provides valuable insights, several areas remain open for further investigation. The following recommendations are offered to guide future researchers who wish to build upon the findings of this study:

### **1. Expansion to Other Geographical Contexts.**

Future researchers are encouraged to replicate this study in other regions or provinces of Pakistan. Conducting comparative research between urban and rural settings, or across provinces such as Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan, would help identify regional variations in instructional leadership practices and their impact on teacher satisfaction.

### **2. Inclusion of Private Sector Institutions.**

This study was limited to public sector schools under the Federal Directorate of Education (FDE). Future research may include private schools to determine whether differences exist between public and private institutions in terms of leadership styles, working conditions, and job satisfaction levels.

### **3. Adoption of Qualitative and Mixed-Method Designs.**

Since this study was quantitative in nature, future researchers may employ qualitative or mixed-method approaches, such as interviews or focus group discussions, to explore teachers' experiences and perceptions in greater depth. This would provide richer, more contextualized data that cannot be fully captured through questionnaires alone.

### **4. Longitudinal and Experimental Studies.**

Future studies may adopt longitudinal designs to examine how changes in leadership behavior over time influence teacher satisfaction, motivation, and performance. Experimental or intervention-based studies could also assess the effects of leadership training programs on teachers' job satisfaction and school performance.

### **5. Inclusion of Additional Variables.**

Future research could incorporate other variables that may mediate or moderate the relationship between instructional leadership and job satisfaction, such as teacher

motivation, professional development opportunities, workload, or organizational culture. This would provide a more comprehensive understanding of the factors that contribute to teachers' overall well-being and performance.

#### **6. Comparative Studies Across School Levels.**

Researchers may also compare instructional leadership and teacher satisfaction across different educational levels (primary, secondary, and higher secondary). Such comparisons could reveal whether leadership effectiveness varies according to the age group or experience level of teachers.

#### **7. Use of Larger and More Diverse Samples.**

To enhance generalizability, future studies should consider using larger and more diverse samples that include teachers from various disciplines and school types. Broader participation would strengthen the external validity of findings.

#### **8. Exploration of Gender Perspectives in Leadership and Satisfaction.**

Gender-based analysis could be undertaken to examine whether male and female teachers perceive instructional leadership and job satisfaction differently. Such research might reveal important insights into gender equity and leadership inclusivity in schools.

#### **9. Linking Leadership Practices to Student Outcomes**

Future research could go beyond teacher satisfaction to investigate how instructional leadership indirectly affects student learning outcomes, classroom practices, and overall school effectiveness.

### **5.7 Limitations of Study**

While this study provides valuable insights into the relationship between instructional leadership and teacher job satisfaction, it is vital to acknowledge its limitations.

- 1. Geographic Scope:** The study solely includes government secondary schools in Islamabad under FDE, therefore conclusions may not be applicable to private schools or schools in other cities or provinces in Pakistan.
- 2. Target population:** Only SSC-level teachers were included in the study. The viewpoints of principals, administrative personnel, and students were not examined,

which could have given important aspects to our knowledge of instructional leadership.

3. The study has a quantitative focus and excludes qualitative insights such as interviews or case studies. As a result, our grasp of personal experiences, emotions, and leadership dynamics is restricted.
4. Cross-sectional Data: Data obtained at a single point in time does not provide insight into how leadership styles or job satisfaction evolve over time.
5. Self-Reported Responses: Data was acquired by self-administered surveys, which may be biased due to social desirability or misunderstanding of questions.
6. Resource Constraints: Time and money constraints led to the selection of just 20% of schools (33 out of 164), potentially affecting population representation.

### **5.8 Area of Future Research**

Future researchers can improve on this study's breadth and overcome its weaknesses in the following ways:

1. Conduct studies in different parts of Pakistan or compare urban and rural areas, or Islamabad to other provinces.
2. Research can be expanded to include primary schools, higher secondary schools, and colleges to determine whether leadership styles have varying impacts across different educational levels.
3. Future studies could employ qualitative methods, such as interviews, focus groups, and classroom observations, to gain deeper insights into leadership behaviors and teacher satisfaction.
4. Including principals, administrative staff, and students in studies can provide a comprehensive understanding of how instructional leadership influences school climate and performance.
5. Instead of relying on one-time data collection, long-term studies can reveal how leadership styles and teacher satisfaction change over time.
6. Future research may also investigate the indirect effects of instructional leadership on student performance, attendance, and motivation, mediated by teacher satisfaction.

7. Additionally, as digital learning becomes more prevalent, studies can explore how instructional leadership aids teachers in effectively integrating technology into their teaching practices.

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## SECTION-A

### SECTIONA:DEMOGRAPHICBACKGROUND

1. Gender:Male\_\_\_\_\_ Female \_\_\_\_\_
2. Yearsofservicewithyourworkplace/department:
  - a) Lessthan1year      b)2-5years      c)5-10years      d)Morethanyears
3. Educationbackground:
  - a) Master'sDegree      b)PhDDegree      c)Bachelor'sDegree      d)STPM/Diploma
4. Name of school: \_\_\_\_\_

### SECTIONB:LEADERSHIPSTYLE

Foreachstatement,pleaseindicatetheextenttowhichStronglyDisagree(1)or Strongly Agree (5) by tick in the relevant box that best describe your opinion on how often your leader leadership style.

1= StronglyDisagree

2=Disagree

3=Neutral

4=Agree

5=StronglyAgree

S.NO	ITEM	1 SD	2 D	3 N	4 A	5 SA
1	Teachersneedtobesupervisedclosely.					
2	Teacherswanttobepartofthedecision-makingprocess.					
3	In complex situations,leadersshouldlet teachersworkProblemsoutontheirown.					
4	Itisfairtosaythatmostteachersinthe general Population are lazy.					
5	Leadersprovideguidancewithoutpressure.					
6	Leadershiprequiresstayingoutoftheway of teachers as they do their work.					
7	Teachersmustbegivenrewardsor punishmentstomotivatethemtoachieve organizational objectives.					

8	Most teachers want frequent and supportive communication from their leaders.					
9	Teachers can appraise their work.					
10	Most teachers feel insecure about their work and need direction.					



## SECTION B

### TEACHER'S JOBSATISFACTION

For each statement, please indicate the extent to which Strongly Disagree (1) or Strongly Agree

(5) By tick in the relevant box that best describes your opinion on how often your leader leadership style.

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

S.NO.	ITEM	1 SD	2 D	3 N	4 A	5 SA
1.	There is too little chance of promotion on the job.					
2.	My leader is quite competent in doing his/her job.					
3.	When I do a good job, I receive the recognition I deserve.					
4.	I sometimes feel my job is meaningless.					
5.	Communication seems good within this organization.					
6.	Those who do well on the job stand a fair chance of being promoted.					
7.	My leader is unfair to me.					
8.	I do not feel that the work I do is appreciated.					
9.	The goals of this organization are not clear to me.					
10.	My leaders show too little interest in the feelings of subordinates.					