

Principals' transformational leadership style and teachers' job satisfaction at secondary school level in district Peshawar, K.P, Pakistan

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Abstract

The vital purpose of this quantitative research study is to determine, identify and explore the relationship between teachers' perceived Principals' Transformational leadership style and teachers' self-perceived job satisfaction at secondary schools level in District Peshawar KP. This study analyses and measures the relationship of Transformational leadership style and its facets (idealized influence [attributes], idealized influence [behaviour], inspirational motivation, intellectual stimulation and individual consideration) with teacher's job satisfaction. This research study is driven by five research objectives and seven null hypothesis aimed at the relationship between teachers' perceived principals' Transformational leadership style and teachers' self-perceived job satisfaction. The study aims to investigate which facet of Transformational leadership style is more effective/barrier to teacher's job satisfaction at secondary schools level in Peshawar. Moreover, the study aims to investigate which elements of the teacher's job satisfaction are influenced/not influenced by the leaders, and to define the role of a leader in enhancing the teacher's job satisfaction. The data was collected through two survey instruments namely Multi factor Leadership Questionnaire (MLQ-short form) and Job satisfaction Survey (JSS) from 130 science-teachers from 50 secondary schools including both urban and rural school. After putting the data into the statistical software SPSS v.21, the reliability test, descriptive statistics, Pearson correlation and Linear Regression tests were applied. The correlation tests between principal's Transformational Leadership Style leadership style and its facets scores have moderately positive and statistically significant correlation with teacher's job satisfaction of secondary school teachers (science). The linear Regression analysis indicates that the TFLS have moderately significant and positive impact on JSS and can play a significant role in shaping teachers' job satisfaction.

Keywords: Transformational Leadership Style, Idealized Influence [Attributes], Idealized Influence [Behaviour], Inspirational Motivation, Intellectual Stimulation, Individual consideration, Teachers' Job Satisfaction.

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1. Introduction

A leader plays a vital role in any successful educational system that supports instructional and inspirational behaviours of subordinates in order to enhance their potential up to maximum level to keep them satisfied and efficient. Therefore, an organizational success not only depends upon the devotion and dedication of a principal but also depends upon the devotion, loyalty and hard work of subordinates (Bushra, Ahmad & Naveed, 2011). While, Jamaludin (2011) led consideration and exploration on the authority of leaders and their styles and recommended that successful leaders are those who utilize their forces for advancement of subordinates and institution.

Leadership is a key term that is studied in a variety of social science fields. As a result, there is no common definition of leadership because its significance in each field varies, which means that the concept of leadership is based on individual observations, like the concept of democracy, love, and peace, (Northouse, 2021). Leadership can be found not only in the social sciences, management sciences, and business world but

also in the fields of psychology, sociology and technology (Sisman, 2016). Northouse (2021) asserted that leadership has four components: (i) Leadership is a method (ii) Leadership necessitates influencing others (iii) Leadership is established in a community (iv) Leadership must clearly communicate the collective goals. For the progress of the excellence and charisma of a school; a school leader or principal is considered to be one of the most powerful and influential element (Cohen, McCabe, Michelli & Pickeral, 2009).

Yukl (2012) stated that the followers who consider that their leaders are effective, more confident in facing challenges, have higher level of job satisfaction, commitment and psychological health. Therefore, leaders who can influence inspire, and guide workers are often rewarded by their subordinates' loyalty, success, and effectiveness in achieving institutional goals and objectives at the individual level (Rad & Yarmohammadian, 2006). Teachers' judgment of leadership will inspire and influence their wisdom and sense of effectiveness, ability, talent, self-actualization and job satisfaction (Printy & Marks, 2006; Ross & Gray, 2006).

Principals are facing many new challenges with a rapid and continued change in environment of the schools. Increasing expectations and demands on principals rarely give concessions to all schools that are facing comprehensive discipline adjustments (Bartlett, 2008). Principals' influence on students' success is indirect because they are not in the classroom every day (Orr & Orphanos, 2007; Wahlstrom & Louis, 2008). According to Avolio (2014), principals will directly impact teachers' job satisfaction by helping them in setting goals. According to principals encourage and motivate teachers to be creative and imaginative in the classroom while critically evaluating conventional methods (Malik, 2018; Stewart, 2006). Principals and teachers concentrate on the mutual interest of students as well as the achievements of organisational goals in this collaborative community (Eliophotou-Menon & Ioannou, 2016).

According to Valentine and Prater (2011); Anderson, (2017), there is a considerable relationship between leadership and inspired teachers. A leader brings into practice his instructional leadership style in order to prepare skill full teachers for excellent performance. According to MacNeil, Prater, and Busch (2009), those teachers who are highly motivated achieve high level of satisfaction and success in terms of students' achievements. According to the majority of current research studies, leadership approaches and abilities significantly influence multiple teachers' characteristics, including job satisfaction, efficacy, dedication and academic focus (Bird, Wang, Watson & Murray, 2009). According to Avolio and Bass (2001) and Aydin, Sarier and Uysal (2013), the principal's authority is determined by his leadership style. The leadership model has been used to explain a wide variety of leadership styles in which TFLS is outstanding. The LFL generates no outcomes. In the realm of leadership, a transformational leader serves as a role model, empowering others to take action, fostering a shared vision, challenging established norms, and motivating their followers (Kouzes & Posner, 2009). Research suggests that the influence of a transformational principal on the school environment, culture, and overall achievements is modest yet consistently positive (Sun & Leithwood, 2017; Wang et al., 2016). The Transactional leaders always rely on communication with their subordinates. While, Transformational leader is mostly seen as a facilitator. He or she creates an environment to improve performance and teacher empowerment. Transformational leadership is characterized by intellectual stimulation, Id.In.Att, Id.In.Beh, inspirational motivation, and individual consideration (Avolio, Bass, & Jung, 1999; Sechudi, 2014). Transformational leadership inspires teachers to think in terms of innovation and creativity by fostering a culture in which they are not afraid of ridicule or punishment (Alzoraiki, Rahman & Mutalib, 2018). It is clear from the research studies that most of the researchers follow the Transformational leadership, but in the situation of Pakistan, in the realm of education very rare research studies are accompanied on the applications of leadership styles. In Pakistani culture the autocratic decision making style is applied at priority (Routamaa & Hautala, 2008). As a result, according to transactional leadership is more quickly and productively applied in North America, India, Nigeria, Japan, and Pakistan (Jaeger, 1986; Kalsoom, Khan, & Zubair, 2018; Paracha, Qamar, Mirza, Hassan & Waqas, (2012). Pakistan is a bureaucratic state in which the government uses a command and control rule structure in all institutions (Ahmed, 1996; Khan, 2007; Saeed, Ch, Ahmed, & Ata, 2013).

Teachers who are satisfied with their positions are more productive at work. Many studies have found stronger relationship between job satisfaction, job performance (Ahmad, & Yekta, 2010; Hayati & Caniogo, 2012; Shokrkon & Naami, 2008). In this sense, effectiveness, knowledge management and quality are tied to performance (Platis, Reklitis, & Zimeras, 2015). More researches are needed in this area in order to have a meaningful impact on students' outcomes. Therefore, the aim of this research would be the relationship and influence of principal's leadership style to teacher job satisfaction and students' academic achievements.

Research Objectives

The study aims at the following objectives:

1. To assess the relationship between TFLS facet idealized influences [attribute] and teachers' job satisfaction at the secondary school level in District Peshawar.
2. To explore the correlation between TFLS idealized influences [behaviour] and teachers' job satisfaction at the secondary school level in District Peshawar.
3. To ascertain the relationship between TFLS inspirational motivation and teachers' job satisfaction at the secondary school level in District Peshawar.
4. To determine the relationship among TFLS intellectual stimulation teachers' job satisfaction at the secondary school level in District Peshawar.
5. To investigate the relationship among the individual consideration and teachers' job satisfaction at the secondary school level in District Peshawar.

Hypotheses Tested

H01: The Principals' Transformational Leadership Style facet idealized influence [attributes] scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar.

H02: The Principals' Transformational Leadership Style facet idealized influence [behaviour] scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar.

H03: The Principals' Transformational Leadership Style facet inspirational motivation scale scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar.

H04: The Principals' Transformational Leadership Style facet intellectual stimulation scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar.

H05: The Principals' Transformational Leadership Style facet individual consideration scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar.

H06: There is no significant relationship between teachers' perceived TFLS of principals to teachers' job satisfaction at the secondary school level in District Peshawar.

H07: There is no significant impact of teachers' perceived TFLS of principals on teachers' job satisfaction at the secondary school level in District Peshawar.

Research Design

The Multifactor Leadership Questionnaire (MLQ) has been developed and validated over the past 20 years (Avolio & Bass, 2004). The Multi factor Leadership Questionnaire (MLQ-short form) was applied to conduct and analyse data of this research study. It is currently the standard tool for measuring Transformative, Transactional, and Laissez-faire scales. Transformational leadership has been demonstrated to be effective in a number of situations and in many places throughout the world (Judge & Piccolo, 2004)

The purpose of this quantitative correlation design is to see if there is a link between teachers' perceptions of secondary school principals' TFLS and teachers' job satisfaction at the secondary school level in District Peshawar. The present study focused upon the relationship between scores of principals' Transformational leadership styles and its facets with teachers' job satisfaction.

Sample Size and Sampling Procedure

The method of choosing a subset of cases from a larger collection in order to draw conclusions is known as sampling (Orodho, 2004). The researcher suggested 10 to 30% of the universe to determine the sample size that is considered representative and can be generalized to the population (Mugenda&Mugenda, 2003). Out of 107 high / higher secondary schools, 50 high/higher secondary schools were selected conveniently. Out of 266 teachers 130 teachers were from both urban and rural schools were selected randomly as 20% sample size by using Rausoft calculator was 130 teachers out of 266 science teachers in District Peshawar.

Instruments to be used in the study

The researcher used five point likert scale type standardized structured questionnaires for collection of data from the respondents of the sample study. A questionnaire, as defined by Kombo and Tromp, (2006) is a research tool that collects data from a large sample. The principals' Transformational leadership style was assessed using the MLQ (Multi Factor Leadership Questionnaire short form), and teachers' job satisfaction was assessed by using Job Satisfaction Survey (JSS) at the secondary school level in District Peshawar.

Multifactor Leadership Questionnaire (short form)

The Multifactor Leadership Questionnaire (MLQ) was used to collect the data of this study. Bass and Avolio (1990) have designed the Multifactor Leadership Questionnaire as a quantitative measure of TFLS, TSLS and LFLS. This instrument was used to measure principal leadership styles (TFLS, TSLS and LFLS) at secondary level in Peshawar.

Teacher job satisfaction survey

Spector (1994) introduced the JSS, which has a Likert-type response format with subject selection from: (SD, DA, UD, AG and SA).The teacher job satisfaction survey (JSS) was used to assess the job satisfaction of secondary school science teachers in District Peshawar.

Validity and reliability of the instruments

In terms of validity, both the instruments (MLQ &JSS) are standardized which have been used in multiple research studies and show validity and reliability range from moderate to very good. Here in Pakistani context the validity was checked by five experts in the relevant field and reliability was judged through pilot study. The reliability value for TFLS is 0.88, TSLS is 0.73, and LFLS is 0.68 while the reliability of JSS is 0.83 which falls in the range from satisfactory to good.

Data Collection Procedures

The information and data was gathered teachers perception of principals by using the Multifactor Leadership Questionnaire (MLQ).While data regarding teachers job satisfaction was collected through teachers' self-perception Job satisfaction survey (JSS) and the Demographic Information data was collected through Data information Sheet. After the data had been obtained using these Questionnaires, it was analysed using SPSS v. 21 to obtain reliable results.

Data Analysis

The study employed descriptive statistics, including means and standard deviations, to analyse the Transformational leadership style of principals and teachers' job satisfaction. In addition, Pearson's correlation analysis was utilized to assess the significance of relationships between the variables and test the research hypotheses. To further explore the connection between the independent and dependent variables, a multiple linear regression model was employed.

2. Results and Discussion

Table: 1 Application Reliability test for TFLS and JSS

Variables	Reliability analysis	
	Number of items	Cronbach’s Alpha
TFLS	20	.88
JSS	36	.83

According to the Table 1 the reliability of the responses was assessed through SPSS version 21. The reliability results for independent variables i.e. Transformational Leadership style (TFLS=.88) having 20 items, While reliability result for dependent variable i.e. Job satisfaction (JSS=.83) all of them falls in the range of acceptable to good.

Descriptive statistics of the study variables

Descriptive statistical analyses are employed to examine the ratings provided by respondents using the short form of the Multifactor Leadership Questionnaire (MLQ) and Job Satisfaction Survey (JSS).Both the MLQ and Job Satisfaction Survey (JSS) employs a five-point rating scale, ranging from 1 to 5 points.

The objective is to determine whether the respondents' scores indicate job satisfaction or dissatisfaction among teachers. For this purpose, attention is directed towards the mean score. A mean score of 3.2 or higher suggests teacher job satisfaction, while a mean score below 3.2 indicates teacher job dissatisfaction.

Table 2 Descriptive Statistics of MLQ (TFLS) & JSS

Variables	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
TFLS	130	1.95	5.00	3.6988	.60076
Id.In.att	130	1.00	5.00	3.5231	.67158
Id.In.beh	130	1.50	5.00	3.7827	.74083
Ins.M	130	1.75	5.00	3.9038	.78094
In.sti	130	1.25	5.00	3.6327	.76705
Ind.con.	130	1.75	5.00	3.6519	.68730
JSS	130	1.36	4.31	3.3261	.35137

The table: 2 presents the mean scores and standard deviations for the various facets of Transformational Leadership Style (TFLS) and the over-all teachers' job satisfaction. Among these facets, Inspirational Motivation attained the highest mean score (M=3.90, SD=0.78), followed by Idealized Influence (behaviours) with the second-highest mean score (M=3.78, SD=0.74). Individually Consideration secured the third-highest mean score (M=3.65, SD=0.68). The fourth and fifth positions were held by Intellectual Stimulation (M=3.63, SD=0.76) and Idealized Influence (Attribute) (M=3.52, SD=0.67) respectively. These results indicate that all facets exhibited above-average scores, signifying a substantial interrelation among the facets of TFLS.

In connection to the Job satisfaction survey (JSS), the overall mean of JSS was 3.32 which showed that the teachers were satisfied with their jobs.

3. Discussion of Hypothesis

Application of Spearman correlation test for Id.In.Att& JSS

Hypothesis1

H01: The Principals’ transformational leadership style facet idealized influence [attributes] scores are negatively correlated with teachers’ job satisfaction at the secondary school level in District Peshawar.

Instrument

To test the hypothesis Spearman’s correlation test was used for the transformational leadership style’s sub scale (Idealized Influence Attributes) and teacher job-satisfaction.

Table 3 Application correlation test between Id.In.Att& JSS

Correlations			
Variables		Id.In. att	JSS
Id.In.att	P.Correlation	1	.263**
	P.Correlation	.263**	1
JSS	Sig:(2-tailed)	.002	
	N	130	130

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

Reporting Pearson product correlation

According to the table 3 the Pearson product correlation of TFLS facet Idealized Influence Attribute (Id.In.att) and JSS was found to be low positive and statistically significant at ($r=.263^{**}$, $P < 0.01$). Hence, on the basis of the results the hypothesis H01: (The Principals’ Transformational leadership style facet idealized influence [attributes] scores are negatively correlated with teachers’ job satisfaction at the secondary school level in District Peshawar) was rejected. This shows that an increase in Idealized Influence Attribute behavior would lead to high job satisfaction (JSS) in followers.

Application of Spearman correlation test for Id.In.beh& JSS

Testing of the Hypotheses 2

H02: The Principals’ transformational leadership style facet idealized influence [behaviour] scores are negatively correlated with teachers’ job satisfaction at the secondary school level in District Peshawar.

Instrument

To test the hypothesis Spearman’s correlation test was used for the transformational leadership style’s sub scale (Idealized Influence Behaviour) and teacher job-satisfaction.

Table 4 Application correlation test between Id.In.Beh& JSS

Correlations			
Variables		Id.In.beh	JSS
Id.In.beh	P. Correlation	1	.385**
	P. Correlation	.385**	1
JSS	Sig:(2-tailed)	.000	
	N:	130	130

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

Reporting Pearson product correlation

In accordance with the data presented in Table 4, the Pearson product-moment correlation involving TFLS facet Id.In.beh and JSS revealed a statistically significant yet modest positive correlation ($r = 0.385^{**}$, $P < 0.01$). This outcome suggests the presence of a satisfactory association between Idealized Influence behavior and TJS. Consequently, based on these findings, the hypothesis H01, which stated that there is no noteworthy relationship between teachers' perceived TFLS facet Id.In.behof principals and TJS at the secondary school level in District Peshawar, is rejected. This shows that an increase in Idealized Influence behaviour would lead to high JSS in followers.

Application of Spearman correlation test for Insp. M & JSS

Testing of the Hypotheses No: 3

H03: The Principals' transformational leadership style facet inspirational motivation scale scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar.

Instrument

To test the hypothesis Spearman's correlation test was used for the transformational leadership style's sub scale (Inspirational Motivation) and teacher jobsatisfaction.

Table 5 Application correlation test between Insp.M& JSS

Correlations variables		Insp.M	JSS
Insp. M	P. Correlation	1	.353**
JSS	P. Correlation	.353**	1
	Sig:(2-tailed)	.000	
N:		130	130

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

Reporting Pearson product correlation

Table 5 shows that the Pearson product correlation between TFLS facet Inspirational Motivation (Insp.M) and JSS is moderate positive and statistically significant at ($r = .353^{**}$, $P 0.01$). This finding reveals a relationship between the TFLS Facet (Ins.M) and TJS. As a result, the hypothesis H03: (The Principals' transformational leadership style facet inspirational motivation scale scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar) was rejected based on the results obtained. This demonstrates that increasing Inspirational Motivation leads to increased job satisfaction (JSS) in followers.

Application of Spearman correlation test for In. St. & JSS

Testing of the Hypotheses 4

H04: The Principals' transformational leadership style facet intellectual stimulation scores are negatively correlated with teachers' job satisfaction at the secondary school level in District Peshawar.

Instrument

To test the hypothesis Spearman's correlation test was used for the transformational leadership style's sub scale (In.st.) and teacher job satisfaction.

Table 6 Application correlation test between In. St. & JSS

Correlations Variables		In.St	JS S
In.St	P. Correlation	1	.350**
	P. Correlation	.350**	1
JSS	Sig: (2-tailed)	.000	
	N:	130	130

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

Reporting Pearson product correlation

Table 6 shows that the Pearson correlation of TFLS facet Intellectual stimulation (In.st) and Job satisfaction (JSS) is low positive and statistically significant at ($r=.350^{**}$, $P 0.01$). The finding reveals positive relation between the TFLS component (Intellectual stimulation) and teacher job satisfaction As a result, the hypothesis H04(The Principals’ transformational leadership style facet intellectual stimulation scores are negatively correlated with teachers’ job satisfaction at the secondary school level in District Peshawar) was rejected based on the findings. This demonstrates that increasing intellectual stimulation leads to increase in job satisfaction (JSS) among followers.

Application of Spearman correlation test for Ind.con.& JSS

Testing of the Hypotheses No: 5

H05: The Principals’ Transformational Leadership Style facet individual consideration scores are negatively correlated with teachers’ job satisfaction at the secondary school level in District Peshawar.

Instrument

To test the hypothesis Spearman’s correlation test was used for the transformational leadership style’s sub scale (Ind. con) and teachers’ job satisfaction.

Table 7 Application correlation test between Ind.con & JSS

Correlations Variables		Ind.Con	JSS
Ind. Con	P.Correlation	1	.159
	P. Correlation	.159	1
JSS	Sig: (2-tailed)	.070	
	N:	130	130

Reporting Pearson product correlation

According to the table 7 the Pearson product correlation of TFLS facet Ind.con.and JS was found to be low positive and statistically insignificant at ($r=.159$, $P>0.01$). This finding suggests that there is no relationship between teacher job satisfaction and the transformational leadership style component (Ind.con). As a result, the hypothesis H05 :(The Principals’ Transformational Leadership Style facet individual consideration scores are negatively correlated with teachers’ job satisfaction at the secondary school level in District Peshawar) was accepted in light of the findings. This demonstrates that followers' job satisfaction (JSS) is unaffected by Ind. Con.

Application of Spearman correlation test for TFLS& JSS

Testing of the Hypotheses 6

H0 6: There is no significant relationship between teachers’ perceived TFLS of principals to teachers’ job satisfaction at the secondary school level in District Peshawar.

Instrument

To test the hypothesis Spearman’s correlation test was used for the transformational leadership style and overall teachers’ job satisfaction.

Table 8 Application of Spearman correlation test for TFLS&JSS

Correlations Variables		TFLS	JSS
TFLS	P. Correlation	1	.371**
	P. Correlation	.371**	1
JSS	Sig: (2-tailed)	.000	
	N:	130	130

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

Reporting Pearson product correlation

Table 8 shows that the Pearson product correlation between TFLS and JSS is moderately positive and statistically significant at (r=.371**, P< 0.01).As a result, the hypothesis H0 6: (There is not a significant relationship between teachers' perceived TFLS of principals and TJS at the secondary school level in District Peshawar) was rejected based on the results obtained. This demonstrates that an increase in TFLS behavior results in high job satisfaction (JSS) in followers.

Application of Leaner Regression test for TFLS and JSS

Testing of the Hypotheses No 1

H0 6: There is no significant relationship between teachers’ perceived TFLS of principals to TJS at the secondary school level in District Peshawar.

Table9 Regression Model

Hypothesis	Regression weight	Beta coefficient	R2	F	P-value	Null Hypothesis
H01	TFLS JSS	.371	.138	20.48	.000	Rejected

Regression is significant at .001 a. Dependent variable: JSS b. Predictor constant: TFLS

Reputing the Leaner Regression test

The hypothesis investigates the extent to which TFLS significantly affects teacher job satisfaction. The dependent variable TJS was regressed on predicting variable TFLS to test the hypothesis H0 6, TFLS significantly predicted JSS, F= 20.48, P-value=.000<.001 which indicates that the TFLS can play a significant role in shaping teachers’ job satisfaction. While Beta-coefficient =.371, P< .001 these results clearly direct positive effects of TFLS on overall teachers’ job satisfaction.

Moreover, the R2 =.138 defects that the model explains 13.8% of variances in JSS. The table 9 shows the summary of the findings.

4. Research Findings

- The consistency of Independent variable Transformational Leadership Style and dependent variable Job satisfaction lies in the range from acceptable to very good.

- The findings show that the Transformational leadership style of principals with the mean score ($M=3.698$) was considered to be exhibited mostly by principals at secondary level in District Peshawar.
- Among facets of Transformational leadership style the most frequently used behavior is, Inspirational Motivation which attained the highest mean score ($M=3.90$, $SD=0.78$).
- The findings indicate that all facets exhibited above-average scores, signifying a substantial interrelation among the facets of TFLS.
- The overall mean of JSS was ($M=3.32$) which showed that the teachers were satisfied with their jobs.
- The findings from Pearson correlation of Transformational Leadership Style (TFLS) and Job satisfaction (JSS) showed moderately positive and statistically significant at ($r=.371^{**}$, $P<0.01$) which showed an increase in TFLS behavior would lead to job satisfaction (JSS) of teachers.
- The findings from Pearson correlation of TFLS facet Idealized Influence attribute (Id.In.att) and JSS showed moderately low-positive and statistically significant relationship at ($r=.263^{**}$, $P<0.01$) which showed an increase in TFLS behavior Idealized Influence Attribute (Id.In.att) would lead to JSS in teachers.
- The findings from Pearson correlation of TFLS facet Idealized Influence Behaviour (Id.In.beh) and JS showed moderately low-positive and statistically significant at ($r=.385^{**}$, $P<0.01$) which showed an increase in TFLS behavior Idealized Influence Behaviour (Id.In.beh) would lead to job satisfaction (JSS) in teachers.
- The findings from Pearson correlation of TFLS facet Inspirational Motivation (Insp.M) and overall-Job satisfaction (JSS) found to be low positive and statistically significant at ($r=.353^{**}$, $P<0.01$) which showed an increase in TFLS behavior Inspirational Motivation would lead to job satisfaction (JSS) in teachers.
- The findings from Pearson correlation of Transformational Leadership Style (TFLS) facet Intellectual stimulation (In.st) and overall-Job satisfaction (JSS) found to be positive and statistically significant at ($r=.350^{**}$, $P<0.01$) which showed an increase in TFLS behavior Intellectual stimulation would lead to job satisfaction (JSS) in teachers.
- The findings from Pearson correlation of TFLS facet Individual consideration (Ind.Con) and overall-Job satisfaction (JSS) found to be very low positive and statistically insignificant at ($r=.159$, $P>0.01$) which showed that TFLS behavior Individual consideration have no impact on job satisfaction (JSS) in teachers.
- The findings from Regression analysis indicates that the TFLS have moderately significant and positive impact and can play a significant role in shaping teachers' job satisfaction.

DISCUSSION AND CONCLUSIONS

The following conclusions were drawn from the findings of the study:

The result shows that Transformational leadership style of principals was considered to be exhibited mostly by principals at secondary level in District Peshawar. It is concluded that Transformational leadership style of Principal have significant relationship with Job satisfaction (JSS) of secondary school teachers (science).

Regression analysis has shown that Transformational Leadership behaviours (TFLS) play a crucial and impactful role in shaping teachers' job satisfaction. The application of Transformational behaviours by Principals during school activities serves to motivate and elevate the overall job satisfaction of teachers.

5. Discussion

The research study was mainly designed to find the correlation between Principals' Transformational leadership Style and teachers' Job Satisfaction.

The findings of the research reveal that there was moderately positive and statistically significant relationship between Transformational Leadership Style of Principal and teachers' Job satisfaction which agree with view that transformational leadership and its facets have significant effect on job satisfaction (Bogler2001;Nguni et al. 2006; BekeleShibru, 2011; Goshimie, 2018;Voon., et al 2011; Sabir& Khan, 2011;Khan, Khan , Soomro& Khan,2020).

The study is also consistent with other studies showed transformational leadership and its positive relationship with job satisfaction (Lanet al., 2019;Nurhidayati, Susita, &Sebayang, 2021;Abasilimet al 2019 and Babalola, 2016;Alghamdi, 2018; Alonderiene&Majauskaite, 2016;Falokun, 2016; Amin, 2012; Heyliger, 2014; Barnett, 2018;Duyan, &Yildiz, (2020;Hijazi et al., 2017; wane-Omar &Hussin, 2013;Korkmaz ,2007).

Another review in Greece banking sector showed that transformational leadership has influence on job satisfaction (Belias, &Koustelios, 2014; Hanaysha et al., 2012).Many researches indicated the transformational leadership styles have positive relationship with job satisfaction (Ali, and Dahie ,2015; Bahmanabadi, 2015; Metwally, 2014 ;Ojulu 2015;Blankenship, 2010; Eyal& Roth, 2011; Jackson, 2013; Liang & Steve Chi, 2013).

The findings from Pearson correlation of Transformational Leadership Style (TFLS) and its four facetsagreed with results of a meta-analysis revealed that all the four components of transformational leadership have positive relationship with leader effectiveness, commitment and teachers' job satisfaction (Degroot, Kiker& Cross, 2000;Judge& Piccolo, 2004; Guay, 2013;Bass et al., 2003; Sun &Leithwood, 2017;Bogler ,2001 and Nguni et al. 2006 ;Okoye& Dike-Agha Anya, 2021).

6. Recommendations

- 1) The findings and results of this study indicate that transformational leadership style has significant relationship with job satisfaction. Therefore, it is recommended that the model of transformational leadership style may be considered by principals in educational sector.
- 2) It is recommended that Principals should be aware through their leadership style with the help of seminars, educational conferences, symposia and informal get to gather of the principals and teachers.
- 3) The study makes recommendations for how principals, teachers, and the educational community should use the findings to expand training initiatives and advance principal leadership and teacher effectiveness, which could lead to increased student achievement.
- 4) It is recommended that professional development training programs may be conducted in order to enlightened principals with suitable knowledge regarding leadership styles.
- 5) It is recommended that at secondary school level Principal should be assigned different projects in order to enhance their leadership qualities.
- 6) Refresher courses should be designed for principals on the basis of distinct leadership styles.

7. Suggestions for future study

- 1) It is recommended that further studies may be conducted at Province (KP) level also at Pakistan level.
- 2) According to the study, further research should be conducted on how teachers' demographic variables influence teachers' job satisfaction and Students' Academic Achievement (SAA).

- 3) It is suggested that further research could be done in the public and private sectors.
- 4) It is suggested that Future research may be continued to other disciplines in the area leadership and job satisfaction of employs.
- 5) It is suggested that the donor organizations like, UNESCO, GIZ, USAID etc. may be approached for funding to conduct professional development trainings for teachers.

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