

# School Leadership Styles and Performance Appraisal Matter to Enhance Job Satisfaction: An Empirical Study among Secondary School Teachers in Pakistan

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**ABSTRACT---***The main objective of this study is to investigate the effect of school leadership styles and performance appraisal on job satisfaction. A Cross sectional based on the quantitative research design was administered. The population of the study was secondary school teachers from Punjab, Pakistan. 279 teachers were selected as a sample of the study. Stratified random sample technique was adopted to select the sample from six divisions in Punjab, Pakistan. Standardized questionnaires were used according to the variables of the study whereas SPSS-25 was used to analyze the data. The findings of this study show there was a moderate effect of school leadership styles and performance appraisal on job satisfaction. The research will be helpful for the education leaders to adopt the new techniques for the enhancement of job satisfaction of the teachers for the development of education sector.*

**KEYWORDS---***School Leadership Styles; Performance Appraisal; Job Satisfaction*

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## I. INTRODUCTION

The education task seems to be reliant on the technique teacher experience about their work and how satisfied they are with it. Therefore, it is unexpected that researchers recommend that schools give more concentration to increasing teacher job satisfaction (Okeke & Mtyuda, 2017). Teacher job satisfaction refers to teachers' awareness of their work job, and working conditions, this awareness and familiarity are predictable onto education and teaching, affect the confidence and the superiority of education and teaching. It also influences the psychological healthiness of teacher and student. For this reason, psychologists put together significance to teacher job satisfaction (Monga et al., 2015). The previous studies investigated that teacher who contain superior intensity of job satisfaction contain senior commitment to the job with are fewer probable to disappear the ground of teaching to practice extra vocation alternative (Larkin, Brantley-Dias & Lokey-Vaga, 2016). There are a lot of changeable that may characteristic to a teachers' level of job satisfaction together with place of work conditions, pay, relations with staff, student performance, close relative contribution, and a sympathetic administration (Abu-Taleb, 2013). Leadership in the educational organizations such as schools is a key feature for the development and success of school environment and job satisfaction of its staffs. Educational leaders achieve multi-dimensional characters in schools and colleges and improve job satisfaction of their colleagues (Arzi & Farahbod, 2014). Usually, it is perceived that in the current situation, teachers have no strong idea around which leadership style is presence trained in their schools, and how much their principal's leadership style disturbs their job satisfaction. Principals have no awareness around the different leadership styles and how does it communicate to or move their workers' job satisfaction.

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Moreover, it is usually observed that they have no knowledge which leadership style is more active for the well school environment as well as the profession approval of their staff (Saner & Eyupoglu, 2015). The Pakistan education organization is altering in a self-motivated comportment and is knowledge a lot of modify and improvement in agreement with the difficulty of globalization. In this age, teacher no longer purely teach exacting theme in the classroom but are also an operative of a schooling set of courses and an representative of modify (Lukacs & Galluzzo, 2014). In fact, school leader had affirmed that education transformation is needed to, teachers no longer simply school exacting issue in the classroom other than are also an worker of an learning program and an representative of revolutionize (Jabbar & Hussin, 2018), make certain that the after that production is prepared to battle at the worldwide height and intelligent to continue achievement . This state of affairs straight away needs incessant development of educate association in arrange to accomplish the world class tutoring superiority. In addition, the progression of the teaching cannot disallow the responsibility of instructor as the key to the achievement of an organization enlightening development (Ali, Haolader, & Muhammad, 2013). Encompass supposed this, teacher organizational obligation plays a significant issue in formative the association accomplishment (Fuziah & MohdIzham, 2011; Mohammed Sani, Ghavifekr, Ling, Siraj, & Azeez, 2014; Razak, Darmawan, & Keeves, 2010; Yukl, 2010) as it augment the imagination and decrease their purpose to go away (Abu-Taleb, 2013). When teacher is not concerned in the educational process to accomplish the discipline vision and goals, they tend to complaint and ultimately turn out to be demotivated to employment, and they are short of in promise. School leader motivated his employees and given training. School leader makes available his staff security in school and given bonus every year set goals before conservatory secession. Teacher feel in school satisfaction and make available pay time to time .According to (Akkaya & Akyol, 2016) educator job satisfaction is associated to the position they accomplish within school it is positive relationship between teacher devise to educate and what they desire as of the responsibility both of which are deliberate from side to side their awareness. School leadership style, motivation factors, performance appraisal and job satisfaction among is an imminent dispute distressing teaching and research in Pakistan most school. Practically, at the school level, teachers carry out their daily routine as predetermined in their agreement conformity and been administer by the head of school. As a consequence of administer these teachers, difference do happen in mainly school have appointment during the procedure of data compilation in my preceding research work. Most; often, many of these difference between school leader and teachers calls for the concentration of the DEO for declaration. Many of the teachers were disappoint with the leadership style of their school leader, some were disappointing with the management performance exhibits by their school organizer. Other teachers recognized their dissatisfaction on the conclusion making development of their school leader which has encouraged many teachers to leave for other schools (Bamiro, 2015). An efficient leadership style, performance and proactive decision-making in consonance with school staff come into view to be significance for any school to have the aptitude to contend globally in terms of measure and superiority of education (Asrar-ul-Haq & Kuchinke, 2016). However, teachers are at present confront many challenges which related to inadequate enabling research environment, not enough school infrastructures, unremitting strike, campaigning for amplified in teacher's remuneration with the Federal administration education ministry, which often influence their job satisfaction in the school as recommended by (Bamiro, 2015). Essentially, the researcher notes that leadership performance and decision-making researcher also experimental that delay in organization feedback concerning teachers' appraisal, measurement, encouragement and unnecessary workloads further prominent job dissatisfaction surrounded by teachers. Arguably, on the other side, school leader' also complaint on teachers' behavior toward the leadership of the responsibility. This situation tends to pressure the job satisfaction of both meet head-on come into view in most school in Pakistan. However, since many school leaders takes certain conclusion, which are more of despotic in nature on teachers that leads to supplementary challenges in the school. Consequently, amongst the practical challenges, the teachers

and school leader. But the researcher views that, most of the teachers were the once departure the school for other school. Some teachers demonstrate low job satisfaction in their subdivision due to low acknowledgment, lack of development and weak interpersonal relationships between colleagues as suggested by Reddy et al. (2016). However, the researcher observations that exceptional still persevere in many in school in Pakistan school. This eventually encouraged the researcher to behavior this research. Therefore, this experimental study is inclined to fill confront of school leader leadership styles, leadership performance and decision creation on job satisfaction of discipline teachers in Pakistan (Ali et al, 2016).

## II. LITERATURE REVIEW

Job satisfaction is posited as an employee personal esteem, success and achievement at work. It is employee emotional well-being with a parallel is link to higher productivity at work. Job satisfaction entails an outcome of good attitude showed by the employee towards some specific tasks at work professionally (Northouse, 2010). However, job satisfaction of lecturers is a key factor for the effectiveness teaching and learning and the overall success of students, as well as the quality of the secondary school as a whole. It was based on this that Dave and Raval (2014) argued that, job satisfaction also connotes enthusiasm, contentment and freedom at work place. More so, according to Al-Smadi and Qblan (2015) personal feeling of fulfillment which lead to achievement of other goals in work such as promotion, income, and recognition are key rudiment of job satisfaction. Similarly, motivations at work in term of good salary an employee received determine the extent to job satisfaction level of a person are work place (Bojadjev, Petkovska, Misoska & Stojanovska, 2015). It is appropriate to note that, job satisfaction as a concept refers to the feeling and attitude an employee have on their job (Bakotic & Babic, 2013). Literally, an indication of negative behavior from employees to their job postulate job dissatisfaction, while positive attitude of employee to their duties indicate job satisfaction (Tariq, Ramzan & Riaz, 2013). Job satisfaction is critical in attracting and retaining well-qualified professional personnel in an educational organization. This is a considerable thought in education institutions like school where prudence, professionalism and accuracy are highly important (Baah & Amoako, 2011). Successful teaching process is demand on teachers' jobs satisfaction which is a primary obligation of any school management (Mustapha, 2013). In view of this, McBride (2014) claimed that job satisfaction entails workers' internal feelings to a job, judge on differentiation between desired incomes. Mustapha and Zakaria (2013) contended that, job satisfaction entails many ideas including workers' feelings based on a variation of extrinsic and intrinsic job elements. It is important to point out that, it involves all the dimensions of job satisfaction such as relationship with co-workers, benefits, status, pay, supervision, promotion, environment, recognition, responsibility, benefit, policy and working condition. Lei et al (2015) asserted the determinants of workers level of job esteem to include numerous factors such as; job design, participative supervision, task understanding, scope of the job, other factors like values, interest of the job, working conditions, aspiration level, relationship with colleagues, opportunities at work, and attainment of personal need are also factors of job satisfaction. Ferguson, Frost and Hall (2012) further enumerated many factors influencing teachers' job satisfaction such as low remuneration which leads to limit welfare package, lack of recognition and communication gap. Al-Taher (2011) further adds that harsh working conditions, co-workers' levels of professionalism, school culture and climate, relationships with senior colleagues, support from school leadership, job security guarantee, flexibility in work place are factors that influence job satisfaction of teachers. Ajayi and Abimbola (2013) contended that working with unskilled staff, carryout laborious task, issues on adequate insurance cover, conflict challenges, working for longer hours are to be attribute of low job satisfaction. In educational organizations, job satisfaction is considered as most vital factors for effectiveness and efficiency; it needs effective leadership and efficient work force to achieve institutional aims and objectives (Northouse,

2010). Educational institution relies on the personal commitment and efforts of all the teachers and their management (Bamiro, 2015). In the context of school, teacher job satisfaction is connected to different aspects of personality roles in the school and during instructional process. Therefore, it is most important that teachers show satisfaction instructional process in order to ascertain teaching effectiveness in the class room in the secondary school.

Northouse (2015) perceived leadership as a process whereby an individual lead people to achieve their aims and objectives. leadership as encouraging the people to follow parameter set in an organization system through shared effort in achieving collective mission and vision. Leadership is also term as the capacity by which an individual impact on the people to fulfill their objective in the way that is both cohesive and coherent (Parveen et al., 2014). The researchers concur with the various fundamental definitions of leadership which connotes leading group of people toward a common objective. Ololube et al (2012) enumerated laissez-faire, Transactional and Transformational as the three established leadership styles and Transactional leader which is basically characterized as transactional. Transactional leader formulate regulations the rules that bound on all staff under his leadership administration. They tend to have total control on the people. Aina (2012) posited that, regulation, sanction, orderliness are all attributes of a transactional leader. He believed that, they tend have to total control on the people. Saleem (2015) asserted that, roles of transactional leadership include enacting regulation and rules on the followers for task accomplishment. Shila and Sevilla (2015) argued that commitment to assigned tasks and adhering to leader's instructions is responsibility of followers in transactional leadership setting. Murage and Kibera (2014) contended that institution with large work force with time management, hiring new employee, limited time for decision-making are appropriate for transactional leadership style. Bhatti, Maitlo and Shaikl (2012) considered that Transactional leadership is convenient and good to educational institution of which staff is willing to contribute their ideas to the development of institution. Balogun (2010) claimed that transactional leadership style in an organization often leads to high job dissatisfaction among staff. noted that characteristics of transformational leadership are facilitating open decision-making styles, listen to followers, praise, restrain criticism and assist the people to excel in their responsibilities. Omeka and Onah (2012) claimed that, self-determination, equal participation, self-discipline and participative leadership are attributes of transformational leadership. Apparently, Adegbesan (2013) noted that active participation prudence, equal delegation of task, accountability, and are transformational values which transformational leaders use to exercise their transformational over their followers. Machumu and Kaitila (2014) contended that, sharing equal tasks within the people in the organization, seeking for staff ideas, assisting member on task delivery, equality in the system are parts of the functions of transformational leaders. Adewale (2014) argued that laissez-faire leadership style is perceived as uninvolved with people and term as absence of authority. Okeke (2014) claimed that, leaders of such category make no sign of authority for the people. Instead, the followers were responsible for decision-making in the organization. Dave et al (2014) posited that, an organization where laissez-faire leadership style is been practice; the leader entrust the tasks and decision to employee in the organization. Apparently Reynolds (2013) posited four essential qualities that leader s should have in all circumstances and situation. These are: Challenge the state of affairs; articulate a vision and mission; win commitment to the vision and mission; Do the right thing Reynold (2013) further adds that, true leader do not accept things as they are ; they enquire and add value to the existing programmed they meant.

Performance is a comprehensive characteristic that depend on many characteristic, as well as employment standards and managerial commitment (Woods, 2012; Choi Sang Long et al., 2013). As a pointer of efficiency, performance has been extremely command all through the past of learning, moreover from teacher or from student. Since the job satisfaction of teacher and their accomplishment achieve are interlinked, they correspond to a very important possible foundation for humanizing the learning progression. However, the goals of accomplish educational goals remainder displeased if teachers

cannot make obvious superiority performance in the form of students' achievement score. Above all, the most significant display is intellectual accomplishment in the instructor knowledge progression. That characteristic is also the majority significant area of investigate and at the heart of educational psychology in academic measurement (Pradhan and Chaudhary, 2012). Performance appraisal is a performance measurement toolkit, which is used to get performance in sequence of an individual and evaluate them with the already set values (Darehzereshki, 2013; Jabbar, Hussin, Hashmi & Jafri, 2020). Wahjono (2015) indicates performance appraisal as an organization's arrangement in which employees are given scores to demonstrate their act against their set target to bring change in job performance. (Mondy & Mondy, 2014) looks at performance appraisal mainly as to mean those behavior by which employees are evaluate in an organization in order to produce their capability, raise their performance and give reward. Pradhan and Chaudhary (2012) state that performance appraisal as a mechanism assesses the employees' involvement in all levels of the organization during a certain performance period of time and they are intelligent to know their performance power and weak point. Performance appraisal also measures employees' performance and development on an explicit job and their prospective for future development (Selvarajan et al., 2011). Due to repaid growth and changes in today's organization to suit the energetic supporting, social and economic environment in which they thrive, there is need for employee to bring into line their objectives with those of the organization (Dessler, 2013). Performance appraisal is annual work out behavior by organization in order to conclude an employee's overall involvement to the organization's performance. This performance appraisal of routine is done using characteristic such as time administration at employment, superiority of work done, quantity produced and cost incurred to manufacture results or any other convincing and reciprocally agreed average or determine (Wahjono, 2015). DeNisi and Smith (2014) shows performance appraisal as a system that is prearranged and recognized and is used to evaluate the in-attendance routine of a member of staff and come up with ways in which they can get better in future so that the worker as well as the organization can equally benefit. He also points out that performance appraisal reviews the performance of employees and then give comment about past performance, present performance and future performance opportunity. Performance appraisal respond many problems relating to job; and by coming up with explanation and a passageway to be go behind; contemptible performance can from time to time be enhanced. Gardner (2008) explain performance appraisal as the development of assess the performance of the member of staff on their job put into contemplation what the job entail and is basis on the coming together of agreed objectives, information, proficiency and capability, performance development and approach for personal expansion of performers. Performance appraisal makes a payment to the development of performance culture in an organization by symptomatic of the significance of high performance. DeNisi and Smith (2014) stated that performance appraisal helps pronouncement making regarding maintenance in employment, job promotion, and job reassign, payment of bonuses, and pay rises, and improve announcement at all levels of member of staff. Rowland and Hall (2012) stated that performance appraisal as an announcement tool shows skills, information and attitude needed for a variety of jobs. Using appraisal, the organization can know the attitude and behavior that they want their employees to have at their diverse levels of employment. Dechev (2010) opines that a properly considered performance appraisal system is critical as it helps employees in understanding their strong and feeble areas, concerning their roles and responsibilities jobs in the organization. Mostly, surroundings out individual goals align them with organization objectives has been embrace in most of organization. According to Mullins (2010) performance appraisal is a procedure applied in businesses to appraise characters and contributions of employees in their teams. He disagree s that appraisal of performance serves two purposes; evaluative function and developmental purpose. Chen and Eldridge (2012) explain performance appraisal as a systematic assessment of the staff by their administrator in terms of the job performance as prearranged by the job explanation, requirement and functioning environment and it is usually approved against decided criterion or conditions of valuation. Performance

appraisal aims to assess, administer and eventually get better the performance of workers. It is one of the majority significant perform of individual possessions (Kehoe & Wright, 2013). Appraisal system is advantageous not now since they make available comprehensive in sequence on member of staff performance, but because they also promote workers attitude and ability, most important to better effectiveness (Boswell & Boudreau, 2002; Jabbar, Nwaz, Rehman, Bhatti & Choudhary, 2019). The degree to which member of staff recognize that the performance rating system characterize the payment to the association is performance which make a known as performance appraisal contentment (Maley, 2013; Jabbar & Hussin, 2019). and usually deem the most important assemble to evaluate member of staff response to the performance appraisal arrangement.

### **III. THEORETICAL FRAMEWORK**

Leadership theory is posited as the founding theory of leadership. Many theorists consider that, leaders were made not born. This study relies on the theories signify by Lewin (1939) leadership theory (Herzberg, 1966). Job satisfaction theory and other following leadership performance and decision-making theories by (Northouse, 2015). The submission of these theories helps to make facilitate better appreciate of basics in leadership styles, motivation factors, and performance appraisal and job satisfaction in this study. Lewin's (1939) posited three leadership styles as transformational, transactional and lassies-faire style of leadership. Leadership behaviour theory is on compassionate and non-supportive transformational leadership while transactional leadership decision-making entails rational decision-making, intuitive lassies faire style and avoidant pronouncement construction (Northouse, 2010). 'Great Man' theory was pen down theory in this research. All variables different theory were sporting throes in this research.

### **IV. RESEARCH QUESTIONS**

- i. What is the significance difference between genders regarding school leadership styles, performance appraisal and job satisfaction among secondary school teachers in Punjab, Pakistan?
- ii. What is the significance effect of school leadership styles on job satisfaction among secondary school teachers in Punjab, Pakistan?
- iii. What is the significance effect of performance appraisal on job satisfaction among secondary school teachers in Punjab, Pakistan?
- iv. Is school leadership style predictor of job satisfaction among by secondary school teachers in Punjab, Pakistan?
- v. Is performance appraisal predictor of job satisfaction among secondary school teachers in Punjab, Pakistan?

### **V. METHODOLOGY**

In this study school leadership styles and performance appraisal are used as an independent variables whereas job satisfaction as a dependent variable. A Cross sectional based on the quantitative research design was administered. The population of the study was secondary school teachers from Punjab, Pakistan. 279 teachers were selected as a sample of the study. Stratified random sample technique was adopted to select the sample from six divisions in Punjab, Pakistan and Krejie & Morgan (1970) model was used to select the sample size of this study. Standardized questionnaires were used according to the variables of the study such as; Multifactor Leadership Questionnaire (MFLQ) adopted from Avolio and Basss (1995) whereas ; performance appraisal questionnaire was adopted from Goodman & Svyantak (1999) while job satisfaction

questionnaire was adopted from Lester (1987). 1. Strongly Disagree to 7. Strongly Agree seven points format was used to collect the data from the respondents. The content and face validity was conducted through the experts and reliability of the questionnaires was assessed by using Cronbach'S Alpha coefficient. The results of the reliability was acceptable  $> 0.7$  (Chin, 1998), during pilot test. The descriptive and inferential statistics used to analyze data by using SPSS-25 such as; Mean, Standard Deviation, independent sample t-test, Pearson Correlation and Multiple Regression Analysis.

## VI. RESULTS

Table 1. Descriptive Statistics

Dimensions	Mean	SD
Transformational	5.41	.89
Transactional	4.63	.96
Laissez-faire	4.23	.98
<b>Leadership Styles</b>	<b>4.75</b>	<b>.94</b>
Collaboration	4.87	.97
Discipline	5.51	.89
Interpersonal relations	5.33	.83
Teaching Skills	5.13	.92
Management Skills	5.30	.86
<b>Performance Appraisal</b>	<b>5.22</b>	<b>.89</b>
Salary	4.87	.96
Status	5.53	.88
Work itself	5.29	.84
Growth & security	5.14	.91
Policy and personal life	5.30	.85
<b>Job Satisfaction</b>	<b>5.23</b>	<b>.88</b>

Descriptive analysis was conducted to investigate the level of job satisfaction among secondary school teachers. The statistical findings show the (M= 4.75, SD= .94) about leadership styles, (M= 5.22, SD= .89) about performance appraisal and (M=5.23, SD= .88) about job satisfaction. It found that the secondary school teachers are moderately satisfied regarding leadership styles and performance appraisal towards job satisfaction.

Table 2. Independent Samples t- test

Variables	Gender	Mean	SD	T	P
Leadership Styles	Male	4.87	1.23	-.06	.00**
	Female	3.36	1.89	-.06	
Performance Appraisal	Male	5.52	1.23	.37	.26
	Female	5.43	1.27	.36	
Job Satisfaction	Male	5.32	1.03	-1.40	.02*
	Female	4.76	1.56	-1.40	

Independent sample t-test was applied to investigate the gender difference between male and female secondary school teachers. It found that there was a significance difference because males score was greater ( $M= 4.87$ ,  $SD= 1.23$ ) than females score ( $M= 3.36$ ,  $SD= 1.89$ ) and significance value is less than .05,  $P= .00$ . Whereas, there was not significance difference found between males ( $M= 5.52$ ,  $SD= 1.23$ ) and females scores ( $M= 5.43$ ,  $SD= 1.27$ ),  $p= .26$ , while there was also significance difference found the males score was ( $M= 5.32$ ,  $SD= 1.03$ ), females ( $M= 4.76$ ,  $SD= 1.56$ ) and  $p= .02$ .

Table 3. Correlate Matrix

Exogenous Variables	LB	PA	JS
Leadership Styles	1		
Performance Appraisal	.496(**)	1	
Job Satisfaction	.499(**)	.454(**)	1

Pearson correlation was conducted to evaluate the relationship between the variables of the study. It found that there was a moderate relationship between leadership styles and job satisfaction with  $r= .499$  and there was also moderate relationship between performance appraisal and job satisfaction with  $r= .454$ .

Table 4. Multiple Regression analysis

Model	Constructs	Std. Error	Bet		
			a	T	P
Job satisfaction	(Constant)				
	Leadership Styles	.041	.42 2	10.5 4	.00*
	Performance Appraisal	.054	.16 2	3.23	.00*

Dependent Variable: JS

Multiple Regression analysis was applied in order to explore the effect of leadership styles and performance appraisal on job satisfaction. It found that there was a moderate effect of leadership styles on job satisfaction with beta value of .422 and weak effect of performance appraisal on job satisfaction of secondary school teachers.

## VII. CONCLUSION AND DISCUSSION

It was concluded that the level of job satisfaction among secondary school level about leadership styles and performance appraisal was at moderate level. Whereas, there was a significance difference found between the genders groups about leadership styles and job satisfaction. Additionally, there was a moderate relationship between leadership styles and performance appraisal with job satisfaction. Moreover, there moderate effect of leadership styles on job satisfaction and weak effect of performance appraisal on job satisfaction.

The findings of this study are in line with the previous studies (DeNisi & Smith, 2014; Okele & Mtyuda, 2017; Jabbar, Hussin & Nazli, 2020).

The result of the study will be of considerable value to Headship, instructor, Educational Planners and Departmental non-academic staff, scholars and Human resources unit in the following ways: The result will be useful to school leader in particular for understanding the school leadership styles and performance appraisal which will enhance job satisfaction of



teacher in the school in Pakistan. The findings of this research will be advantage for school organization body in the area of scheduling steady leadership discussion group for newly school leader and faculty staff for the achievement of school mission and vision. The findings of the revise will also be helpful to all school leaders in the school in the areas of supervision professionalism in terms of leadership in all schools under his or her management. The outcome of the study will also be helpful to school leader by providing them with literatures on the relationship between.

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