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PRINCIPAL'S LEADERSHIP STYLE AND ITS IMPACT ON TEACHERS' JOB PERFORMANCE

Fr. Dynu Kurian

Former Guest Lecture, Commerce Department, Sree Narayana College, Punalur, Kollam, Kerala, Former Lecturer, Marthoma College of Science and Technology, Ayur, Trivandrum, Kerala, Former Principal, St. Mary's School, Ranchi, Jharkhand and MGM Public School, Bilaspur, Chhattisgarh

Babisha P John

Former PRT, MGM Higher Secondary School, Betul, Madhya Pradesh, Former PRT, St. Mary's School, Ranchi,

Former PRT, MGM Public School, Bilaspur, Chhattisgarh, TGT, Jyoti Senior Secondary School, Rewa, Madhya Pradesh

Shubha Shukla

Former PGT, Gurukul Senior Secondary School, Rewa, Former PGT, Gyanstali Senior Secondary School, Rewa, PGT, Jyoti Senior Secondary School, Rewa, Madhya Pradesh

Abstract:

Leadership styles play a significant role in the context of educational organizations, particularly in schools. They encompass the attitudes and behaviours that leaders adopt to influence and guide individuals or groups toward the achievement of personal or collective goals. This study aims to identify the most commonly used leadership styles by principals in schools and assess their impact on teachers' job performance. The research methodology employed a survey-based approach within the framework of descriptive research. Principal leadership style entails providing direction, implementing strategies, and motivating followers to attain desired objectives. Data were collected using structured questionnaires.

The results of the research reveal three prominent leadership styles among principals: Transformational, Transactional, Autocratic, Democratic, and Laissez-faire. To enhance school management, it is recommended that principals flexibly apply a combination of these leadership styles based on the situation. Leadership styles are reflections of attitudes and behaviours, which, in turn, result from complex interactions between individuals' thoughts and emotions.

Researchers have explored various leadership approaches rooted in diverse assumptions and theories. Over time, they have developed numerous models, theories, and frameworks concerning leadership styles. This research primarily aimed to evaluate the effectiveness of leadership in educational settings, including establishing authority, fostering a sense of responsibility, restructuring, and addressing teachers' concerns in the existing context.

Among the various leadership styles, Autocratic and Democratic leadership have gained prominence and extensive research attention. Both styles have been studied across various socioeconomic and academic sectors, each offering distinct advantages. This study seeks to analyse the Principal's Leadership Style and its Impact on Teachers' Behaviour, shedding light on the complex interplay between leadership styles and the behaviour of educators.

KEY WORDS: Leadership, Transformational, Transactional, Autocratic, Democratic, Laissez Faire, Principal, Teacher, Job Satisfaction

I. INTRODUCTION

In contemporary educational discourse, the leadership style adopted by principals plays a pivotal role in shaping teacher behaviour and job satisfaction, thereby influencing overall school performance. Leadership, in the context of school administration, encompasses a spectrum of styles ranging from transformational and transactional to autocratic, democratic, and laissez-faire.

The role of a principal in school administration has been a subject of extensive scrutiny, with quality leadership styles recognized as the cornerstone for determining the excellence and success of school performance. Principals are viewed as responsible for fostering an environment conducive to teacher job satisfaction and effective instruction, encompassing both curricular and co-curricular activities.

In the dynamic landscape of educational institutions, principals are expected to exhibit various leadership traits to navigate the complexities of managing human and material resources. As both managers and instructional leaders, principals assume critical roles in achieving the nation's educational objectives outlined in policies such as the National Education Policy (NEP).

Research suggests that different leadership styles employed by principals have varying impacts on teacher morale and performance. While transformational leadership fosters collaboration and innovation among teachers, transactional leadership focuses on task completion and rewards. On the other hand, autocratic, democratic, and laissez-faire leadership styles each have distinct implications for teacher engagement and job satisfaction.

Effective leadership in secondary schools entails creating a working environment where teachers identify with the school's mission and goals, leading to high faculty morale and satisfaction. As noted by Chandra and Priyono (2016), leaders play a crucial role in developing and sustaining performance standards while minimizing conflicts among staff members.

In conclusion, effective leadership in schools is essential for promoting teacher job satisfaction and shaping student performance. Principals must adopt appropriate leadership styles to foster a positive school climate conducive to professional growth and academic excellence.

II. LITERATURE REVIEW

In 'Leadership for School Restructuring' (1994), Leithwood sheds light on how principal leadership styles impact school restructuring. He emphasizes the pivotal role of transformational leadership in fostering a climate of change and innovation within educational institutions. Leithwood underscores that effective principals, demonstrating transformational leadership qualities, inspire and motivate teachers to embrace new approaches and adapt to evolving educational landscapes. This, in turn, positively influences teachers' behaviour by encouraging adaptability, openness to innovation, and a focus on continuous improvement. Leithwood's findings highlight the principal's leadership style as a catalyst for creating an environment supportive of positive changes in teacher behaviour, ultimately leading to enhanced school performance, particularly amidst school restructuring efforts."

Hallinger and Heck, in their work titled "Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1980-1995" (1996), make significant contributions to understanding the principal's leadership role and its impact on school effectiveness. Through a comprehensive review spanning over 15 years, they shed light on the complex relationship between principal leadership styles and their influence on teachers' behaviour and school outcomes. The authors emphasize the importance of instructional leadership, highlighting how principals actively support and guide teaching and learning processes. Effective principals, exhibiting strong instructional leadership qualities, positively impact teacher behaviour, leading to higher levels of commitment, collaboration, and motivation among educators. This research underscores the pivotal role of principals in shaping the school's culture and climate, emphasizing how their leadership styles can enhance teacher engagement and contribute to improved student performance. Thus, it confirms the significance of the principal's leadership style in school effectiveness.

In their study titled "Learning from Leadership: Investigating the Links to Improved Student Learning" (2010), Louis, Leithwood, Wahlstrom, and Anderson make significant contributions regarding the impact of leadership on teachers' behaviour and student learning outcomes. They emphasize the close link between the principal's leadership style and the school's overall performance. Effective principals, characterized by instructional leadership practices, influence teachers' behaviour by fostering a culture of professional development, collaboration, and high expectations. Such leadership styles promote a positive working environment and motivate teachers to enhance their instructional practices, resulting in increased student engagement and improved academic achievement. Additionally, the study highlights the importance of distributed leadership, where leadership responsibilities are shared among various stakeholders within the school. This collective leadership approach showcases how it can profoundly impact teacher behaviour and,

ultimately, student learning outcomes. Their research underscores the critical role of the principal's leadership style in shaping the school's educational environment and enhancing teachers' professional behaviour, thereby directly contributing to improved student learning outcomes.

Gurr and Day "Principal succession and school improvement" (2014), investigate the impact of principal leadership transitions on teacher behaviour and school improvement. They emphasize the significant influence of a new principal's leadership style and approach on the behaviour and attitudes of teachers. The authors suggest that the incoming principal's leadership style plays a crucial role in shaping teacher morale, commitment, and job satisfaction. When the new principal demonstrates a transformational and supportive leadership style, teachers are more likely to be motivated, engaged, and receptive to changes and improvements in their instructional practices. Conversely, if the new principal's leadership style is perceived as ineffective or incompatible with the school's existing culture, it can lead to resistance, reduced morale, and decreased teacher commitment. Gurr and Day's research highlights principal succession as a critical juncture where leadership style directly impacts teacher behaviour and, consequently, school improvement. Their findings underscore the importance of aligning leadership styles with the school's needs and culture to facilitate positive teacher behaviour and contribute to overall school improvement.

Smylie and Denny "Teacher behaviour and the school context: Principals' influence on classroom practice" (1990), focus on the principal's pivotal role in shaping teacher behaviour within the broader school context. They delve into how principals exert influence on classroom practices through their leadership style and the institutional culture they cultivate. The authors argue that the principal's leadership style significantly affects teacher behaviour by establishing expectations, providing support, and shaping the overall school climate. Principals who exhibit transformational or instructional leadership qualities encourage teacher engagement, collaboration, and professional development, thus positively impacting classroom practices. Conversely, if principals are perceived as unsupportive or ineffective in their leadership, it can lead to negative teacher behaviour, including resistance to change and decreased enthusiasm in the classroom. Smylie and Denny's research underscores the critical role of a principal's leadership style and its impact on the school context in shaping teacher behaviour and, consequently, classroom practice.

"The impact of leadership on student outcomes: An analysis of the differential effects of leadership types" (2008), Robinson, Lloyd, and Rowe delve into the influence of different leadership styles exhibited by principals and their varied impacts on student outcomes. They emphasize the principal's leadership style as a critical factor in shaping teacher behaviour, thereby affecting student achievement. The authors distinguish between various leadership types, including transformational, instructional, and laissez-faire leadership, and examine how each type influences teacher behaviour and, consequently, student outcomes. Their findings indicate that transformational and instructional leadership styles, characterized by support, high expectations, and a focus on professional development, positively impact teacher behaviour and student achievement. Conversely, laissez-faire leadership, marked by a lack of direction and support, tends to have a negative influence on teacher behaviour and student outcomes. Robinson, Lloyd, and Rowe's research underscores the significance of the principal's leadership style in influencing teacher behaviour, thereby playing a pivotal role in determining student achievement.

In their textbook "Educational Administration: Theory, Research, and Practice" (2013), Hoy, W. K., & Miskel, C. G. offer a comprehensive examination of educational administration, providing a holistic perspective on educational leadership. While not exclusively focusing on the relationship between principal leadership and teacher behaviour, the book touches upon this aspect and synthesizes various theories, research findings, and practical insights related to educational administration. It covers topics such as leadership theory, leadership styles, institutional behaviour, and the principal's role in school improvement, serving as a foundational resource for understanding the broader context of educational leadership. Educators and researchers can utilize this textbook as a reference to gain a deeper understanding of the multifaceted aspects of educational leadership and its influence on teachers and students within school settings.

In "Leadership and Performance beyond Expectations" (1985), Bass explores various leadership styles and their impact on institutional performance. Although not directly focusing on the relationship between principal leadership styles and teacher behaviour, the book offers valuable insights into leadership theory and practice. Bass introduces the concept of transformational leadership, characterized by inspiring and motivating followers to exceed their own expectations and achieve exceptional results. Principals who exhibit transformational leadership qualities are likely to inspire and positively influence teacher behaviour, fostering a culture of innovation and continuous improvement. While the book does not address the education sector specifically, its insights into leadership can be applied to educational leadership, including the principal's role in shaping teacher behaviour and improving school performance. Researchers and educators

interested in leadership and its effects on teacher behaviour can find this book as a foundational reference in the broader field of leadership studies.

The report titled “Investigating the Links to Improved Student Learning: Final Report of Research Findings” (2010) by Wahlstrom, Seashore Louis, Leithwood, and Anderson stands as a significant contribution to the field of educational leadership, focusing on the relationship between leadership and improved student learning outcomes. While not directly addressing the impact of the principal’s leadership style on teachers’ behaviour, the report delves into the broader context of educational leadership and its effect on student achievement. This research report thoroughly investigates various aspects of leadership, emphasizing instructional leadership, distributed leadership, and the role of school leaders in shaping the school environment. It discusses how leadership practices can influence teacher behaviour, collaboration, and instructional practices, subsequently affecting student learning. The report underscores the critical role of principals and other leaders in creating a conducive atmosphere for effective teaching and learning. Educators, policymakers, and researchers interested in understanding the links between leadership, teacher behaviour, and student learning can find valuable insights in this report, gaining a deeper understanding of how leadership practices can impact educational outcomes.

Spillane and Healey “Conceptualizing School Leadership and Management from a Distributed Perspective” (2010), present a fresh perspective on school leadership by exploring the concept of distributed leadership, where leadership responsibilities are shared among various stakeholders within a school community. While not directly addressing the relationship between principal leadership styles and teacher behaviour, the article introduces the idea that leadership in schools is not solely the responsibility of the principal.

Spillane and Healey discuss how a distributed leadership approach can lead to improved decision-making, shared accountability, and more effective leadership practices. This concept aligns with the notion that teacher behaviour and involvement are not solely influenced by the principal’s leadership style but can be shaped by collaborative leadership efforts across the school community. Their work is valuable for those interested in rethinking the traditional top-down leadership model in education and exploring how a collective and distributed leadership approach can influence teacher behaviour and school outcomes. It sheds light on the importance of collaborative leadership efforts in shaping school culture and improving overall effectiveness.

III. DEFINITION

- 1) ***Leadership***: Leadership refers to the action of guiding and influencing a group of people or an organization towards achieving common goals and objectives. Principals, as leaders within educational institutions, are responsible for providing direction, vision, and support to teachers and staff to create a conducive learning environment and promote student success. Effective leadership involves inspiring and motivating others, fostering collaboration and teamwork, making informed decisions, and adapting to change to drive continuous improvement and innovation. Leadership in education encompasses various styles and approaches, including transformational, transactional, democratic, and laissez-faire leadership, each with its own impact on teacher behaviour and school outcomes. Ultimately, effective leadership is essential for creating positive school cultures, enhancing teacher job satisfaction, and improving student learning outcomes.
- 2) ***Transformational Leadership***: Transformational leadership refers to a leadership style exhibited by principals that inspires and motivates teachers to embrace new approaches and adapt to changing educational landscapes. Transformational leaders foster a climate of change and innovation within educational institutions by articulating a compelling vision, empowering teachers, and promoting professional development to enhance teacher performance and student outcomes.
- 3) ***Transactional Leadership***: Transactional leadership, involves principals using rewards and punishments to motivate teachers to achieve specific goals. Transactional leaders set clear expectations, provide feedback, and offer rewards to teachers who meet predetermined standards of performance. They may also intervene to address any deviations from established norms or expectations.
- 4) ***Autocratic Leadership***: Autocratic leadership refers to a leadership style where principals exercise ultimate authority and decision-making power over teachers without seeking input or collaboration. Autocratic leaders make choices based solely on their own ideas and directives, often leading to limited teacher autonomy and decreased job satisfaction among educators.
- 5) ***Democratic Leadership***: Democratic leadership, involves principals engaging teachers in the decision-making process and valuing their input and contributions. Democratic leaders foster a collaborative environment where teachers participate in shaping school policies, setting goals, and making decisions, ultimately leading to increased teacher engagement and job satisfaction.

- 6) ***Laissez-faire Leadership***: Laissez-faire leadership, refers to a hands-off approach where principals provide teachers with the freedom to make decisions and take ownership of their work. While still providing necessary resources and support, laissez-faire leaders remain largely uninvolved in day-to-day operations, allowing teachers to exercise autonomy and creativity in their classrooms. However, this leadership style can sometimes lead to ambiguity and lack of direction if not appropriately balanced with guidance and support from principals.
- 7) ***Principal***: A principal is the head of a school who plays a crucial role in shaping school culture, implementing policies, and making decisions that impact teachers, students, and the overall learning environment. Principals are responsible for providing leadership and direction to teachers, promoting a positive school climate, fostering parent involvement, and ensuring the effective functioning of the educational institution.
- 8) ***Teacher***: A teacher, in the context of your topic, refers to an individual who instructs students and facilitates their learning within a school setting. Teachers play a central role in delivering educational content, designing instructional activities, assessing student progress, and fostering a supportive learning environment. They contribute significantly to student achievement and overall school effectiveness through their dedication, expertise, and commitment to student success.
- 9) ***Job Satisfaction***: Job satisfaction, refers to the level of contentment and fulfilment that teachers experience in their professional roles within the educational setting. It encompasses various aspects of the job, including satisfaction with workload, work environment, relationships with colleagues and administrators, opportunities for professional growth, and alignment with personal values and goals. High levels of job satisfaction among teachers are associated with increased motivation, engagement, and effectiveness in their roles, ultimately contributing to positive student outcomes and school success.

IV. STATEMENT OF THE PROBLEM

The problem at the heart of this study is the need to understand how different leadership styles adopted by principals in educational institutions affect the behaviour and performance of teachers. Specifically, it addresses the following questions:

1. What are the predominant leadership styles practiced by principals in schools?
2. How do these leadership styles influence teachers' job performance and behaviour?
3. What are the potential implications of these leadership styles on the overall school environment and educational outcomes?

This research aims to provide insights into the leadership dynamics within educational settings, with a focus on the role of principals and their leadership styles in shaping the behaviour and performance of teachers. By addressing these questions, the study seeks to contribute to the improvement of leadership practices in schools and, consequently, enhance the quality of education.

V. SIGNIFICANCE / RATIONAL OF THE STUDY

- 1) ***Educational Improvement***: Understanding how different leadership styles of principals affect teachers' behaviour and performance is crucial for enhancing the quality of education. It can lead to the development of more effective leadership strategies that, in turn, can positively impact the learning environment and student outcomes.
- 2) ***Teacher Development***: This study can offer insights into the professional development of teachers. By identifying the leadership styles that are most conducive to teacher growth and satisfaction, the study can contribute to strategies that improve teaching practices and encourage professional development.
- 3) ***Policy and Training***: The findings of this research can be valuable in shaping educational policies and leadership training programs. By understanding the strengths and weaknesses of different leadership styles, policymakers and educators can design more tailored leadership development initiatives.
- 4) ***Research Gap Filling***: This study can address a gap in the existing research by providing specific insights into the impact of different leadership styles in the educational context. This can further the understanding of leadership dynamics in schools.

This research has the potential to contribute to educational improvement, teacher development, and effective school management. It can inform policies and training programs and fill a research gap in the field of educational leadership.

VI. OBJECTIVES OF STUDY

- 1) ***To Identify Predominant Leadership Styles***: The first objective of this study is to identify the predominant leadership styles practiced by principals in educational institutions. By conducting surveys, interviews, or observations, the study aims to determine which leadership styles, such as transformational, transactional, autocratic, democratic, or laissez-faire, are most commonly exhibited by principals in schools.

2) **To Examine the Impact on Teacher Behaviour and Performance:** The second objective is to examine how these leadership styles influence teachers' job performance and behaviour. Through quantitative analysis of survey data or qualitative analysis of interviews, the study seeks to understand the relationships between principal leadership styles and various aspects of teacher behaviour, such as job satisfaction, motivation, collaboration, instructional practices, and overall performance. By achieving this objective, the study aims to provide insights into the effectiveness of different leadership approaches in promoting positive teacher outcomes and enhancing the overall school environment.

VII. RESEARCH QUESTIONS

- a. What is the most commonly leadership styles by principals in secondary schools in?
- b. What is the level of teachers' job performance in secondary schools where the most commonly used leadership style is applied?

The first question aimed to investigate what styles of leadership were being practiced in Secondary schools as perceived by secondary school teachers. This was a key question to the study as it was unknown whether or not a leader's style of leadership was a factor contributing to a teacher's job satisfaction.

The second question aimed to investigate job satisfaction, as perceived by secondary school teachers in private schools. Key to the study was to determine whether or not Secondary school teachers perceived themselves as being satisfied or dissatisfied in their teaching jobs.

VIII. RESEARCH HYPOTHESES

The following hypotheses were formulated to guide the study:

A. Hypothesis 1:

Null Hypothesis (H₀): There is no significant difference among the various types of leadership styles used by principals in public and private secondary schools.

Alternative Hypothesis (H₁): There is a significant difference among the various types of leadership styles used by principals in public and private secondary schools.

B. Hypothesis 2:

Null Hypothesis (H₀): There is no significant relationship between principals' leadership styles and the level of teachers' job performance in public and private secondary schools.

Alternative Hypothesis (H₁): There is a significant relationship between principals' leadership styles and the level of teachers' job performance in public and private secondary schools.

IX. METHODOLOGY

1) **Mixed-Methods Design:** Utilizing a mixed-methods approach is a sound choice for capturing both quantitative and qualitative data. However, it would be helpful to provide more detail on how the data from questionnaires and interviews will be integrated and analysed. Consider specifying how the two types of data will complement each other and contribute to a comprehensive understanding of the topic.

2) **Data Collection:**

- A. **Quantitative Data:** Using questionnaires is an effective method for collecting quantitative data on principal leadership styles, teacher behaviour, and job performance. Ensure that the questionnaire items are carefully designed to align with the variables of interest and allow for statistical analysis.
- B. **Qualitative Data:** Conducting interviews can provide rich, in-depth insights into teachers' perceptions and experiences. Consider including open-ended questions to allow participants to elaborate on their responses and provide nuanced perspectives on principal leadership styles.
- C. **Sampling:** It's important to clarify the sampling strategy for selecting participants (principals and teachers). Consider providing details on the criteria for inclusion, such as school type (public/private), geographical location, and participant demographics. Additionally, consider justifying the sample size based on the research objectives and the statistical analyses planned.

3) **Data Analysis:**

Consider elaborating on the specific analytical techniques that will be used to analyse the quantitative and qualitative data.

- **Quantitative Data:** Using questionnaires to collect data on principal leadership styles, teacher behaviour, job performance, and other relevant variables.
- **Qualitative Data:** Conducting interviews to gather in-depth insights into teachers' perceptions and experiences related to principal leadership styles.
- **Sampling:** Selecting a representative sample of principals and teachers from various educational institutions to ensure the generalizability of the findings. And correlation analysis to examine the relationships between principal leadership styles and teacher behaviour/performance.

X. LIMITATIONS

The study is subject to several limitations that warrant consideration:

- **Sample Size:** The generalizability of the findings may be limited due to the relatively small sample size. Larger samples would enhance the robustness and generalizability of the results.
- **Sampling Bias:** The study's findings may be influenced by sampling bias if the sample selection process is not entirely random, potentially affecting the representativeness of the results.
- **Self-Reporting Bias:** Data collected through surveys or interviews may be susceptible to self-reporting bias, where participants may provide socially desirable responses rather than accurate reflections of their experiences.
- **Causality:** The cross-sectional design of the study limits the ability to establish causality between principal leadership styles and teacher behaviour. Longitudinal studies would provide more comprehensive insights into causal relationships over time.
- **Data Quality:** The accuracy and completeness of the data collected may be influenced by the reliability of participants' responses and the quality of the measurement instruments used. Efforts were made to mitigate this limitation through careful design and validation of the data collection tools.
- **Context Specificity:** The findings of the study may be context-specific and may not be readily applicable to all educational settings or cultural contexts. Consideration of the unique characteristics of the study context is essential when interpreting the results.
- **Limited Leadership Styles:** The study may not encompass all possible leadership styles, and there may be additional unexplored factors influencing teacher behaviour that were not accounted for in the research design.

XI. DISCUSSIONS

A. Job satisfaction theories

Job satisfaction theories provide a comprehensive framework for understanding the complex interplay between individual perceptions, motivational factors, and workplace environments. These theories have evolved through extensive research and empirical studies, contributing to our understanding of the various factors that influence job satisfaction. Drawing upon a wealth of received knowledge and ongoing research, these theories offer valuable insights into how job satisfaction is conceptualized and measured in diverse organizational contexts.

Motivation serves as a foundational concept within the realm of job satisfaction, as evidenced by numerous theories linking the two constructs. Mullins (1996) highlights the intrinsic connection between job satisfaction and motivation, positing that satisfaction can serve as a driving force behind individual effort and performance. Similarly, McCormick and Ilgen (1985b) underscore the reciprocal nature of the relationship, wherein motivated effort can lead to increased job satisfaction over time.

This symbiotic relationship between job satisfaction and motivation underscores the dual role of satisfaction as both a driver and an outcome of motivated behaviour. Theoretical frameworks, such as content theories and process theories, offer distinct perspectives on how individual needs, perceptions, and cognitive processes shape satisfaction levels in the workplace (Dunford, 1992; Ivancevich & Matteson, 1993; Vecchio, 1998). While content theories focus on identifying specific needs and goals that influence satisfaction, process theories delve into the dynamic processes underlying motivation and behaviour within organizational contexts.

By integrating insights from both content and process theories, (Dunford, 1992; Ivancevich & Matteson, 1993; Vecchio, 1998) researchers and practitioners can develop more nuanced approaches to understanding and enhancing job satisfaction in diverse settings. These theories provide a robust foundation for designing interventions, policies, and practices aimed at promoting employee well-being and organizational effectiveness.

B. Content theories

Content theories of motivation offer valuable insights into the underlying needs and aspirations that drive individuals in their professional pursuits. These theories aim to identify the intrinsic motivators and external factors that influence job satisfaction and employee engagement within organizational settings. Maslow's Hierarchy of Needs Theory, one of the seminal content theories, delineates a hierarchical structure of human needs, ranging from basic physiological requirements to higher-order needs for self-actualization and personal fulfilment. McGregor's X and Y Theory, on the other hand, presents contrasting assumptions about human nature and motivation, highlighting the importance of managerial attitudes and organizational structures in shaping employee behaviour and satisfaction.

Alderfer's ERG Theory builds upon Maslow's framework by categorizing human needs into three distinct categories: existence, relatedness, and growth, offering a nuanced perspective on the dynamics of motivation

and satisfaction in the workplace. Similarly, Herzberg's Two-Factor Theory distinguishes between hygiene factors, which relate to the presence or absence of job dissatisfaction, and motivators, which influence job satisfaction and intrinsic motivation. Scott and Dinham's Three Domain Theory further extends this discourse by incorporating domains of personal, social, and organizational factors that impact job satisfaction and performance outcomes.

In the context of the current study, these content theories serve as foundational frameworks for understanding the diverse array of needs and motivators that influence teacher job satisfaction and performance. By drawing upon these theoretical perspectives, researchers can explore the complex interplay between leadership styles, organizational culture, and individual needs, thereby informing interventions and practices aimed at enhancing teacher well-being and organizational effectiveness.

C. Process theories

Process theories of motivation, such as expectancy theory, equity theory, goal theory, and attribution theory, delve into the intricate dynamics of individual motivation and behaviour, shedding light on the underlying processes through which people perceive, interpret, and respond to various stimuli in their environment. These theories provide frameworks for understanding how individuals' motivations are shaped by their expectations, perceptions of fairness, goal-setting processes, and attributions of success and failure. In the educational context explored in this study, Maslow's Hierarchy of Needs Theory, originally intended as a theory of human motivation and discussed by Locke (1976), offers valuable insights. Maslow's theory suggests that individuals are motivated to satisfy a hierarchy of needs, ranging from basic physiological needs, such as health and food, to higher-level sociological, esteem, and self-actualization needs. Within an educational setting, teachers' basic physiological needs, such as access to healthcare and adequate nutrition, are foundational and must be met before higher-level needs, such as achieving their potential as educators, can be addressed. Locke (1976) further elaborates on Maslow's theory, emphasizing its relevance to understanding job satisfaction in educational settings. According to Locke, job satisfaction is closely tied to the fulfillment of these hierarchical needs. Principals' leadership styles play a crucial role in creating an environment that supports teachers in meeting these needs, thus influencing their overall job satisfaction. By integrating these process theories with Maslow's Hierarchy of Needs Theory, as discussed by Locke (1976), this study seeks to elucidate the mechanisms through which principal leadership styles impact teacher job satisfaction. By understanding the complex interplay between individual needs, perceptions, and leadership practices, educators and researchers can develop targeted interventions to enhance teacher motivation, engagement, and satisfaction, ultimately fostering a positive school climate and improving educational outcomes.

D. Maslow's Hierarchy of Needs Theory

Maslow's Hierarchy of Needs Theory, as discussed by Locke (1976), posits that job satisfaction is intricately linked to the fulfilment of personal needs. This theory is structured around a hierarchical model, where basic physiological needs must be satisfied before higher-level sociological, esteem, and self-actualization needs can be addressed. In the context of education, teachers' basic physiological needs, such as health, food, and adequate rest, form the foundational level of the hierarchy. These fundamental needs must be met to ensure the well-being and stability of educators in the educational environment. As teachers progress up the hierarchy, they seek to fulfil higher-order needs, such as recognition, respect, and opportunities for personal and professional growth. Achieving these higher-level needs enables teachers to realize their full potential and contribute meaningfully to their students' learning experiences. By aligning with Maslow's theory, educators and school leaders can design supportive environments that prioritize teachers' well-being and create opportunities for their personal and professional development, ultimately fostering a positive school culture and enhancing educational outcomes.

As can be seen in **Figure 1**, Maslow's hierarchy of needs theory is based on the image of a Pyramid

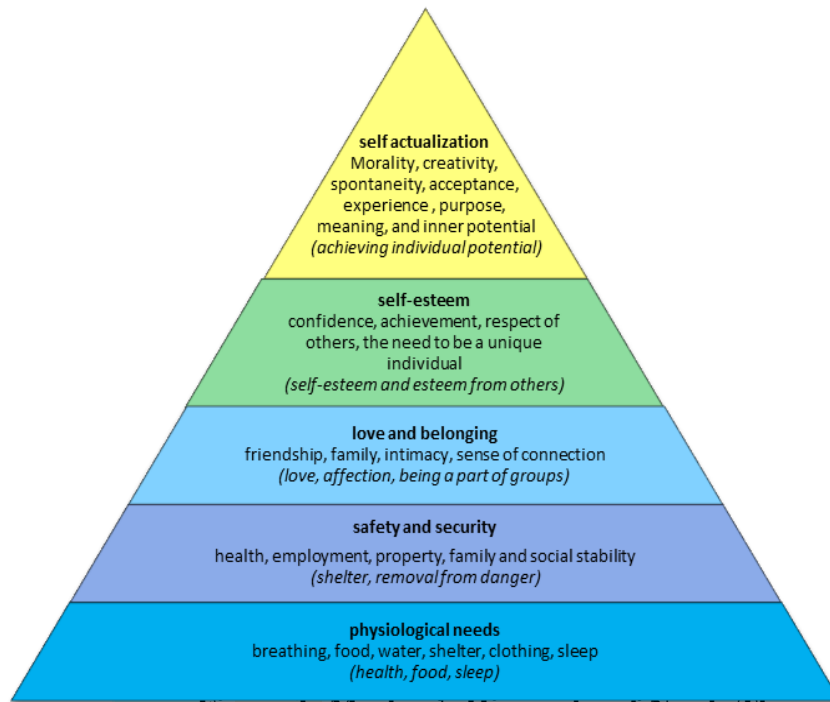


Figure 1: Maslow's Hierarchy of Needs Theory

In accordance with Maslow's Hierarchy of Needs Theory (Maslow, 1943; McCormick & Ilgen, 1985a; Owens, 2001; De Nobile, 2003), once a teacher's lower needs are satisfied, they will naturally seek to fulfil higher-level needs. Failure to satisfy needs at any level may lead to an individual's focus on fulfilling that particular need, thereby inhibiting progress towards higher-level needs and resulting in lower job satisfaction. Transactional leaders, as proposed by Bass (1985), tend to prioritize the satisfaction of basic needs situated at the bottom half of Maslow's hierarchy. Consequently, they may overlook or inadequately address the higher sociological, esteem, and self-actualization needs of teachers. In contrast, democratic leaders are more inclined to focus on meeting the higher needs of teachers, thereby motivating them to achieve higher levels of performance and productivity, ultimately leading to increased job satisfaction.

Moreover, the experience and competence of principals within an educational setting play a significant role in meeting and satisfying teachers' needs (Mullins, 1996). Despite criticisms by scholars such as Locke (1976) and Wofford (1971) regarding the empirical basis of Maslow's theory, it continues to underpin various job satisfaction theories, including Alderfer's (ERG) theory and Herzberg's two-factor theory. Thus, Maslow's hierarchy provides a theoretical framework for understanding the complex interplay between leadership styles, teacher needs, and job satisfaction within educational contexts.

E. Alderfer's (ERG) Theory

Alderfer's (ERG) Theory seeks to enhance Maslow's Hierarchy of Needs Theory by introducing greater flexibility in the movement between its three categories: existence, relatedness, and growth (Alderfer, 1969). Unlike Maslow's rigid hierarchy, Alderfer's theory allows individuals to pursue needs across these categories simultaneously and in both directions, offering a more dynamic perspective on human motivation.

This theory acknowledges that individuals' needs are diverse and may vary in importance and intensity, depending on the individual's circumstances and experiences (Alderfer, 1969). For instance, an individual may prioritize growth needs such as self-actualization while simultaneously seeking to fulfill existence needs like physiological and safety needs.

The introduction of the ERG Theory provides a nuanced understanding of human needs and motivation within the context of organizational settings, including educational institutions. By recognizing the multifaceted nature of needs and their interrelationships, the ERG Theory offers insights into how leaders can address a diverse range of teacher needs to enhance job satisfaction and overall well-being.

Demonstrated in **Figure 2**, a pyramid-style image has been created to demonstrate the similarities, progression and relationship between Alderfer's and Maslow's theories.



Figure 2: Alderfer's (ERG) Theory

The **ERG Theory**, as proposed by Alderfer, introduces a refined perspective on human needs and motivation within organizational contexts, including educational settings. Alderfer categorizes human needs into three main groups: Existence, Relatedness, and Growth, which offer a more nuanced understanding of the complexity of human motivation (Alderfer, 1969).

Existence, positioned at the base of the pyramid, encompasses factors akin to Maslow's physiological and safety needs. In an educational environment, these needs pertain to a teacher's fundamental requirements for survival and security, such as access to basic necessities like food, shelter, and employment stability (Alderfer, 1969).

Moving up the hierarchy, **Relatedness** represents the next level and encompasses a teacher's social relationships and external esteem needs. This category encompasses interactions with family, friends, colleagues, and the broader community, fulfilling the human desire for belonging and social connection (Alderfer, 1969).

Finally, the **Growth** category represents the highest level in Alderfer's hierarchy, encompassing internal esteem and self-actualization needs. These needs revolve around personal development, creativity, and the pursuit of individual potential, reflecting Maslow's concept of self-actualization (Alderfer, 1969).

One key distinction between Alderfer's ERG Theory and Maslow's Hierarchy of Needs is the order in which needs are fulfilled. Alderfer proposes that individuals may pursue needs across these categories simultaneously and in both directions, allowing for a more fluid understanding of human motivation (Alderfer, 1969). However, regression from higher-level needs towards lower-level needs can lead to increased frustration and diminished job satisfaction, highlighting the dynamic nature of human needs and their impact on job satisfaction within educational contexts.

F. Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory, as proposed by Herzberg, Mausner, and Snyderman (1959), offers valuable insights into the factors that influence job satisfaction and dissatisfaction within organizational contexts, including educational settings. This theory, also known as motivator-hygiene theory, posits that an individual's job satisfaction and dissatisfaction are driven by distinct sets of factors, namely hygiene factors and motivator factors (Herzberg, 1959; Herzberg, 1968; Hackman & Oldham, 1976).

Hygiene factors, which are extrinsic to the job, are associated with lower levels of satisfaction or job dissatisfaction and are positioned at the base of Herzberg's theoretical framework. These factors include elements such as pay, supervision, policies, and relationships with supervisors and colleagues, and working conditions, all of which contribute to a teacher's working environment (Herzberg, 1968). While fulfilling hygiene factors may prevent job dissatisfaction, their presence alone does not lead to increased job satisfaction.

In contrast, motivator factors, which are intrinsic to the job, are associated with higher levels of job satisfaction and are situated at the top of Herzberg's framework. These factors align with Maslow's higher-

order needs and encompass elements such as achievement, recognition, the work itself, responsibility, and advancement (Herzberg, 1968). Fulfilling motivator factors is essential for enhancing job satisfaction and fostering intrinsic motivation among teachers.

Herzberg's Two-Factor Theory emphasizes the importance of addressing both hygiene and motivator factors to promote job satisfaction and reduce job dissatisfaction among teachers. By understanding and addressing these factors, educational leaders can create supportive work environments that nurture teacher engagement, motivation, and ultimately, improved job satisfaction.

Herzberg's Two-Factor Theory	
<i>Hygiene Factors (extrinsic)</i>	<i>Motivators (intrinsic)</i>
Salary	Achievement
Technical supervision	Recognition
Company policies / administration	Responsibility
Interpersonal relations	Advancement
Working conditions	The work itself

Figure 3: Herzberg's Two-Factor Theory

G. Relationships between Leadership and Job Satisfaction Variables

In addition to the aforementioned studies, more recent research by Dinham and Scott (2000) underscores the critical role of leadership behaviours in shaping teacher job satisfaction. Their work highlights that certain factors contribute significantly to teacher dissatisfaction, including societal perceptions of teachers, media portrayal, perceived working conditions, resistance to change, increased responsibilities, lack of support, and limited promotion opportunities (Dinham & Scott, 1998b; 2000). Principals are viewed as key figures responsible for addressing these challenges and fostering satisfying work environments by considering societal pressures and empowering teachers.

Furthermore, Dinham and Scott (1998b; 2000) emphasize the importance of the "school-based domain," which encompasses factors contributing to teacher dissatisfaction. Effective leaders must understand and address these factors to enhance teacher morale. By empowering, motivating, and valuing teachers, leaders can mitigate the impact of external factors on teacher morale and contribute to a positive work environment. Through a comprehensive review of the literature, recurring themes such as teacher morale, motivation, efficacy, working conditions, collegiality, responsibility, and advancement emerged. These themes highlight the multifaceted nature of teacher job satisfaction and the pivotal role of leadership in addressing these factors (Dinham & Scott, 1998b; 2000). Overall, the body of research discussed suggests that leadership behaviours play a crucial role in influencing teacher job satisfaction. Effective leaders must not only address external challenges and societal pressures but also create supportive work environments that empower and motivate teachers to excel.

XII. DIFFERENT TYPES OF LEADERSHIP STYLES

a) Autocratic Leadership:

Autocratic or authoritarian leaders exert control over decision-making and typically make choices based on their own ideas without consulting others. This leadership style can result in a lack of autonomy among team members and may lead to decreased morale and creativity (Bass, 1985). Autocratic or authoritarian leaders make decisions independently without seeking input from their team members. They exercise control and authority over their subordinates, expecting strict adherence to their directives. Authors such as Lewin, Lippitt, and White (1939) have explored autocratic leadership in their seminal research on leadership styles

b) Democratic Leadership

Democratic leadership, also known as participative leadership, involves collaboration and shared decision-making among team members. Leaders encourage input from their team and consider multiple perspectives before making decisions. This approach fosters a sense of ownership and empowerment among team members (Bass, 1985). According to Lewin, Lippitt, and White (1939) democratic leaders involve their team members in decision-making processes, valuing their input and fostering a sense of ownership and

accountability among followers. They encourage participation, collaboration, and open communication within the organization.

c) *Laissez-faire Leadership*

Laissez-faire leaders adopt a hands-off approach, providing minimal guidance or direction to their followers. They delegate tasks and decision-making authority to their subordinates, allowing them significant freedom in how they accomplish their objectives. Kurt Lewin and his colleagues (1939) included laissez-faire leadership as one of the three leadership styles in their research. While this style can promote creativity and innovation, it may also result in ambiguity and lack of direction, leading to potential inefficiencies (Bass, 1985).

d) *Transformational Leadership*

Transformational leaders inspire and motivate their team members to achieve exceptional results. They set high expectations, provide vision and direction, and empower individuals to reach their full potential. This leadership style fosters a culture of innovation, growth, and continuous improvement (Bass, 1985). They foster a culture of innovation, collaboration, and continuous improvement. Authors such as Bass and Avolio (1994) have extensively studied transformational leadership and its impact on organizational outcomes.

e) *Transactional Leadership*

Transactional leaders focus on the exchange of rewards and punishments to motivate their team members. They establish clear expectations and performance goals and provide rewards for meeting objectives while administering discipline for failing to meet expectations. This approach emphasizes structure and accountability within the organization (Bass, 1985).

XIII. FINDINGS

In the educational context, job performance of teachers is crucial, encompassing tasks aimed at meeting daily classroom objectives and broader educational goals. Effective teaching, proper use of educational materials, lesson preparation, supervision, monitoring of student work, and disciplinary skills constitute key aspects of job performance. Principals play a pivotal role in fostering effective teacher performance by identifying needs and ensuring job satisfaction.

Assessing teacher job performance involves evaluating behaviour under different circumstances and participation in institutional activities to achieve set objectives. This assessment can include measures such as teaching effectiveness, subject mastery, commitment, and involvement in extracurricular activities. However, there is ongoing debate among scholars regarding the influence of principals' leadership styles on staff job performance.

While no consensus exists on a single effective leadership style, scholars concur that a combination of styles tailored to the situation is necessary. This underscores the complexity of the relationship between leadership style and job performance, emphasizing the importance of adaptable leadership approaches for achieving desired outcomes. Annual reports and evaluation criteria, including effective leadership, supervision, monitoring, student motivation, classroom management, and disciplinary abilities, serve as metrics for measuring teacher performance.

The findings underscore the multifaceted nature of teacher job performance and the critical role of effective leadership in promoting positive outcomes in schools. They also highlight the need for further research to explore the nuanced dynamics between leadership styles and job performance in educational settings.

XIV. CONCLUSION

The impact of leadership style on employee relationships within schools has been well-documented, with positive leadership styles correlating with higher staff retention rates. Conversely, negative leadership styles often lead to dissatisfaction among staff members. Prior studies have emphasized the importance of prioritizing teacher satisfaction within school systems, highlighting the crucial role of school leadership teams in achieving this goal (De Nobile & McCormick, 2006, p. 3). While existing research has explored these dynamics in various settings, including schools, a significant gap exists in studies conducted specifically within secondary schools. Furthermore, limited attention has been given to the relationship between leadership styles and teacher job satisfaction in private secondary schools. Surprisingly, no studies have been found that specifically examine teachers' perceptions of their leaders' styles within this context. The need to fill these research gaps is apparent, and this study aims to address this lack of understanding by investigating the relationships between leadership styles and teacher job satisfaction in private secondary schools. By doing so, this research contributes to the broader body of knowledge on leadership and employee satisfaction, particularly within educational settings.

In conclusion, understanding the nuanced dynamics between leadership styles and teacher job satisfaction is essential for fostering positive work environments and enhancing overall educational outcomes. This study

serves as a valuable contribution to the field, providing insights that can inform leadership practices and policies aimed at promoting teacher satisfaction and retention in private secondary schools.

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