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“Heads’ Leadership Style and Performance Appraisal Matter to Enhance the Job Satisfaction of Secondary School Teachers”

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ABSTRACT

Secondary school education has main contribution for the socio-economic development of the countries. The major objective of this study was to determine the impact of heads’ leadership styles and performance appraisal on job satisfaction. The study was based on quantitative and cross-sectional research design. For the delimitation of the population 427 public secondary school teachers were administered as sample of this research from Lahore while simple random sampling technique was used. Research data was collected from standardized questionnaire through survey method. SPSS software was computed to analyze the proposed research questions in this study. The results of this research revealed that there was a positive and significant relationship of heads’ leadership styles and performance appraisal with job satisfaction. Moreover, leadership styles have more significant effect as compare performance appraisal towards job satisfaction. Significantly, this research has advantage for the adaptation of innovative approaches for the enhancement of job satisfaction of teachers.

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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 (Jabbar et al., 2020; Usman, 2019). 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. For this reason, psychologists put together significance to teacher job satisfaction (Hagos & Abrha, 2015; Karabina et al., 2016; Naseem, 2018). 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 (Ali, Farid and Ibrarullah, 2016; Sabir&Hussin, 2020). There are a lot of changeable that may be characteristic to a teachers' level of job satisfaction together with place of work conditions, pay, relations with staff, performance, close relative contribution, and a sympathetic administration (Zamin&Hussain, 2020). 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 (Torlak&Kuzey, 2019).

Essentially, the researcher notes that leaders make experiments 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 (Sabir & Hussin, 2020). Furthermore, since many school leaders takes certain conclusion, which are more of despotic in nature on teachers that leads to supplementary challenges in the school (Sahito & Vaisanen, 2017; Saleem, 2015). 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 Jabbar, Hussin, Hashmi and Jafri (2020). Moreover, the researcher observations that exceptional still persevere in many schools in Pakistan. This eventually encouraged the researcher to behavior this research. Therefore, this experimental study is inclined to fill confront of school leader leadership styles on job satisfaction of discipline teachers in Pakistan.

Literature Review

Leadership plays an operative role of school setting of courses and representative to modify (Ali et al., 2016, Jabbar, &Hussin, 2019). 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 worker of learning program and representative of revolutionize make certain that production is prepared to combat at the worldwide height and intelligent to continue achievement (Hameed et al., 2018; Jabbar & Hussin, 2018). This state of affairs straight away needs incessant development of educate

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association in arrange to accomplish the world class tutoring superiority. In addition, the progression of the teaching cannot disallow the responsibility of leaders as the key to the performance of an organization enlightening development (Batugal & Tindowen, 2019; Olowoselu et al., 2016). Silberstein & Shula Asher, 2017). Encompass supposed this, teacher organizational obligation plays a significant issue in formative the association accomplishment (Jabbar, M. N., Hussin, F. (2018; Sun et al., 2016), as it augments the imagination and decrease their purpose to go away.

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 (Erdamar & Demire, 2016; Gim et al., 2015). School leader motivated his employees and given training and makes available his staff security in school and given bonus every year set goals before conservatory secession. Teacher feels in school satisfaction and make available pay time to time. According to (Batugal, & Tindowen, 2019). 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, performance appraisal and job satisfaction among is an imminent dispute distressing. Other teachers recognized their dissatisfaction on the conclusion making development of their school leader which has encouraged many teachers to leave for other schools (Darehzereshki, 2013; Dechev, 2010).). An efficient leadership stylion 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 (Zamin & Hussin, 2020).

Performance appraisal is a comprehensive characteristic that depend on many characteristics, as well as employment standards and managerial commitment (DeNisi et al., 2014). As a pointer of efficiency, performance has been extremely commanded all through the past of learning, moreover from teacher. 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 (Asrar-ul-Haq et al., 2016; Jabbar, Mahmood & Qambar, 2020). However, the goals of accomplish educational goals remainder displeased if teachers cannot make obvious superiority performance in the form of achievement. 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 management in academic measurement (Gleeson, 2016; Northouse, 2015).

Besides, 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. Appraisal system is advantageous not now since they make available comprehensive in sequence on member of staff performance, because they also promote workers attitude and ability, most important to better effectiveness (Sabir et al., 2020). 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 and usually deem the most important assemble to evaluate member of staff response to the performance appraisal arrangement (Jabbar et al.,

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2019). Consequently, 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 multidimensional characters among school colleges and improve job satisfaction of their colleagues (Ali et al., 2016; Bolman & Deal, 2017; Jabbar & Hussin, 2018).

Methodology

This research was based on cross-sectional research design. The heads' leadership styles and performance appraisal were treated as independent variables while job satisfaction as dependent. The teachers from public secondary school were the population and simple random sampling technique was administered to select the sample which were 427. The sample size was determined by using Krejcie and Morgan (1970) table. The data was collected through survey method by using standardized instruments such as; Multifactor Leadership Questionnaire (MFLQ) adopted from Avolio and Bass (1995) with the dimensions of transformational leadership, transactional leadership and Laissez-faire whereas; performance appraisal questionnaire was adopted from Goodman & Svyantak (1999) with the dimensions of collaboration, discipline, interpersonal relations, teaching and management skills while job satisfaction questionnaire was adopted from Lester (1987) with the dimensions of salary, status, work itself, growth, security, policy and personal life. 1. Strongly Disagree to 5. Strongly Agree five points Likert scale formats was used to collect the data from the respondents. The reliability of the tool was administered which was more than 0.7 value of Alpha Coefficient (Chin, 1998) and validity of tool was also assured by some experts. during pilot test. The descriptive and

inferential statistics used to analyze data by using SPSS.

Research Questions

- i. What is the significance difference between genders regarding heads' leadership styles, performance appraisal and job satisfaction among secondary school teachers?
- ii. Is school leadership style predictor of job satisfaction among secondary school teachers?
- iii. Is performance appraisal predictor of job satisfaction among secondary school teachers?

Findings

Table 1. Descriptive Statistics

Dimensions	Mean	SD
Heads' Leadership Styles	4.78	.97
Performance Appraisal	5.29	.87
Job Satisfaction	5.23	.89

Descriptive analysis was conducted to investigate the level of job satisfaction by the respondents of the study. The statistical findings show the (M= 4.78, SD= .97) about leadership styles, (M= 5.29, SD= .87) about performance appraisal and (M=5.23, SD= .89) about job satisfaction. It found that the respondents were moderately satisfied regarding heads' leadership styles and performance appraisal towards job satisfaction.

Multicollinearity Test

To analyze the variance of the constructs including in this study, multicollinearity test was administered where Tolerance, variance inflated factor (VIF) and Condition Index values was assessed. According to the threshold value of tolerance > 0.20, VIF < 5.0 and Condition Index < 30 are acceptable (Götz et al., 2010), thus there was not any problem among the variance of constructs.

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Table 2. Tolerance and variance inflated factor (VIF) value

Variables	Collinearity Statistics		
	Tolerance	VIF	Condition Index
Heads' Leadership Styles	.84	2.47	18.26
Performance Appraisal	.78	2.72	21.43
Job Satisfaction	.87	2.19	23.91

Independent sample t-test was applied to investigate the gender difference. It found that there was a significance difference because males score was greater (M= 4.78, SD= 1.24) than females score (M= 3.39, SD= 1.88) and significance value is less than .05, P= .00. Whereas, there was not significance difference found between males (M= 5.49, SD= 1.22) and females scores (M= 5.44, SD= 1.26), p= .26, while there was also significance difference found the males score was greater (M= 5.46, SD= 1.04) than females (M= 4.67, SD= 1.49) and p= .02.

Table 3. Independent Samples t- test

Variables	Gender	Mean	SD	T	P
Leadership Styles	Male	4.78	1.24	.06	.00*
	Female	3.39	1.88	.06	
Performance Appraisal	Male	5.49	1.22	.38	
	Female	5.44	1.26	.35	
Job Satisfaction	Male	5.46	1.04	1.39	.02*
	Female	4.67	1.49	1.39	

*Significance level < 0.5**

Pearson correlation was conducted to evaluate the relationship between the variables of the study. It found that there was a moderate relationship between heads' leadership styles and job satisfaction with r= .498 and there was also moderate relationship between performance appraisal and job satisfaction with r= .467.

Table 4. Correlate Matrix

Exogenous Variables	LB	PA	JS
Heads' Leadership Styles	1		
Performance Appraisal	.462(**)	1	
Job Satisfaction	.498(**)	.467(**)	1

*Significance level < 0.5**

Multiple Regression analysis was applied to explore the effect of leadership styles and performance appraisal on job satisfaction. It found that there was a moderate and positive significant effect of leadership styles on job satisfaction with beta value of ($\beta=.453$) and weak and positive significant effect of performance appraisal on job satisfaction with beta value of ($\beta= .162$) of secondary school teachers.

Table 5. Multiple Regression analysis

Model	Constructs	Std. Error	Beta	T	P
Job Satisfaction	(Constant)				
	Leadership Styles	.061	.453	7.48	.000*
	Performance Appraisal	.050	.162	3.24	.001*

Dependent Variable: JS

*Significance level < 0.5**

Conclusions and Recommendations

On the behalf the findings there was a significant difference between the gender group of secondary school teachers about heads' leadership styles and job satisfaction. Moreover, there was a positive and significant correlation of heads' leadership styles and performance appraisal with job satisfaction. Furthermore, leadership styles have more significant effect as compare performance appraisal towards job satisfaction.

Thus, it is recommended that the future research should be conducted with other levels of education with different

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variables which enhance the job satisfaction of academicians. Additionally, seminars and workshop can be conducted within the departments for the awareness of effective leadership styles, performance appraisal and job satisfaction.

Implications

Theoretically, the conceptual framework of the study based on the gaps of previous research and the standardized questionnaires were administered to conduct this study. Methodologically, in this research there was used different research techniques in data collection and analyze the data according to the research questions. Practically, this study will be considered as steppingstone to adopt the innovative strategies for the development of best teaching-learning environment between leaders and coworkers during job hours. Moreover, it can be helpful for the fresh researchers.

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