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RESEARCH PAPER

The Leadership Spectrum: Exploring the Complex Dynamics between Leadership Styles and Teacher Satisfaction

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ABSTRACT

The objective of the study was to identify the relationship between leadership and job satisfaction among teachers at colleges in District Dera Ghazi Khan, located in south Punjab, Pakistan. Utilizing a correlational research design the two instruments, the Leadership Styles Measurement Questionnaire (LSMQ) and the Job Satisfaction Scale for Teachers (JSST), were utilized to collect the data. The population of the study comprised a total of 378 teachers and 17 principals from public colleges. The study sample included 308 teachers (male 121 and female 187) and 17 principals (male 8 and female 9) selected through simple random sampling from colleges. The research revealed that principals who employed the laissez-faire type of leadership have a positive influence on teacher satisfaction with professional work. On the other hand, administrators who were autocratic or democratic negatively influenced teacher satisfaction. In addition, there was a significant difference in teacher satisfaction by gender. The study recommends that principals and administrators change their leadership approach and provide support to their teachers with some autonomy to foster job satisfaction in educational institutions.

| **Keywords:** | Dynamics, Leadership Styles, Teachers Satisfaction |

Introduction

Leadership has been defined by numerous researchers in various contexts and situations. Within this context, Okumbe (1998) defined leadership as a leader's attitude toward their subordinates that inspires them toward achieving the organization's goals and objectives. Following that, Chin (2015) defined leadership as a kind of social influence in which a person seeks the support and assistance of people to reach their targets. Furthermore, Northouse (2018) and Wu et al. (2020) referred to leadership as an exceptionally powerful dynamic in which the leader spurs or adapts others. In simple terms, leadership is a management approach that stresses interpersonal and social communication (Bernarto et al, 2020). The principal's primary obligation is to establish and maintain a suitable educational environment. The principal is responsible for carrying out highly valued visions based on their day-to-day practices as well as contributing to the development of a good culture that fosters exceptional teacher effectiveness (Nanson, 2010; Saleem et al., 2020). Job satisfaction, on the other hand, refers to the sense of pleasure and fulfillment that comes with completing a task and displaying pleasure and enthusiasm for one's profession. A satisfied employee is much more effective and productive at work (Haque and Aston, 2016). Furthermore, the success of any organization is determined by both effective leadership and employee job satisfaction. Furthermore, individuals who claim to have high levels of work satisfaction show increased focus and tenacity in succeeding at their specific tasks and advancing the organization's goals (Nazim and Mahmood, 2018).

In this respect, Phuc et al. (2021) also revealed that a leader encompasses a distinctive approach to providing guidance, executing plans, and inspiring followers. Various researchers, such as Bhoomireddy (2004), and Goel (2005) have indicated that

leaders adapt their leadership style based on the circumstances. Furthermore, Crum and Sherman (2008) argued that the principal, as an agent of change, is the one who endeavors to implement educational and cultural reforms that would lead to increased participation, shared vision, and change implementation. The reality is that a leader in the educational community is deemed competent if he or she contributes positively to the quality of education (Sung Tong, 2007; Abbas et al., 2020). Similarly, De Cremer (2003) indicated that effective leadership and employee job satisfaction are considered essential prerequisites for organizational success. The different theories differ in terms of approaches to decision-making and authority distribution. For instance, the traditional authoritarian style is referred to as a hands-off approach (Owens, 1981). In the realm of educational leadership, the authoritarian leadership style requires explicit instructions, suitable for cases where subordinates' capabilities are restricted (Hoy and Miskel, 2001). On the other hand, the Democratic Leader ensures that employees are fully informed about their careers and actively participate in decision-making and problem-solving processes. Leaders who recognize innovative thoughts, creativity, and innovative thinking. This approach cultivates trust and promotes encouragement leading to innovative solutions (Kunwar, 2001). Conversely, supportive leadership emphasizes building relationships and addressing staff issues (Hoy and Miskel, 2001). Additionally, democratic leadership involves seeking feedback from subordinates before finalizing decisions (Owens, 1981).

Leadership styles are an essential indicator of job satisfaction and have had an important effect on teachers at public colleges. The role of principals in setting the leadership culture at the college level is critical to teachers' behavior and performance. Within this context, Sarwar et al. (2022) described that leadership is essential for creating a positive work environment and improving educational outcomes. Leadership in educational institutions significantly impacts the work environment, teacher morale, and teachers' job satisfaction. Several studies from a variety of cultural contexts and settings have investigated leadership styles and teachers' job satisfaction to examine the relationship between these two variables in the context of Pakistan (see Ali et al., 2014; Amin et al., 2013; Sahito and Vaisanen 2017, Zaman et al., 2019) show that leadership in educational institutions has a significant impact on the work environment, teacher morale, and teachers' job satisfaction. Leadership styles are examined as an independent factor in this investigation, whereas job satisfaction of the teachers serves as a dependent variable. The current study seeks to reveal the multifaceted and intricate connection between leadership and teacher satisfaction in public-sector colleges. The research in the leadership sphere may help in the development of positive cultures within institutions and create supportive settings for teachers to enhance satisfaction in academic institutions.

Leadership Styles and Job Satisfaction

Leadership styles are an essential indicator of job satisfaction and have had an important effect on teachers at public colleges. The role of principals in setting the leadership culture at the college level is critical to teachers' behavior and performance. Within this context, Sarwar et al. (2022) described that leadership is essential for creating a positive work environment and improving educational outcomes. In this regard, Karabina (2016) emphasized the crucial role of leadership style in teachers' job happiness. Leadership styles play a crucial role in public universities and significantly predict work satisfaction. Leadership can be defined as a managerial role that primarily focuses on individuals and interpersonal interactions (Bernarto et al., 2020). The primary determinants of organizational effectiveness are leadership and employee job satisfaction.

Individuals widely recognize leadership as a crucial factor in determining employee work satisfaction (Rizi et al., 2013). Further, Wexley and Yukl (1978) found that leadership style that leadership style has a significant impact on employees' motivation and commitment. Moreover, Chen and Spector (1991) argue that the leader-employee connection significantly impacts the employee's self-esteem and job satisfaction. Moreover,

Voon et al. (2011) argue that employees who have a high level of job satisfaction are more inclined to put in more energy to accomplish their specified assignments and actively seek the goals and objectives of the firm. In addition to this, Riaz and Haider (2010) highlighted that organizations that cultivate high levels of staff job satisfaction are better equipped to retain and recruit employees possessing the necessary competencies. This technique encourages the leader to act as a mentor in making the final decision by collecting input from the team before concluding. Such individuals encourage others to show proactive leadership. Such leaders have a technique for genuinely opening doors for their employees in an organization (Khanka, 2007).
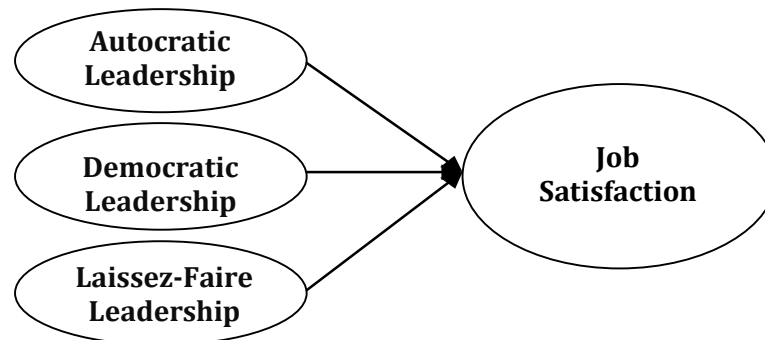

Figure 1 Research Framework

Literature Review

Many studies in various contexts have revealed a relationship of great strength between employee satisfaction and the style of the leaders. According to this research, studies the sudden change in the source of motivation leads to a variation in the motivation of the employees (Buil et al., 2019). The Management style and satisfaction of the teacher is one of the widely discussed topics in the academic area, and it allows us to understand the complex relationship between them which has a profound impact on satisfaction and effectiveness in the workspace of the educational institutions. To begin with, Leadership styles shape job satisfaction, postulation by Barling et.al, (2002).

This same idea was then developed in many research pursuits looking at various aspects of how leadership impacts teachers' job effectiveness. Thus, the studies carried out by Herman and Chiu (2014) show without a doubt that leaders are the exceptional ones who make sure that employees themselves make self-driven decisions. This means that the style that the leaders use to command their workers is very strategic and has a great effect on the employees. In a research endeavor by Imhangbe et al. (2019) that was carried out in public secondary schools in Edo State in Nigeria, it was demonstrated that the democratic, autocratic, and laissez-faire type of leadership styles that principals embrace had positive associations both with teacher performance and satisfaction. Additionally, Saleem and Ullah (2020) also studied the effect of school management styles on teachers' performance in private schools in the Middle East. Their study revealed the idea that various leadership styles are not just a few factors that influence educational success; instead, those styles determine the results entirely.

Finally, the aforementioned researchers (Khan et al., 2021) investigated this relationship in the context of leadership in South Asian universities; finding that leadership may indeed improve teacher performance and their contentment with their job. Likewise, Sarwar et al. (2022) also recognized the strong relationship between leaders' style and the satisfaction of teachers as this relationship is very important as it does not affect only educational achievement but also the formation of perceptions regarding the whole educational process. Understanding these ways in which leadership influences performance

and how the administrative process in institutions of learning harmonizes uniquely to come up with an environment that will make educators thrive, allows for a better learning experience for students. This relationship is important because it has a highly positive impact on how well teachers perform in Pakistani colleges. can impact teachers' effectiveness and will allow the educational institutions to specify their administrative structures accordingly to build the environment for the teachers to prosper, then eventually resulting in a positive experience for the teachers. Similarly, Hussain et al. (2023) conducted an investigation at private colleges in Lahore, Punjab, in which they discovered that the leadership styles adopted by principals have a significant impact on organizational outcomes, including job satisfaction, commitment, productivity, and employee satisfaction. It was determined that successful leadership plays an important role in achieving success in educational organizations.

Material and Methods

The primary goal of the current correlational research investigation is to evaluate the relationship between the principal's leadership styles and the job satisfaction of teachers in public sector colleges The present study's population consisted of (378) male and female instructors from seventeen (17) public sector degree institutions under the Punjab government in Dera Ghazi Khan Division, which is located in Pakistan's South Punjab province. The study sample included all teachers and principals at institutions who were designated as regular Punjab government officials in the Higher Education Department (HED). A random sampling approach was applied to select 308 teachers, including 121 male and 187 female, to obtain a representative sample. Likewise, a total of (17) college principals including (8) male principals and (9) female principals finally contributed to the study. For data collection, two separate instruments were utilized. In this regard, Mehrotra's (2005) Teacher Job Satisfaction (JSST) was used to measure the degree of satisfaction among college teachers. The Leadership Styles Measurement Questionnaire (LSMQ) originally developed by Iqbal (2005) was utilized to assess different leadership styles of college principals. Both the scales consisted of two parts: Part A for the demographic information which included both teachers and principals, such as gender and institution, and Part B containing items related to the questioners utilized in the investigation. Both scales were designed on five-point Likert-type scales. The return rate of completed questionnaires from principals and teachers was ensured (100%) through the follow-ups of the study. The validity of the research tool was enhanced by incorporating suggestions from experts in the field of education. To assess the research tool's reliability, a pilot study was carried out involving 50 teachers from the government sector technical colleges. The research instrument was administered to selected principals and teachers, who were not included in the sample. The reliability of the instrument was assessed using the coefficient of Cronbach's alpha. Furthermore, the coefficient of Cronbach's alpha was found to be 0.754 (LSMQ) for questionnaires and 0.773 for (JSST) instrument, indicating the strong reliability of the instrument. The researcher first obtained permission from the Directorate of Colleges, Punjab for all colleges involved. The ethical guidelines and conduct were properly followed throughout the whole research process. The research was undertaken with thorough regard for the participants' rights and dignity, and all essential measures.

Hypotheses

1. **H_0:** There is no correlation between principal leadership styles and the job satisfaction of teachers.
2. **H_0:** There is no correlation between job satisfaction of college teachers working under the Autocratic style of leadership.
3. **H_0:** There is no correlation between job satisfaction of college teachers working under a Democratic style of leadership.

4. **H$_0$:** There is no correlation among job satisfaction of college teachers working under Lizzie's faire style of leadership.
5. **H$_0$**: There is no significant difference among of leadership styles of male & female principals.
6. **H$_0$:** There is no significant difference in job satisfaction dimensions between Male & Female Teachers.

Results and Discussion

The data was processed in SPSS (Statistical Package for Social Sciences) via multiple statistical approaches such as descriptive statistics (frequency, percentage, mean, standard deviation, and inferential statistics), such as ANOVA, Pearson correlation, and T-tests to test the hypothesis.

Table 1
Demographic Profile of the Respondents

Sr.no	Gender	Principals	Teachers
1.	Male	8	121
2.	Female	9	187
	Total	17	308

Table 1 summarizes 308 teachers, 121 males, and 187 females. In addition, the balanced representation of both male and female teachers in the study enabled the researcher to evaluate teachers' job satisfaction without relation to the gender of the teacher.

Pearson Correlation Results

That study was also intended to examine the correlation between leaders' leadership styles with job satisfaction. Pearson Correlation was applied to measure the direction (positive/negative) of the relationships between the variables.

Table 2
Correlation Matrix of principal leadership styles and teachers' job satisfaction

Correlations			
		Principals	Teachers Job-Satisfaction
Principal's	Pearson Correlation	1	-.082
	Sig. (2-tailed)		.753
	N	17	17
Teacher's Job Satisfaction	Pearson Correlation	-.082	1
	Sig. (2-tailed)	.753	
	N	17	308

The outcomes given in Table 2 reveal that there is a connection between Principals ' leadership styles and teachers' job satisfaction of -.082 and a p-value of 0.753. However, there is an evident negative relationship between leaders' leadership styles and teacher job satisfaction. Thus, the null hypothesis is rejected.

Table 3
Correlation Matrix between teacher's job satisfactions working under the Autocratic style of leadership.

		Autocratic	Teachers Job Satisfaction
Autocratic Leadership Style	Pearson Correlation	1	-.108
	Sig. (2-tailed)		.680

			N	17	17
Teachers Job Satisfaction		Pearson Correlation		-.108	1
		Sig. (2-tailed)		.680	
		N		17	308

The results portrayed in Table 3 indicate that there is a correlation between the principal's autocratic leadership style and teachers' job satisfaction is -.108 on the p-value is 0.680. However, it can be concluded that there is a weak negative correlation between a principal's autocratic leadership style and teachers' job satisfaction. So, the null hypothesis is rejected.

Table 4
Correlation Matrix between of teacher's job satisfaction working under a Democratic style of leadership.

		Democratic	Teachers Job Satisfaction
Democratic Leadership Style	Pearson Correlation	1	-.268
	Sig. (2-tailed)		.299
	N	17	17
Teachers Job Satisfaction	Pearson Correlation	-.268	1
	Sig. (2-tailed)	.299	
	N	17	308

The results in Table 4 suggest there is a connection between the principal's democratic leadership style and teachers' job satisfaction of -.268 and a p-value of 0.299. However, there appears to be a negative association between principals' democratic leadership style and teacher job satisfaction. So, the null hypothesis is rejected.

Table 5
Correlation Matrix Between teacher Job Satisfaction Working under a Laissez-faire leadership style

		Laissez faire	Teachers Job Satisfaction
Laissez faire Leadership Style	Pearson Correlation	1	.246
	Sig. (2-tailed)		.341
	N	17	17
Teacher's Job Satisfaction	Pearson Correlation	.246	1
	Sig. (2-tailed)	.341	
	N	17	308

The results displayed in Table 5 reveal that there is a relationship between the principal's laissez-faire leadership style and teachers' job satisfaction .246 on the p-value equals 0.341. However, it indicates a slight relationship between administrators' leadership styles and teacher job satisfaction. Therefore, the null hypothesis is rejected.

T-Test Results

To test the Hypothesis this study also focuses on exploring the T-Test results among 3 Autocratic, democratic & laissez-faire leadership styles of principals & the 6 factors work, promotion, supervision, workgroup (colleagues), working conditions, and pay related to teacher's job satisfaction scale.

Table 6
Gender-wise Leadership Styles

Dimension	Principals Gender	N	Mean	SD	df	P-value	t-value

Autocratic Leadership Style	Male	8	60.87	2.47	15	.634	.486
	Female	9	60.22	2.99			
Democratic Leadership Style	Male	8	68.75	3.53	15	.496	.698
	Female	9	67.11	5.73			
Laissez-Faire Leadership Style	Male	8	22.62	5.37	15	.425	.819
	Female	9	21.00	2.44			

The statistical information in Table 6 demonstrates that there is no substantial difference in the leadership styles of male and female principals. In the autocratic leadership style, male principals (mean = 60.87) and female principals (mean = 60.22) had F values (15) =.486 and p =.634. The democratic leadership style of male (mean = 68.75 a) and female (mean = 67.11 a) principals had F value (15) =.698 and p =.496, respectively. In comparison to the laissez-faire leadership style, male principals (mean = 22.62) and female principals (mean = 21.00) had F values (15) =.819 and p =.425. Thus, the null hypothesis is accepted.

Table 7
Gender-Wise Job Satisfaction Dimensions

Dimension	Teachers Gender	N	Mean	SD	df	P-value	t-value
Work	Male	121	39.13	4.97	308	.204	-1.274
	Female	187	39.69	2.75			
Promotion	Male	121	11.96	2.00	308	.038	-2.080
	Female	187	12.67	3.40			
Supervision	Male	121	38.04	6.82	308	.537	.619
	Female	187	37.59	5.96			
Workgroup	Male	121	16.14	2.51	308	.135	1.498
	Female	187	15.69	2.56			
Working-Condition	Male	121	24.09	3.19	308	.077	1.774
	Female	187	23.40	3.41			
Pay	Male	121	12.19	2.40	308	.939	0.77
	Female	187	12.17	1.89			

The data in Table 7 demonstrates a significant difference in job satisfaction dimensions between male teachers (mean = 39.13) and female teachers (mean = 39.69), with t-value (308) = -1.274 and P-value =.204. Thus, the null hypothesis is accepted.

Discussion

The field of research on the impact of principal leadership styles on teacher work satisfaction is multifaceted consisting of many studies which generate both consistent and diverse findings. In this context, a study done by Amin et al. (2013) confirms the laissez-faire leadership style is quite popular and such style of leadership style gives a great degree of autonomy to teachers: it gives them the freedom to select how to manage their work and to be generally happy with what they do in their working space, the beneficial influence of laissez-faire leadership as observed in the study indicates that teachers who experience freedom display a greater degree of satisfaction and concluded that the laissez-faire leadership style has a large and favorable impact on the total job satisfaction of faculty members.

In contrast, Hariri et al. (2016) offered the notion that a laissez-faire leadership style is likely to result in reduced teacher job satisfaction. In addition to this, Alonderiene and Majauskaite (2016) offer additional evidence supporting similar viewpoints. The research findings indicated that monopolizing and dictatorship." leadership styles have the least significant influence highlighting the adverse effects and heightened employee attrition

resulting directly from authoritarian leadership. The findings indicated that there is no statistically significant disparity in work satisfaction among male and female teachers. In a parallel manner, Nazim and Mahmood (2018) discovered a notable disparity in job satisfaction between males and females. Male instructors were reported to have lower levels of satisfaction compared to female teachers. Nonetheless, the appropriateness of a leadership style may be mostly determined by the particular educational setting and the requirements of the teachers. More importantly, effective leadership approaches for educational settings should be responsive according to the requirements of respective institutions. However, no notable disparity was identified in the leadership styles based on gender. Similarly, Waseem et. al. (2023) concluded in their research inquiry that leadership styles are not influenced by the gender of the administrators.

Conclusions

The objective of the study was to explore the relationship between leadership styles and the job satisfaction level of teachers in public colleges. According to the conclusions in general, laissez-fair leadership generally is associated with a high level of job satisfaction among teachers as they feel more empowered and respected, although the authoritarian setup presents a different scenario because of the centralization of decisions and strict control system Furthermore, lack of teachers' professional autonomy results in decrease of the level of job satisfaction. In the same manner, autocracy creates dissatisfaction by denying independence, the dominance of control, and too much regulation. In addition to this, democratic leadership, which is characterized by a participative approach, including everyone in the decision-making process is an ideal approach however, according to reported outcomes, the given case becomes rather paradoxical when job satisfaction is included as a negative outcome of the specific style. The study also found no significant effect of gender when it comes to relationships between leadership styles and teacher's job satisfaction. This will indicate that leadership styles have relatively similar effects on job satisfaction between the males and the females, thereby, reinforcing the universal roles that leadership style plays in educational settings.

Moreover, understanding these components can help to tailor leadership styles that not only promote teacher satisfaction but also can improve the overall functioning of the academic institutions. This highlights the broader importance of leadership style in an educational context and not only for an individual's level but also at an organizational level.

Recommendations

1. The education system should revisit and possibly revolutionize the leadership prep programs to decrease the reliance on autocratic orientations, which are known to negatively affect teacher satisfaction.
2. It is necessary to design a feedback system in which teachers should feel comfortable reporting their satisfaction levels and concerns about the leadership style or others in an anonymous way for regular review and adjustments.
3. There is a need to encourage leaders to develop flexibility in their leadership styles, using the appropriate styles depending on the situation and individual teachers's needs for contentment.
4. Initiatives to commence mentorship programs to promote democratic and active laissez-faire leaders should be introduced to new principals to disseminate the best practices across educational institutions.

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