

CHAPTER 1

INTRODUCTION

In general, education has been considered as a keystone and pillar of the economic and social progress of both the developed as well as developing countries. There is no disagreement regarding the significant role played by education in the social, technological, cultural and economic accomplishments of present world. It is believed by most of the nations that good quality education is a key factor for attaining a stable economy and for surviving in the competitive international market. Investments in human resources results in the economic growth and raising the standard of living in the same way as making investment in physical resources, like communication, transportation, irrigation or power etc. does. Due to this reason, developing nations are given advice of making investments in the education sector regardless of their weak financial conditions, for drawing advantages in the long run. Educating citizens is far more important than attaining just economic settlement by engaging them in some sort of productive activity. Education broadens the perspective of an individual and helps him in growing into a better individual and responsible citizens (Sandell, 2012).

The major focus of this thesis is on the principals' leadership style and the impact of the style undertaken on the job satisfaction and job performance of the school teachers. Different leadership styles are discussed from the perspective of principals' attitude and how this attitude is shifted to the students, teachers and other staff members of school. A particular leading style i.e. transformational leadership is mainly highlighted in this thesis and job performance of teachers is analyzed.

The schools are being given the responsibility of facilitating children to competently deal with the challenges of the practical world. The process of human

resource development is initiated from schools. The effectiveness of schools is often identified by the high performing institutes of most countries all over the world, such as schools in Europe, South Korea, United States and Japan. The standard of these schools is based on the achievements of students, with respect to the ranking of schools, school culture and regulations and the effective leadership styles of the principal and higher authorities (Štrajcn, 2015). The students of these schools show outstanding performance in every field. Moreover, these schools enroll a range of students from different backgrounds and cultures. Similarly in India, there are a number of institutions giving enormous opportunities for students at both national and international level. It is believed by numerous researchers that Indian schools have the capability of challenging international schools, only if proper measurements are taken in improving the educational infrastructure (Watson, 2012).

The keys players in this venture are the teachers, since they are the ones having direct encounter with the students and control on learning activities in classroom. Moreover, the teachers have a great impact on the achievements of students. Even technological advancements have a slight probability of success in the absence of good teachers. However, teachers themselves are in constant need of motivation and support from the principal and higher administration for playing their role effectively. Moreover, having a good relation with the school principal will give more satisfaction to the teachers. This satisfaction level will be raised further if they are involvement in the decision-making process at school (Hutabarat, 2015).

Attitude towards job is perceived a critical facet of any human being's life and their efficiency in the work place. It can create a huge feeling of accountability in the followers and an interest in the achievement of broader career goals and making

contribution in the productivity and development of an organization. Job satisfaction is not just an issue for industrial workers or business persons; it is a major topic of concern among school and college teachers as well. It has been explained as an effectual state, which is under the influence of interactions between employees, morals and expectations of workers, organizational environment and personal characteristics. The satisfaction and efficacy of teachers also has an association with adaptive emotional and motivational outcomes (Skaalvik & Skaalvik, 2014).

A number of factors like low status and salary packages, increasing number of students per class and drastic revisions in the syllabus and educational system, result in an outbreak of disappointment and discontent in the teaching profession. Very recently, it was found that job satisfaction is having an inverse relation with the withdrawal behaviors like absenteeism, lateness and turnover (Raza, Akhtar, Husnain & Akhtar, 2015).

(Siebert & Martin, 2014) state that brilliance within any institute is directly linked to the organizational effectiveness and increased output or productivity, which in turn is having a relation with job satisfaction of employees. Employees get satisfied with their jobs when their fundamental expectations are fulfilled, and in turn, greater job satisfaction will be realized by the employers when high levels of productivity are offered by its employees. In case of schools, the success is mostly dependent on the effective principals' leadership (Selesho & Ntisa, 2014).

A competent leadership generally involves an extensive knowledge in the management sector of school including, syllabus management, office management, development of staff, giving motivation to the teachers, students, other staff members and higher administration. Furthermore, maintaining a good relation with the employees,

other school administrations and improving the school performance are also the responsibilities of a school principal. A positive school environment can be engendered by effective principal's leadership style. In a comfortable environment of the school, all the stakeholders i.e. teachers, support staff, students, and parents would feel satisfied and pleased with their experience. Though, the opposite will equally hold true in case of ineffective principal's leadership (McLeskey & Waldron, 2015).

This dissertation seeks to observe the satisfaction and performance level of teachers in respect to the leadership styles followed by the principals. The key variables like leadership, leadership styles, job satisfaction and job performance are discussed in the following sections for conducting a healthy research on the said topic based on the secondary schools in selected districts of Haryana state, India.

Background of Study

A number of researchers have studied variables like teacher status, salary packages, increasing class size, random changes in the curriculum and educational system, absenteeism, tardiness and turnovers for understanding the issue of teacher job satisfaction. These related studies and papers demonstrate that teachers' attitude towards job is a significant factor for developing a productive system of education. The teacher's job satisfaction is in turn directly related to the efficacy of the principal's leadership style (Yang, 2014).

Success of a school is mostly dependent on how efficiently a principal can make use of available resources for offering best possible facilities to the staff members and chances of growth and learning to the students. (Pepe, Addimando & Veronese, 2017), It has been concluded from this study that the principals' support, friendliness, warmth, rapport with the teachers, and general attitude is very important for the teachers in

addition to good pay, calm working environment and supportive co-workers. This research is focused on finding and discussing the most effective style of principal leadership for elevating the performance of teachers and school on the whole.

Leadership

Leadership is considered to be a primary characteristic of management because of its significance in a broad range of activities critical in accomplishing the targeted goals and objectives of the organization. Due to this reason, effective organizational leadership is proposed by the scholars for propelling the wheel of change to ensure organizational outcomes.

The term leadership is having different meanings due to the varied perceptions and background within which this word is used. Modern literature is having a different view for leadership. Some scholars perceive it as a study area of management and social sciences; others identify it as a professional and practical talent of controlling others in managerial activities. At every point, a meaning is being given to this term for ensuring its focus. An important role is being played by leadership in the survival and development of an organization.

Leadership is often termed as a critical factor for determining the failure or success of an organization. It has been defined as the ability of transforming organization and people for the sake of improvement. Leadership is the organization of human resources for managing their capabilities by encouraging them to work enthusiastically. Burns (2012) defines organizational leadership as a process where authority is used by one individual over other for attaining set targets. (Chavez, Jr., 2012) has believed it to be an ability of motivating people to strive towards the accomplishment of organizational objectives with full spirit and enthusiasm.

Fullan (2014) believes that leadership is not assembling individuals for solving problems because they know their solutions, but to help them in coping with those problems which are not resolved successfully. Moreover, some researchers believe that leadership is one of the oldest engagements globally and others support them by stating that leadership is not just a descriptive term rather it is a prescriptive term taking up a moral dimension (Shamaki, 2015).

(Serpian, Swasto & Utami, 2016) define leadership as an agent of social control where the different leader looks towards the subordinates to participate voluntarily to successfully gain the target. Thus, effective leadership, in general, denotes the ability of a leader to continuously and progressively lead and direct his followers to the objectives and goals defined and agreed by the entire group.

Leadership style

A pattern of behaviors adopted by a leader for influencing the behaviors of his/her subordinates is known as leadership style. It is normally referred to the model that defines a true leader. (Adelaiye, Ekpe & Mat, 2017) sees leadership style as the act of influencing others for making them strive eagerly and passionately towards the attainment of targets. It also takes into account those jobs that are performed by a leader in an organization such as planning, assignment of tasks, keeping a check on the entire process and managing his relationship with staff members under certain rules and limits (Kohler, 2016).

It is not possible for any leader to work alone; he has to influence people, direct them and carry them along for the accomplishment of corporate targets and objectives. The way adopted by the leader for performing these roles and directing the organizational matters is referred as leadership style. It is therefore, simply the way leaders lead. (Burns, 2012) has defined leadership style as that personality trait personified in leaders that

makes employees to follow their commands. Some leaders are more focused in developing a relationship with employees than the official work, while other give priority to their work and are more inclined towards getting the work done rather than the people. Whether a leader give emphasis to human relationships or job is generally considered fundamental to leadership style.

In education sector, the principal of school occupies a unique post as an administrator or manager, who has the control of either managing the resources of school for achieving educational goals and accelerating the school development process, or to destroy the entire process of education (Selesho & Ntisa, 2014). Therefore, principals' approach earned a key position in schooling systems.

It is expressed by leaders in a number of roles including:

1. Formulation of objectives and aims of an institute
2. Establishment of structures
3. Management of entire process
4. Motivate and encourage personnel
5. Handling of difficult and unresolved situations

It is agreed by most of the scholars and researchers that the major characteristic of true leader is to offer effective leadership. The leadership style chosen by the leader for performing above mentioned tasks will determine if he will be able to attain the existing and long-term targets or not. Moreover, a leader's chances of maintaining positive and healthy relations with staff members will also be determined by his adopted leadership style (Kohler, 2016).

The past studies have acknowledged three most important leadership styles, which are laissez-faire style, autocratic style and democratic leadership style. With the passage

of time, some more leadership styles defined by other scholars too (Yahaya & Ebrahim, 2016). These include:

Democratic Leadership Style

This particular style is referred to that situation where the leaders and followers share an equal amount of work. According to (Hornáčková, Hálová & Nechanická, 2015), there are six main characteristics in typical democratic organizations:

1. A group of people determine the policies
2. Discussions are done on the technical details and procedures so that every single person understands them completely
3. Proper guidance is provided by the leaders in the implementation of tasks
4. Members are given the liberty of choosing their working style
5. Tasks distribution is determined by a group
6. Leaders remain neutral in criticizing and praising the followers

(Goleman, Boyatzis & McKee, 2013) states that those leaders who follow a democratic leadership style make agreements through participation, but they also expect a high degree of brilliance and self-motivation from the subordinates. These leaders spare time for listening and sharing ideas with the team members. They are also more responsive and flexible to the needs of other people. They have the ability of motivating people. Such leaders make decisions about important institutional matters after proper discussion and communication with a number of people in the institute. A democratic leader simply tries his best to make every single individual feel that he is an integral part of institute (Hornáčková, Hálová & Nechanická, 2015).

Democratic leadership style involves regular communication between the leaders and staff members. Moreover the members are allowed to participate in making important

decision and allocation of duties. Democratic leadership style is represented as a consultative approach in which participants are encouraged to present ideas and play an important role in making smart moves for the organizational development. This leadership styles gives the subordinate a feeling of having control over their destiny and they try to work harder. However, this approach could be time-taking but often gives better results at the end. Democratic leadership, also known as participative leadership, is most appropriate for cases involving team work and where quality is more essential than speedy output (Wilson, 2017). This leadership style enhances the morale of staff members in every field including education. In other words, teamwork, consultation, discussions and participation are the major attributes of successful schooling systems. A leader may have different behaviors in different circumstances. There are following main types of behavior shown by the leaders:

Directive leadership style

The leader following this style adopts a task-oriented approach and provides the staff with particular strategy, guidance with respect to proposing, performing or demonstrating actions. It is considered most suitable for the followers who are inexperienced or the job to be done is complicated or indefinite. In such cases, more directives from the leader will help in increasing the job satisfaction level. Directive leader sets clear regulations and objectives for his subordinates, and also ensures that his directions are clearly understood by them (Arnold & Loughlin, 2013).

In schools, this leadership style can be helpful in assisting newly appointed teachers in the proper and timely completion of their tasks.

Supportive leadership style

This leadership adopts almost a relationship-oriented approach. The leader having this leadership style is very friendly and accessible. He/she shows complete concern for the comfort and satisfaction of subordinates. A psychologically supportive atmosphere can be created by such leaders. This style is effectual when the subordinates are lacking in self-confidence; working on displeasing or hectic tasks and when they are not fully satisfied with their job. An important role is played by a supportive leader in reducing the frustration and stress of employee at the workplace (Mahajan, 2013).

In schooling systems, such principals' leadership style will help those teachers, who are having personal issues, suffering from some sort of physical or mental discomfort or unable to manage a tough and demanding routine.

Participative leadership style

A participative leader does not take autocratic decisions; rather he tries to get the other people, including other shareholders, peers and subordinates etc. involved in the process (Yahaya & Ebrahim, 2016). The leader believes in consulting with his staff members for their ideas. This leadership styles is most effective when the subordinates are competent, experienced and well motivated.

It will prove effectual in schools, if the principals involve their experienced teachers and other staff members in designing school policies, curriculum, time-tables etc.

Consultative leadership style

The leader who follows consultative style of leadership has considerable but not absolute trust and confidence in the subordinates. Such leader takes ideas and point of views of his/her employees but makes final decision on his own. The employees working under such leader are generally having positive attitude towards their administration,

work and institute. In such circumstances where the subordinates feel that sufficient discussion has not been done, they do accept the managerial orders in public, but sometimes resist the orders secretly by disobedience (Randeree & Ghaffar Chaudhry, 2012).

In such approach, a proper hierarchy is followed for communication. The heads consults with employees through appropriate channels. In turn, the employees consult with him/her on issues they would like to draw his/her consideration. The authority is in the hands of top management. Middle management has the job of delegating tasks for controlling employees at lower ranks. This is done through supervision, evaluation and appraisal. Control is seen by the subordinates as a means of retaining the set working standard.

In educational institutes, principals following this approach can extract best possible solutions and ideas regarding selection of courses, schedules, extra-curricular activities etc. and then make the best choice on their own by considering the teachers' views and available school resources.

Achievement-Oriented leadership style

It is way of leadership, in which leader decides tough and demanding targets and expects a high performance from the employees. Moreover, the management also has huge confidence in the ability of employee for achieving the set targets (Keskes, 2014). This type of leader offers both supportive and directive behaviors. This style works best for those subordinates who are interested in achievement and rewards.

In schools, a principal can adopt this style for those teachers who are willing to follow a tight schedule and take extra classes for getting more financial benefits and improved ranks.

Autocratic Leadership Style

In this style, an individual has the power of making all the decisions with very less input from other members. Such leaders make choices on the basis of his judgments and ideas and hardly ever accept the advices given by followers. The following main characteristics have been witnessed in autocratic leaders.

1. He/she does not seek advice from the staff members in the decision-making process of an organization/institute
2. All policies are set by the leader
3. The method or procedure of work is predetermined by the leader
4. The duties of employees is determined by the leader
5. Standards for performance and technical evaluation are specified by the leader

Since in this leadership style, only one person is involved in deciding something, therefore, quick decision-making is permitted by it. Though this leadership style is comparatively unpopular, but it can prove to be an effective approach in certain scenarios, particularly when the leader is having less time and when the employers are not prolific. Supremacy and management are key features of an autocratic leader. The group members are directed by the leader for getting things done but a clear communication channel is not maintained between him/her and the team members. No authority is provided to the subordinates and they are not allowed to take part in making policies for the organization as well (Rast, Hogg & Giessner, 2013).

In autocratic leadership style, all the decisions are made by the leader who uses his complete power in assigning duties to the team members and maintains a master and slave relationship with the subordinates. In autocratic leadership, leader enjoy absolute

power and the subordinates have very less opportunity of giving opinions, even if it would be in the best interest of the organization.

It is sub-divided into following categories.

Autocratic- self-defense.

It is that particular style of a leader who emphasizes on doing things as per his conditions without considering the set objectives and policies of an organization

Autocratic –homothetic style.

This refers to that style where the group members are forced to neglect or compromise their personal needs for achieving organizational goals (Shamaki, 2015).

Laissez-Faire Leadership Style

“Laissez-faire” is terminology taken from a French language meaning “leave it be”. It is a style that promotes the least supervision and moderate contribution of leaders in the policies and processes of an institution. This leadership style advocates the non-interference strategy that gives full freedom to the individuals and has no specific plan for achieving objectives. Laissez fair style encourages individuals to present and implement ideas without any interference from the leader (Wellman & LePine, 2017).

In Laissez-fair style, a leader is having no clear objectives and does not offer any professional leadership to the team. He lacks the proper working pattern, planning and supervision. The level of motivation in Laissez–Faire leadership style is quite low due to non-involvement of management. Although this approach empowers the subordinates, boosts their morale, encourages innovation and inspires them to work harder as a reward for showing belief in them but the insignificant relation between the leaders and subordinates makes this style less attractive compared to other leadership styles (Chaudhry & Javed, 2012).

In Laissez-Faire leadership, the leaders are nonjudgmental and allow members of team to play a role in decision-making process. With this approach, the employees are free to choose their working procedures, techniques and goals. There is very rare interference from the leaders. Complete freedom for taking group decisions without any participation or interference from the leaders is permitted by this style. Thus, employees are allowed to do whatever they feel better and appropriate. (Wilson, 2017) has also supported this particular view by stating that this leadership style is most efficient when the staff members are expert self-starters with high level of knowledge about the assigned tasks.

Bureaucratic Leadership

The leaders who adopt bureaucratic leadership style tend to follow the rules strictly. They make sure that procedures are being followed by their subordinates precisely. Bureaucratic leadership style is very suitable for jobs involving severe safety hazards or in such cases where large investments are made.

Charismatic Leadership

This leadership style is somewhat same as the transformational leadership. Leaders that follow charismatic leadership style stir lots of zeal and passion in their staff members and drive others forward in a very energetic way. These leaders believe in themselves more than in their subordinates, thus creating an important place for them in the organization (Hofmann, 2017). They made their followers believe that success and development is directly linked with the presence of their leader and the organization may collapse in their absence. By itself, charismatic leadership comes with a huge responsibility, and demands long-term leader's commitment.

Task-oriented Leadership

The entire focus of task-oriented leaders is on completing the task. The work and requirements are actively defined by them. These leaders provide the basic framework, do proper planning, organize the tasks well and keep a regular check on them (Yahaya & Ebrahim, 2016). However, since these leaders do not give much importance to the comfort and convenience of their subordinates, therefore, this approach may face difficulties in retaining and motivating staff.

Person-oriented Leadership

This leadership style is contrary to task-oriented leadership. This class of leaders keeps more focus on the organization, support and development of their team members. It is a participative approach which encourages teamwork and cooperation.

Transactional leadership

In this leadership style there is agreement with employee, at the time of job acceptance, to obey their leaders completely. The “transaction” is basically based on take and gives to their followers for compliance or efforts. The head has the right of punishing the employees if their work is not up to the desired standard (Rosenbach, 2018). This type of leadership is more related to management side, since it is mainly focused on short-term jobs. Serious limitations are observed by this approach for creative or knowledge-based work.

In this approach, the needs of subordinates are in constant focus throughout the process. These leaders have the ability to properly evaluate, guide and train their subordinates when the tasks are not completed effectively, and give them rewards as per the achieved outcomes. A transactional leader performs his duties as per the existing rules and system by trying to fulfill the requirements of employees, keeping an eye on the

mistakes, and taking particular actions to correct them. (Al-Malki & Juan, 2018) has mentioned the following four major elements of transactional leadership.

Contingent reward

The leader clarifies the work that has to be done at any cost and incentives/rewards are offered for successful completion of tasks.

Laissez-faire

In this approach, the leadership responsibilities and duties are avoided by the leaders. The leaders fail to take timely decisions and are absent in critical situations.

Active management by exception

In active management, the leader constantly monitors the work of employees and ensures that the defined standards are met.

Passive management by exception

This refers to the intervention of leaders in case of deviated or unacceptable performance, and for offering solution when problem arises.

Advantages of Transactional leadership

Transactional leadership is having a number of advantages that makes it an efficient leadership style. Some of them are as follows:

- Those employees are rewarded who are highly motivated and have self-interest of following the instructions with a huge respect of deadline
- A clear-cut structure is provided for large organizations where the systems require recurring tasks and substantially reproducible situations.
- Short-term objectives and goals are achieved quickly

- Penalties and incentives are identified for employees

Disadvantages of Transactional leadership

Along with various advantages, there are a few disadvantages associated with this leadership style as well, which includes the following:

- Only financial rewards are offered to the workers, such as money, bonus etc.
- Already defined goals and procedures limit the creativity of workers
- No rewards are given for any personally taken initiative (Randeree & Ghaffar Chaudhry, 2012)

Transformational leadership

The word transform refers to bringing a change in the outlook or character of somebody or something, while leadership means the ability of influencing the actions or viewpoints of someone. According to Alsaedi & Male (2013) it is a method of creating more assets and functions for both employees and leaders. According to some scholars, transformational leadership is termed as the capability of leader/manager to create an impact on the attitude, beliefs, values and behaviors of workers by working with them for the accomplishment of goals and mission of an organization (Bass & Riggio, 2014). This is in alignment of perceptive and definition of transformational leadership, which says that this is the procedure of bringing about change in workers by motivating them to accomplish more than the expectations. It is simply the leaders' ability of transforming their followers into a stronger version of themselves. From this description, transformational leadership can be summarized as dealing between followers and leaders, with the intention of nurturing the conduct and attitude of workers for arousing their interest in work and making them more dedicated towards the accomplishment of visions and goals of an organization.

Elements of transformational leadership

Four key elements of transformational leadership have been discussed by (Quin, Deris, Bischoff & Johnson, 2015) that include:

Intellectual stimulation: It is related to the leaders' role in promoting creativity and innovation in the employees by questioning hypotheses and addressing old circumstances in novel ways (Bass & Riggio, 2014). The followers are also encouraged to try new methods or techniques for solving old issues.

Idealized Influence/ Charismatic leadership: This is majorly concerned about the expression and formulation of a perspective and demanding goals, and encouraging employees to work beyond their self-regard for achieving common targets. Leaders function as exemplars in this dimension, which are trusted, respected and highly admired by the followers. According to (Bass & Riggio, 2014), charismatic leaders having idealized influence are ready to take some risks, and are highly dependable rather than uninformed and illogical by representing high values of moral and ethical behavior.

Individualized consideration: Individualized consideration is mostly referred to those leaders who pay special attention and gives time to the needs of each and every subordinate, for attaining success and growth by truly acting as a mentor or coach.

Inspirational Motivation: It is the ability of a leader to stir motivation, confidence and a sense of responsibility in his employees. A clear idea of future must be articulated by the transformational leader. He should be able to communicate his expectations from the group members in very clear words, and must show dedication to the targets that have been set.

Excellent communication skills are required for this aspect of transformational leadership since the leader has to convey his ideas with power, accuracy and perfection. Other major

traits of such leader include enthusiasm, constant hopefulness and an ability of being positive. Leaders having inspirational motivation promote strong commonality by leading the group members towards the achievement of desired targets (Alsaedi & Male, 2013).

A few or most of the following traits are possessed by a leader displaying transformational leadership:

Idealized influence

- Inculcate satisfaction in subordinates
- Surpass their self concern for the betterment of organization
- Exhibits a sense of responsibility
- Show high level confidence
- Discuss their most significant morals and ideas
- Put emphasis on group tasks

Inspirational motivation

- Talk about future in an optimistic manner
- Set forth a convincing perspective for future
- Talk about the targets that have to be met
- Shows confidence in the achievement of goals
- Put forwards the essential requirements in an exciting manner
- Encourages shared aims and passion

Intellectual stimulation

- Looks for contradictory viewpoints
- Ask others to observe issues from various angles
- Supports non-conventional thinking

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- Proposes new approaches for completion of tasks
- Reviews the important postulation

Individualized consideration

- Encourages self-improvement
- Spends time in teaching and training followers
- Takes care of individual members of a team
- Spots varied abilities, needs and targets for group members
- Pays attention to others' apprehensions
- Helps in developing strength of subordinates

Transformational leadership is very much focused on how a social cause is visualized by a leader and used as a central factor in the creation of organizational dynamics. Transformational leadership style puts emphasis on the communication between leaders and followers and the methods used for the empowerment and creation of a sense of unity among the subordinates.

The true leaders have been successful in motivating followers who have incorporated the mutual perspective and stand out among their peers because of it. Furthermore, transformational leaders are engaged in raising their employees' understanding of problems and issues, and instigating social accountability. Transformational leaders are perceived by their followers as examples or role models and earn huge respect, admiration and trust (Bass & Riggio, 2014).

There is an inextricable link between intelligence and leadership. It is essential for a leader to be intelligent but he must not show a high level of cognitive intelligence, since doing so may result in increasing distance between the leader and followers. (Bass

& Riggio, 2014) has described three types of intelligence, each involving a range of competencies. These are:

Social intelligence: This type of intelligence is focused on the interpersonal relationships and an individual's ability of interpreting social situations

Emotional intelligence: Emotional intelligence takes in humbleness, carefulness, and emotional permanence

Cognitive intelligence: It is a pure intellectual ability as well as spatial and verbal skills.

In order to make the transformational practices possible, a variety of intelligence must be displayed by a leader, particularly emotional and social intelligence. The main purpose of transformational leaders is to encourage their followers, urge them to see new angles and continue the process of self-development. They are strongly dedicated to the cause and development of their organization and are ready to take chances for making its vision a reality. The most effective institutes and organizations are typically led by transformational leaders and groups (Boberg & Bourgeois, 2016). Particularly, in education sector, the aspects of idealized power, individualized kindness, scholarly stimulation and encouraging motivation are of highest significance for the development of strong fellowship and to raise the effectiveness of an institute. Moreover, it will be truly helpful in actualizing the mission of offering high quality education.

Since its development, an exponential increase has been observed in the research and practice of transformational leadership in recent years, but still some requirement of more research in the implementation of transformational leadership effects. Since education has become a fundamental factor for the economic stability of a country,

therefore, there is a necessity of establishing a system of best leadership styles and practices in all educational institutes.

Job Satisfaction

The subject of job satisfaction has attracted a number of practitioners and researchers in a broad range of fields, including business, industrial psychology, higher education and public administration. The study of job manners within an organization and feelings of people towards their work have become an important area of study in world (Wnuk, 2017). There are various reports of organizational and industrial psychologists on work behavior and motivation. Job satisfaction has been one of the most extensively researched topics in the field of human resource management, (Ćulibrk, Delić, Mitrović & Ćulibrk, 2018).

(Ziegler, Hagen & Diehl, 2012) has provided a very comprehensive definition of job satisfaction after thoroughly reviewing and investigating the definitions and theories of job satisfaction. It is stated in the research report that job satisfaction is the result of the assessment of one's job as getting or permitting the realization of one's essential job values. These values must go well together with the basic needs of that person. Job satisfaction is further defined by (Bentley, 2013) as the attitude of an employee towards his work. He has inspected this terminology through the lens of attitudinal reaction, that is, how well an employee perceives the jobs and the remunerations resulting from them.

This thought is further supported by (Wnuk, 2017) by stating that it is the extent of perceiving the needs or requirements of the job to be met by an individual. Another study defined job satisfaction from two different perspectives. The first one is comprised of intrinsic factors, having association with satisfiers, like achievement, work independence, development and professional reputation. The second one highlights the

extrinsic side of job satisfaction, relevant to work environment, basic pay and other benefits. Both the aspects are having connection with job satisfaction related issues.

In schools, teacher's job satisfaction may be defined as the happiness, satisfaction, charisma and sense of fulfillment found by the teachers in their jobs, which encourages them to remain fully committed to their work. For this research study, job satisfaction is referred to as the assessment of principals and teachers feelings of satisfaction or dissatisfaction with their jobs. Researcher thinks that job satisfaction is a crucial factor for growth and success of any individual and organization. It is also believed that job satisfaction is essential in the area of teaching and particularly in the school education. Job satisfaction depends on the leadership style of any institution head, therefore, this variable has been chosen as a dependent variable of the study and the relation between transformational leadership and job satisfaction level is studied in this research report.

Factors affecting Job Satisfaction

Number of approaches is developed for determining the job satisfaction of Teachers. The determinants of employees' positive attitude towards job satisfaction are examined by some of the researchers. Malinen & Savolainen (2016) has described the primary dimensions of job satisfaction as the work itself, promotion, salary, remuneration of the job, working conditions, personal values, fellow workers, and relation between the employer and employee.

According to (Bentley, 2013), there are seven major aspects of job satisfaction, including the co-workers, the compensation for work, leader, job content, working environment, organization repute and promotion opportunities. In a recent study, the factors which influence job are said to be; relation between the administration and

subordinates, job security, high salary packages, recognition, clarity of roles, freedom, participation in decision-making process, responsibility, promotion chances, well-coordinated tasks, relocation, life satisfaction, performance, work stress and lack of continuity (Sypniewska, 2014). All these types of research works and studies reveal that the employee job satisfaction is having a number of aspects that are influenced by different factors.

Some other studies state that factors affecting satisfaction level of employees can be sorted as: incentives, salary, type or work, education and training, work pressure, nature of job, career development, job security, safety, management style, workload, appreciation and recognition, promotional chances, rewards, departmental environment, overall working environment, meetings and discussions, equity, intergroup coordination, variety of tasks, perceived organizational support, assignment of power, organizational commitment, organizational integration, communication, role ambiguity, communication with management, communication between colleagues, personal development, timings, working hours, recognition of superiors, advancement opportunities, physical conditions, technology, organizational culture, feelings of accomplishment, work exhaustion, performance, performance evaluation systems, absenteeism, turnover, and company's repute (Ćulibrk, Delić, Mitrović & Ćulibrk, 2018, & Randeree & Ghaffar Chaudhry, 2012).

The following section is based on some of the major factors that have impact on job satisfaction; these factors are categorized into two main groups, namely

- Environmental factors

Environmental factors are comprised of supervision, personal development opportunities, working conditions, communication, co-workers and rewards

- Personal factors

Demographic variable like level of education, gender and seniority are covered under the personal factors.

These factors are explained in detail in the following section.

Environmental Factors

The key environmental factors effecting job satisfaction are:

Working Conditions

Working conditions cover both social and physical conditions at the workplace. Mostly people prefer to work in a clean, comfortable, modern environment equipped with technology and latest facilities (Sell & Cleal, 2011). Moreover, conditions like proper lighting, appropriate temperature and calmness are also considered important. For instance, unexpected noise like crowding, conversation or telephone bells etc. can be a source of disturbance, thus distracting the workers and affecting their efficiency. Furthermore, improper lighting and temperature can be a cause of strain (Sypniewska, 2014).

Reward

The rewards have a direct relation with employee's aspiration, and offer motivation to the employees. It is what is wanted by an employee after completion of a certain task (Malinen & Savolainen, 2016). There is a strong connection between rewards and job satisfaction. Moreover, as per the relevant literature, there are two main categories of rewards. An intrinsic reward has a sense of accomplishment, getting appreciation from heads, feeling recognized or being a part of group achievement. Extrinsic rewards include promotion, money and benefits etc. All these returns and feelings increase job satisfaction by a great amount.

Self-Improvement

Every employee wants to enhance his/her knowledge and skills, and to learn new things particularly those which are important for self-development. The overall level of job satisfaction is raised when the employees are pleased with the opportunities provided for self-improvement. Therefore, a key role is played by job training for offering chances of personal development and assisting employees in getting more knowledge about their job, thus increasing their job satisfaction level. Additionally, employees' satisfaction level is further increased by worker's development programs which give them more confidence, provide control over their occupation and increase optimistic feelings towards their work (Randeree & Ghaffar Chaudhry, 2012)

Co-worker

Those employees who are having friendly and cooperative relationship with their colleagues are better feeling towards job. Most of the workers prefer to perform their duties with people being supportive, understanding and gracious. Since most of the time during work is spent with the co-workers, therefore, a warm relationship with them will surely have a positive impact on the employee's job satisfaction level (Sypniewska, 2014).

Supervision

Support from the heads of an institute/organization can have a favorable effect on the employee's job satisfaction. As the institutes are being represented by these heads, therefore a helpful and supportive attitude from them will raise the reputation of organization in employees' viewpoint. The attitude of an employee is determined by the communication between subordinates and leaders. Furthermore, leadership style of leaders may vary and is of great significance. For instance, in some cases, leaders keep a

regular check on the employees' performance, while in other cases; the subordinates are allowed to give their opinions in decisions relevant to their jobs. Additionally, poor communication between leaders and subordinates dismiss the success of institution.

Communication

In terms of job satisfaction, communication inside the place of work is indispensable for organizations. According to (Wnuk, 2017), there are two major aspects of internal communication in institutes. One of them is an informal interaction like communication with colleagues or heads without using any formal channels, and the other one is managerial communication which includes feedback and oral presentations etc. Effectual contact and communication improves job satisfaction; in contrast, dissatisfaction is caused by lack of communication.

Personal Factors

Level of Education

According to literature, it is indicated by most of the researchers that job satisfaction may decrease with a rise in the level of education. However, repetitive and boring tasks may lead to the dissatisfaction of highly educated employees. There should be a good match between the employee's educational level and job requirements; otherwise, a higher level of job compared to job requirements may result in the dissatisfaction of employees. Another factor for job dissatisfaction is the expectation of extremely high level and quality from a highly educated person (Duong, 2013).

Gender

Many studies have investigated a relationship between Gender and job satisfaction. There are different findings regarding this issue. Some of the scholars believe that men are more satisfied from jobs than women; some others believe vice-versa. There

can be a difference in job expectations because of the different roles of men and women in society. For instance, women give priority to social relations and working environment, while men are more content with salary packages and promotion chances. (Westover, 2012) stated that the relatively lower job expectation level of a woman makes her more satisfied with the job and pay, compared to men.

Seniority

This is related to the work experience and association of an employee with an organization. There is a varying perspective regarding job satisfaction and seniority. It is stated by some of the researchers that seniority may also contribute in increasing job satisfaction due to the knowledge of work environment and content. (Sasser & Sørensen, 2016).

Impact of leadership on job satisfaction

The relationship between job satisfaction and leadership has been investigated by many contemporary researches. (Saleem, 2015) stated that leadership, particularly transformational leadership is having a favorable effect on the employees' satisfaction with his job. On the contrary, transactional leadership is having negative consequences on job satisfaction. This view is supported by (Verma, 2015) saying that in comparison to transactional leadership, transformational leadership holds a stronger connection with job satisfaction.

Taking education sector into consideration, researchers have ascertained that teacher's level of satisfaction can be significantly predicted by principal's leadership style. (Verma, 2015) also declared that in an educational institute, effective principals' leadership is very critical for teachers' job satisfaction. It was proposed in another similar study based on an educational institute that job satisfaction is greatly affected by

leadership styles (Ali & Dahie, 2015). On the other hand, one study conducted in a high school environment showed that passive leadership is having a connection with employee's satisfaction (Turey, 2013).

It is proposed by some researchers that leaders and employee's analytical qualities and personality is vital task in attaining satisfaction.(Belias and Koustelios, 2014). Contrasting to most of the above discussed studies, research done by (Ansi, Rahardjo & Prasetya, 2015) declared that leadership styles affect the satisfaction and involvement of followers in a negative way. On the basis of empirical results, it was concluded by the authors that job satisfaction is more reliant upon salary packages while have an inverse relation with leadership.

Thus there are contrasting viewpoints regarding relation between leadership and job satisfaction, but the majority is in favor of effective leadership approach for obtaining better performance from followers.

Job Performance

Performance is the ability to work according to the abilities of individual. In any institution, role of leader is very much crucial .Leader is the person who uses the ability of the individual .If a leader know about the leadership skills, qualities he will definitely uses the ability of the individual and give the task to perform the work according to the ability of the individual and this is only possible when leader know about the transformational leadership style which motivate the followers to perform and work for the institution.

In many institutions, due to the lack or absence of transformational leadership quality, the talent or ability of the individuals is wasted. It is a loss of the individual as well as the institution .So if an institution want to progress; it definitely cares about the

leadership qualities in the leader which help to perform the followers for the institution. Education is also a sector which demands great leadership qualities. If any educational institution wants an all around development or to achieve the goals then leaders role is very much crucial. Principal is the head of the educational institution or boss for the teachers.

If a principal has leadership qualities, he will definitely care about the ability of the teachers and give work according to their ability and if this happens, performance of the teachers will increase (Belias and koustelios, 2014).

Factors affecting Job performance

Factors affecting job performance are defined as:

Salary

Salary is considered to be one of the most crucial motivational factors, when it comes to job. Employees constantly strive for those positions where quick and big rewards are offered. Sometimes, other motivational factors are sacrificed by employees due to salary issues. That is why in schools as well, whenever a teacher gets better salary offer from another institute, he/she prefers to switch job. (Kim, 2016) asserts that good salary packages or other remunerations that are paid at right time are considered to be best policies of an institute for increasing performance of their teachers and other staff members, thus increasing the productivity of institute as well.

Moreover, money is a fundamental incentive; no other incentive or motivation can have more influence than this. Money has the primacy of magnetizing, upholding and inspiring employees to accomplish higher work objectives. The scholars have affirmed that money is the most important factor in inspiring teachers for achieving better output.

Pay, promotion, bonuses or other incentives are used by all institutes for inspiring and pushing the employees for higher performance level (Belias and koustelios, 2014).

In order to use salary as an effective motivational factor, heads of institutes must give proper consideration to salary structure which must include the importance of institute linked with the job, compensation according to the performance of employees, individual allowance, pensions and other financial benefits.

Salary has influences the employee's decision of staying or leaving an institute or organization. Moreover, an effective relationship is seen between the payments and improvement in performance of employees. More efforts are put by every individual for producing more output to earn more money. Performance based payments and rewards motivate the employees to put in more efforts and show creativity in their work. Due to performance based rewards, capable employees tend to earn more than the ordinary ones (Kim, 2016).

Cases studies of different educational institutes have shown that changing the system from monthly pay to daily wages has also increased the production immensely. This clearly indicates that the performance of employees is increased due to the increased wages. Moreover in schools, the heads usually put emphasis on hiring and retaining those teachers who are capable, by shifting them to high salary packages and rewarding the best ones more. The main reason for this activity is to offer proper incentives so that efficient teachers and staff members are retained in the institute.

Employee's Benefits

Over past few decades, employee's benefits have gained much importance. These are normally nonfinancial and membership-based rewards that are offered for attracting

the employees. These benefits are a part of the five major elements that makes up a total reward package. These are:

- Compensation
- Career opportunities and self-development
- Benefits
- Performance and recognition
- Work life balance

The employee benefits include those rewards which are given besides the different types of financial remunerations such as annual or monthly holidays, paid leaves etc. As per the Herzberg's 2-factor (hygiene and motivation) theory, an employee's benefit program is very significant and necessary working requirement. The hygiene factor has an effect on the employee's motivation for work which in turn has an impact on the productivity of an institute. The strategy and management of this employee's benefit program is often affected by the random changes happening outside and inside the institute (Verma, 2015). The inner organizational factors are known as inner alignment variables which include:

- Nature of the job
- Organizational values
- Institute strategies
- Outcome level

The outer organizational factors are termed as outer competitive variables which are:

- The policy of government
- Economic force

- Culture
- Rules and regulations
- Possession

Considering these factors, all the institutes have shifted their paradigms from conventional job based benefits like social requirements, compulsory allocations, leisure time and welfare, to those which emphasize on the productivity of employees like flexible benefit packages.

It is believed by a number of scholars that for helping employees in meeting their expectations and requirements, plus improving their living standards and status in society, a number of benefits should be allocated by management on the basis of certain criteria. Consequently, the organizational policies and objectives of human resource management will be supported by the employees.

Moreover, the previously developed compensation systems are more focused on the internal benefits. A lot of research work on the types, objective and importance of the employee's benefit programs has shown that how nonfinancial incentives are to be given in an organization and what is their significance. Moreover, studies in this area have also revealed that when such benefits are offered by an organization, the outcome particularly the performance of employees is enhanced. For instance, health benefits, promotions and official compulsory claims are considered as being the most vital benefits to be offered. Allocation of such benefits on the basis of work and performance of an employee would leave to overall improved productivity and performance of an institute.

Moreover, these benefits can also play a role in increasing the confidence of employees, attracting and retaining highly capable workers. In a nutshell, these benefit

programmes have got an enormous effect on performance of teachers in any institute whether it is an industry or a school.

Medical Insurance

Medical insurance offered to the employees generally covers surgeon's fees, physician costs, prescribed drugs and hospitalization charges. Moreover, in complete benefit package, dental and eye care are also offered. This insurance is also an important factor for improving the health care of an employee thus improving his/her performance as well.

Paid Time Off

This time is usually offered for relaxation purpose, rest and a planned break from work or to deal with some personal matters. Employees usually take paid time off during the year for getting the intended personal replacement value. This is usually earned by the employee while working. These benefits generally include vacation leave, holidays and sick leave etc.

Retirement Benefits

These benefits are the funds which are kept aside to be offered to employees after the end of their working career in form of pension or some other income. The most common benefits which come under this category include identified contribution plans and identified benefit plans. The employees collect pension funds on the basis of funds gathered by the combined contribution of employee and employer, the return rate on investment of gathered funds and return rate based on the allowance purchased by the employer.

Leave Travel Allowances

A number of the institutes offer leave travel allowances to their teachers and staff members. Employees are offered extra money in the form of paid vacations and travel allowances. Furthermore, vacations are important for ensuring an employee's well-being and better performance. These vacations also favor those teachers and staff members who need some time with their family or who have to take care of their old parents or children.

Employee Bonus

The staff members and teachers who show satisfactory performance and achieve high rating in their annual evaluation are offered performance bonuses i.e. amount paid on the basis of shown performance. For example, an employee who has earned an outstanding rating or shown exceptional performance may get the biggest bonus determined by the company for employees. Those employees who have shown satisfactory or average performance may get lesser rewards or low bonus.

The major purpose of these bonuses is to make the employees strive for better performance evaluation, which means they have to show consistent performance throughout the year if the company has rules for yearly performance assessment. These bonuses will have an impact on employees' performance since it is a constant reminder for employees that they will be rewarded at the end of year for their performance. An institute offering bonus to employees is also bound to motivate the employees for high performance (Arifin, 2014). Moreover, it was also concluded by research that performance based bonuses are the most logical process of encouraging teachers to do best or increasing productivity of an institute.

Recognition

Recognition is termed as the rewarding of employees in an institute on the basis of different ranks and status. A positive attitude of employees is accredited to fundamental factors like opportunities, recognition, growth and feedback. The researchers has concurred with the above view by saying that for increasing performance of employees, one of the most significant non financial rewards is the recognition from colleagues and administration.

The employees remain loyal to an institute when their efforts are recognized and appreciated. A number of institutes are missing this important factor which is perceived as precious yet the implementation cost is negligible. The recognition earned from an institute is very much appreciated by the employees.

It is believed that when teachers are given recognition by principals, they feel themselves wanted and valued and thus does contribution in the overall performance of schools and colleges. Recognition is termed as the most important non-financial reward for increasing job performance of employees of any organization or institute. Institutes can strengthen their relationship with employees through this factor. Recognition results in motivation and consequently the employees remain spirited and give their best performance in the success of their institute.

Impact of leadership on job performance

For any organization, leader is perceived to be an imperative facet in the success of any institute because of its critical effect on the employee's behavior. In a continuously changing technological, economic and social environment, leadership has become a more

vital management feature in present times. While the administrators are anxious about collection of assets, strategies development, organization and control of activities for achieving decided targets, leadership plays the most influencing role in management.

Efficiency and expertise of management and appropriate performance is increased by effective leadership and effectual resource management. It was observed by researchers that performance in educational institutes can be increased by adoption of proper leadership styles. Impact of principal's leadership style on the performance of schools that teacher's performance is under a huge influence of the leadership style followed by principals (Ibrahim & Al-Taneiji, 2012). Moreover, the research done by scholars on the relation of leadership with performance was proposed that leaders should abandon laissez-faire leadership style by getting more concerned about supporting and guiding their employees, administrators should also devise effective recognition and benefits system (Buch, Martinsen & Kuvaas, 2014).

Another research on the performance of teachers in secondary schools in India identified that proper direction and guidance is a must for better performance of teachers. Guidance and direction makes sure that a right path is followed by the subordinates and any deviation is dealt with immediately. This can be achieved by keeping an eye on how the entire work is going on and by getting regular reports from all departments of institute. Therefore, for the success and development of any educational institute, it is crucial to have an effective leadership that leads to better performance of teachers and thus students (Jain & Prasad, 2017).

Need of study

Education is a very crucial factor in India in 21st century. Elementary education is necessary under article 21(a) in the constitution of India. Now the major thought is about the quality of education. Government is trying to resolve this issue of quality of education but it is only possible when teachers work according to their ability and improve in their teaching and it is only possible when leaders will do justice with their character. Now leadership is very much crucial for the development of education. Leadership is of two main types, i.e. transformational and transactional leadership.

As discussed previously in this chapter that in case of transactional leadership, there is a series of agreements and negotiations between followers and leaders. These leaders are efficient enough to clarify the goals and expectations from the employees, but they are lacking in developing a long-lasting potential of employees. The followers can be handled by leaders by rewarding their efforts on contract basis and telling them what they can do for gaining rewards, and giving punishments for undesired activities, offering proper feedback and promotions on excellent performance. Due to these transactions, this leadership style is generally termed as contingent reward (CR) leadership. Leaders following this style can also interfere only when the followers are deviating from the set path or expected targets and can give negative feedback in case of failure.

Contrary to this, transformational leadership is far above these simple negotiations and agreements. Challenging and demanding expectations are set by these leaders and they help their followers in achieving higher performance levels by polishing their capabilities. The four distinct characteristics of transformational leadership style, naming, inspiration motivation, charisma, intellectual stimulation and individual consideration make this leadership style stand out from the other styles. These factors help a

transformational leader to act as role model for his followers and instill faith and pride in his/her followers by prevailing over the shortcomings and hurdles. This leadership style empowers the followers for enthusiastically accepting and pursuing demanding tasks and targets. Moreover, in this approach, every individual is given respect and recognition by considering basic needs and comfort level of each employee.

Those leaders, who find problems in the old and conventional leading styles, put forward new ideas and encourage their followers to alter their usual practices and vision and are said to be academically thought-provoking. Transformational leadership is considered to be a way of getting success and enhanced performance of any institute. Therefore, this leadership style has been chosen for this research work and its effect on the performance and positive or negative job attitude of teachers is analyzed. This research work is carried because of the increasing need of Transformational leaders in educational institutions, which are considered to be the origin of successful politicians, industrialists, teachers and other important professionals.

Statement of the problem

For the past few decades, educational standard, teachers' satisfaction and leadership in the Indian secondary schools have got worse (Jain & Prasad, 2017). There is a strong need of understanding leadership styles and to review them. Looking into the teachers' performance and job satisfaction with the principals' leadership styles might help researcher in a long-run in their efforts to analyze the major administrative issues besieging Indian schools.

It is asserted by some researchers that lack of funds, poor infrastructure, and lack of qualified staff, bad management and below average instructional material has discouraged the efforts of principals and teachers. It is also shown in past research studies

that low salary packages and lack of basic facilities in an important reason for poor performance of teachers and students and. The argument behind all this is the lack of financial assistance by the Indian government (Mendis, 2016).

The motive of this study is to determine if there is some relation between different variables like transformational leadership, job performance and job satisfaction. This study will be helpful for education ministry in India for examining the administration of schools as it is having deep impact on the performance. It is also expected that present research definitely assist professionals in seeing the needs for flexibility and adjustments in educational management. This study is intended to provide direction to future researchers in the educational field in their hunt for solutions to the management problems in Indian schools. However, offering solutions and making amendments in the schools administration is outside the scope of this work.

Justification of the study

Leadership is the soul of an institution .Institution success depends on the ability of the leaders to motivate their followers .Education is also a great sector which demands high level leadership qualities in the leaders. Principal is a leader of the school who needs to refresh leadership qualities and motivate teachers to work best in the available environment and feel satisfied with their work. The researcher is of view that the present studies will be innovative for the administrators, policy makers and teachers. Present study will take the consideration of the policy makers to make policy and its implementation is also taken under consideration of the school management or principles for behaving well with the teachers and other staff members.

The present research is motivated by the fact that the positive connection between job satisfaction and performance with transformational leadership is unearthed by a

number of empirical studies (Alsaedi & Male, 2013). This leadership style has earned empirical analysis compared to other leadership styles and theories and thus developed enough for yielding ample data for analysis. Most importantly, since this study is based on secondary schools of Haryana state, India, therefore the conformation of transformational leadership with the leadership styles undertaken in educational institutes all around the world makes it a perfect justification for this study.

From a theoretical point of view, this study will be helpful in bridging the lack of leadership in schools of Haryana state in India and will be a good addition to the limited study done on the principals' leadership style in Indian schools. This work will also provide an insight for educational field researchers.

Although it is not a complete and perfect resolution for teachers' attitude towards job and 'leadership but may be helpful in reinvigorating the teachers' satisfaction with their work in schools. This will also improve principals' behaviors towards teachers and other staff members for the promotion of pleasant school environment and thus increasing the reputation of their institute and performance of the teachers and students in turn. Some particular fundamentals for promoting growth of teachers can also be provided by this study.

Operational definitions

Transformational leadership

It is a style where the followers are influenced and motivated by leaders to get their goals and values from individual to the interests of institute. The leader following this style offer consideration at individual level, scholarly stimulation and inspiring enthusiasm to his/her followers. Transformational leadership has four components

intellectual stimulations, individualized consideration, inspirational motivational and idealized influence.

Job satisfaction

This term is referred to teachers' satisfaction from their job which is based on the negative or positive relations between teachers and principals.

Principal

A principal is an administrator or leader of a school. He is defined as a person holding a presiding rank particularly the head of a high school or elementary school. The principal is identified as a leader of school, who is self-motivated and open to challenges with the ability of preparing future leaders and developing such skills that will be needed by them for succeeding in future (Wilson, 2017).

Job performance

The job performance of a teacher is defined as the act of defining course outline, planning lessons, and assessing the learning of students through different tests, assignments and participation in class as well as in extra-curricular activities.

Objectives

General objective of study

The general objective of this study is the investigation of the influence of principals' leadership styles on the satisfaction level and performance of teachers. To develop an understanding of basic concepts of leadership, different types of leadership styles, job satisfaction and job performance etc.

Specific objectives of study

Effect of Transformational Leadership of Principals on Job Satisfaction and Job Performance of Teachers

1. To study the transformational leadership of principals.
 - 1.1. To study the transformational leadership among principals as perceived by their teachers
 - 1.2. To study the transformational leadership between male and female principals.
 - 1.3. To study the transformational leadership between government and private school principals.
 - 1.4. To study the transformational leadership among principals as perceived by male and female teachers.
 - 1.5. To study the transformational leadership among principals as perceived by government and private school teachers.
 - 1.6. To study the transformational leadership among principals as perceived by science and humanities teachers.
2. To study the job satisfaction between male and female school teachers.
 - 2.1 To study the job satisfaction between government and private school teachers
 - 2.2 To study the job satisfaction between science and humanities school teachers.
 - 2.3 To study the effect of transformational leadership of principals on job satisfaction of school teachers.
3. To study the job performance between male and female school teachers.
 - 3.1 To study the job performance between government and private school teachers.
 - 3.2 To study the job performance between science and humanities school teachers.

3.3 To study the effect of transformational leadership of principals on job performance of school teachers.

Hypotheses of study

1. There exists no significant difference in transformational leadership of principals.
 - 1.1. There exists no significant difference in transformational leadership of principals as perceived by their teachers.
 - 1.2. There exists no significant difference in the transformational leadership among principals as perceived by male and female school teachers.
 - 1.3. There exists no significant difference in the transformational leadership of male and female principals.
 - 1.4. There exists no significant difference in the transformational leadership among principals as perceived by government and private school teachers.
 - 1.5. There exists no significant difference in the transformational leadership of government and private school principals.
 - 1.6. There exists no significant difference in the transformational leadership among principals as perceived by science and humanities teachers.
2. There exists no significant difference in the job satisfaction of male and female school teachers.
 - 2.1. There exists no significant difference in the job satisfaction of government and private school teachers.
 - 2.2. There exists no significant difference in the job satisfaction of science and humanities school teachers.
 - 2.3. There exists no significant effect of the transformational leadership of principals on job satisfaction of the school teachers.

3. There exists no significant difference in the job performance of male and female school teachers.
- 3.1. There exists no significant difference in the job performance of government and private school teachers.
- 3.2. There exists no significant difference in the job performance of science and humanities school teachers.
- 3.3. There exists no significant effect of the transformational leadership of principals on job performance of the school teachers.

Delimitation of the Study

This study is having delimitations from both geographic and content point of view. The contents are delimited to examining impact of only transformational leadership of school principals on the job performance and job satisfaction of restricted number of teachers. Geographically, the range of this study is delimited to secondary schools of selected districts of Haryana state. Primary schools or other higher educational institutes of Haryana and other states of India are not covered under the study area.