CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter reviews the literature based on the principal leadership styles and the impact of these upon teachers' performance and job satisfaction. The major focus of this chapter is to analyze the intuition of the relationship between job satisfaction and leadership styles, in the worldwide education systems in general and Indian education system in particular. There are problems with the current education systems; however, it is believed that new standards in worldwide educational systems will result in better leadership styles in the future. High-yielding institutes generally have excellent administration that brings a stable style of leadership to the table, which then helps in offering more job satisfaction and encouragement to the staff members.

It is discussed by a number of scholars that how a significant role is held by the principals of educational institutes and it is a part of their job to own the responsibility of creating a successful school having efficient students and teachers.

Leadership Theory

In broader terms, a leader is that person who is having a significant influence or commanding power (*Merriam-Webster's advanced learner's English dictionary*, 2016). However, a precise definition of leadership parameters is missing in some of studies related to leadership styles. But those researchers who have defined leadership have done so in the context of their own point of view considering the phenomenon of their interest. Different leadership theories and practices are examined in this section for developing an understanding of how it is possible for leaders to get the best possible results from their followers. One factor that has got great influence on transformational leadership is the association within subordinates and leaders. This association is influenced by various

factors like the interaction of leaders with the team members, personality and characteristics of leader and employees and the existing circumstances. (Craford, 2012) took this to one step further by stating that the leader-follower relationship is having strong dependence on the task particularity, leader-follower compatibility, favorable situations, personality of leaders and the maturity of staff members.

A leader can only create a managerial plan and motivate others for achieving this plan if he/she is having a solid relationship with the followers. Thus, in schools, the positive impact of effective leadership can be observed in the performance of teachers and their commitment to educational targets (Marsh, 2014). This sentiment was embodied by (Umar, 2017) by stating that a major function for an organization is satisfied by leadership. It plays a significant role in mobilizing members to think, trust and behave in such a way that emerging needs of an organization are fulfilled. In schools with principals having such qualities, there is a high probability of meeting new challenges put forward by school boards, state or federal government. Moreover, under the leadership of such motivational principal, the teachers' level of job satisfaction and performance is also increased (Lakmal, 2013).

As pointed out before, a number of leadership theories have been developed within the past century. It is claimed by the Trait Leadership Approach, which lasted until the late 1940s, that leadership is an innate ability. The Behavioral Approach dominated from late 1940s – late 1960s, supporting the concept that effective leadership is very much based upon the behavior of leader. The Contingency Approach got popularity in late 1960s and lasted till early 1980s. This approach suggested that effective leadership is situation dependent. Modern leadership approaches are focused on charisma and vision.. These different theories are discussed briefly in the following section.

Trait Leadership Theory

The idea of studying particular traits of leaders surfaced from the conviction that the leadership abilities like intelligence and self-control etc. were inborn. Besides intelligence and self-control, other factors like status, birth order, and broadminded parents are also highly correlated with leadership abilities (Colbert, Judge, Choi & Wang, 2012).

Though this theory got a lot of acknowledgment and attention, but some weaknesses were also identified. First of all, it has not been made clear that which the important and non-important traits are. Secondly, there were some overlapping traits. Thirdly, those traits which help in becoming a leader and those which enable to maintain leadership were not distinguished by the trait studies. Lastly, most studies based on trait and qualities were explanatory rather than precise.

Behavioral Theories of Leadership

The studies based on Behavioral theory of leadership intend to identify those behaviors that distinguish successful leaders from the non-successful ones. According to the behavioral theories of leadership, there are some particular behaviors that can be referred as a leadership style, or leadership style is principally a distinct behavior taken up by individuals occupying formal leadership positions.

Contingency Theories of Leadership

According to Contingency Theories of Leadership, particular leadership behaviors are related to the satisfaction and performance of group members. This is achieved through the interaction of certain variables like the leader himself, the position held by him, team members, external and internal environment of institute. A successful match

52

between the performance and satisfaction of group members and leader is ''contingent'' on these specific variables.

There are three situational variables that are involved between leadership style and effectives, i.e. task structure, member-leader relationships and position of authority. Groups are categorized as unfavorable or favorable on the basis of this criterion (Dai & Cai, 2014).

Recent Leadership Approaches

Recent approaches are developed for understanding leadership from the viewpoint of common people by laying down all the complicated and refined explanations about leadership styles (Pellert et al., 2016). The recent approaches include:

Attribution Leadership Theory

This theory believes that individuals keep secret leadership theories in mind about effective leadership styles or simply they fanaticize some particular leader as a role model. This leadership is favorable in such conditions when the leader's theory is able to attract the implicit theories of subordinates.

Charismatic Leadership Theory

Charisma has been generally defined as a magical quality which is possessed by very few leaders. According to (Shapira, 2014), there are three major foundations of power which include customs, rights and charisma, which is the same as heroism and commendable temperament of an individual.

On account of his skill, strength and character, super human traits are credited to a leader who help his subordinates and saves them in crisis or disastrous situations and turns into an icon by guiding and encouraging them.

Transformational and Transactional Leadership Theories

The literature on transformational leadership theory clearly indicates that this theory is entirely based upon positivist foundation from which the conventional concepts of leadership have been devised. It is not possible to separate leadership from the goals and needs of followers. The essence of true leadership is in the frequent and proper interaction between leader and followers.

This interaction can lead to two different approaches i.e. transactional leadership and transformational leadership. Transactional leadership is that situation when there is some sort of exchange or deal between individuals, which can be psychological, political or economic in nature. Bargaining is the base of relationship between followers and leaders and it does not go any further than this.

On the other hand, transformational leadership leads to situations where leaders encourage their associate fellows for attaining integrity and achievement. A literature survey by (Al-Malki & Juan, 2018) indicated that the leadership theories that were developed until mid seventies did not have moral or ethical dimensions; therefore this theory was elaborated for assisting the followers in playing a significant role in the growth and success of organization. This theory is entirely based upon the strength of relationships between leaders and subordinates for the betterment of institute.

Visionary Leadership Theory

It is the capability of creating and expressing a reliable, attractive and attainable future vision for such institutes which are constantly growing. Visionary leaders should be able of presenting motivational and novel ideas for their organizations thus gaining the credibility of people in the organization as well (Noure Elahi, 2013).

Educational Leadership Theory

The basic concepts for pondering on the organization and management of schools; set of rules within school, leadership and proper working approaches have been discussed in this theory. It considers terms like productivity, quality, effectiveness and strategies for achieving best results (Yakavets, 2016).

Concept of Successful Leadership

It has become very difficult for the leaders to attain success alone because of the complexities existing in the present world. A high-level knowledge is being demanded by the issues coexisting with the managerial positions. Consequently, foremost importance is being given to firm leadership and the elevation of teamwork and collegiality. This is being done by successful leaders who recognize the exclusive skills and abilities possessed by others. Successful leaders also have the knowledge of promoting abilities and skills for the accomplishment of objectives, goals and missions of an organization (Arifin, 2014).

(Nanjundeswaraswamy & Swamy, 2014) discussed about the abilities possessed by successful school leaders in India by stating that successful principals reveal the talent and potential possessed by others and also persuade others for getting the things done in a successful manner. They further pointed out that the new employees join the institute with a lot of anxieties and fears and face a lot of difficulties in resolving their wants for authority in group. A part of this adjustment includes observations of powerlessness and work disaffection. (Dutta & Sahney, 2016) pointed out that positive leadership nurtures such changes that are productive, transformational and supportive.

(Hodges, 2015) mentioned that both the institutional and moral issues are significant in effective leadership and perseverance is the key to the success of leadership. Power is essential for attaining success in leadership and allowing individuals in getting influence and control over the subordinates. Though, some leaders want to keep hold on power and authority for entire life, but the best way to handle power is through adoption of the principle of sharing.

According to (Hope, 2017), sharing and dividing leadership and authority can result in increased productivity, and the procedure of understanding it and doing it is somewhat complex then what is said. Nevertheless, it is the process which can bring rewards and success for those leaders who are willing to adopt this sharing technique, thus, boosting the leadership skills of others while lessening their workload too.

Concept of Destructive Leadership

A number of studies have been found in literature which highlight and discuss the concept of destructive leadership. MLQ was used by (Buch, Martinsen & Kuvaas, 2014) in their research for the identification of a leadership approach as a destructive leadership approach. This study assumed that the psychological and workplace stressors and bullying at work have been intensified through this destructive leadership approach, and the results and conclusion supported the hypothesis.

Another study by (Sudha, Shahnawaz & Farhat, 2016) on the relation between leadership style and its efficacy with respect to employees in India emphasized on the commonness of destructive leadership activities, and found out three particular destructive leadership behaviors that is being oppressive, disrupted, and supportive-disloyal. Oppressive leaders possess such leadership traits that emphasize on the

accomplishment of institutional goals, strategies and tasks but mostly at the risk of satisfaction and ease of subordinates. Such leaders may be little, manipulate or humiliate their subordinated for getting the job done. Though, because of their capability of accomplishing the mission, they are frequently assessed in varied ways by individuals, as per their opinions and views about leadership.

In the same way, disrupted styled leaders are those having anti-subordinate and anti-organizational conduct such as humiliating, bullying, and deceiving and at the same time taking part in deceitful and unprincipled actions like fraud, absenteeism, and theft. Supportive-disloyal leadership is being referred as those which have pro-subordinate but anti-institutional behavior. These leaders have the ability of successfully motivating and inspiring their employees while stealing the resources of an organization. They may also offer more reimbursements and benefits than they deserve, thus, causing loss to the entire organization. This leadership approach negatively effect on followers.(Shaw, Erickson & Nassirzadeh, 2014).

Theories Based on Leadership and Job Satisfaction

Two important theories have been found in literature that is based on the leadership traits and factors causing job satisfaction and dissatisfaction.

Herzberg's Two-Factor Theory of Motivation

The best and precise way of finding and understanding those methods that should be used by leaders for motivating their staff involves the examination of such factors that boost individuals to be satisfied and successful. Herzberg back in 1959 found in a study of accountants and engineers in Pennsylvania, that factors cause job satisfaction and job dissatisfaction.

It was strongly believed by Herzberg that there are hygiene factors and motivating factors which result in dissatisfaction. On the basis of these factors, he created the Two-Factor Theory of Motivation i.e. theory of motivation-hygiene, which explained the reasons of dissatisfaction of workers (Pegler, 2012).

Factors Leading to Dissatisfaction

The major factors that result in dissatisfaction are:

- Relationship with leader

- Policy of company

- Working environment

- Salary package

- Relationship with colleagues

- Supervision

Factors Leading to Satisfaction

Satisfaction is caused by the following major factors:

- Job itself

- Acknowledgement

- Growth and development

- Responsibility

- Achievement

- Progression

In this theory, the attitude of employees is being discussed by Herzberg regarding their job and job satisfaction.

Two major types of individuals are being defined

1. Motivators/satisfiers

2. Hygiene factors/dissatisfiers)

It was noted by Herzberg that satisfiers describe themselves on the basis of relationships, which is how they are related, how the colleagues act as well as the normal working scenarios. Satisfiers generally work better with principals and other employees, which result in better outcomes.

In another side, dissatisfies are defined as terms of background for specific circumstances and the action of people in such circumstances. These are strongly related to the policies of institute, job security and personal success and achievements.

Under both factors, if the proper conditions are not fulfilled then this will result in the dissatisfaction of workers in the workplace.

Maslow's Hierarchy of needs

Similar to Herzberg, Maslow also developed a theory in 1954 based on different human needs and the approach adopted by people for pursuing those needs. The following table highlights those basic needs.

Table 1

Maslow's Hierarchy of needs

Types of Need	Examples
Love and Belongingness	To get rid of loneliness
Esteem	To give and get respect
Physiological	Thirst, hunger
Self-actualization	To satisfy one's capabilities
Safety	Security, protection

Five kinds of needs were identified by Maslow who stated that when one of these needs set is fulfilled; they will not act as a source of motivation any more. If a leader gets successful in identifying the needs that are to be fulfilled by the subordinate, he can then use that information or knowledge for motivating the employees.

After such needs are fulfilled then different type of motivation are needed by the followers, and it is up to a smart leader to find the methods of keeping their followers motivated. The followers or subordinate can only attain success and satisfaction once their needs are fully met (Taormina & Gao, 2013).

A Research-based Framework for Effective School Leadership

A leader's influence is implemented by the actions that are endorsed to achieve functions for the institution. Because of the type of leadership role, i.e. support, direction and influence, it is often hard to discern the direct contribution school leaders make towards achieving a discrete organizational goal, such as an increase in student achievement, as typically teachers are the primary implementers. This issue poses many challenges to the researcher who wishes to examine and document a school leader's direct impact on the attainment of this goal. To date, several researchers have played a prominent role in the research on "effective" leadership in schools. Their studies have spanned the methodological continuum from qualitative case studies to quasi-experiments. Hallinger and Heck's earlier framework of effective leadership informed the work of Leithwood and colleagues' refined framework developed between 2002 and 2010. Furthermore, reviews of the literature on education leadership over the past forty years by Leithwood and Sun (2012) provide evidence for better principal leadership may be operational and measured.

An Early Framework of Effective School Leadership

School leaders, specifically principals, engage in a range of activities to develop, improve, and sustain effective organizational and teaching environments. These activities can be grouped into four sections and act as a basis for understanding the impact of principal's leadership:

1. Resolutions and goals
2. Social networks
3. Organizational principles

4. People

Resolutions and Goals

One of the most consistent research findings on principals' contribution to school effectiveness in earlier times was the principal's capability of setting , transmission, and achieving the goals and purpose of schools, that is, institutions vision and mission, as well as aligned goals from the classroom to the school level. During this period, researchers conducted a direct effects study of principal leadership through which they used multiple regressions to test the relation between elements of principal's leadership and gains in student accomplishment.

(Pina, Cabral & Alves, 2015) found that the principal's capability to set up, convey, and maintain the mission and targets of school affected teachers' motivation towards selection of classroom goals. After controlling for environmental influences, they found a statistically positive relationship between principals' high educational goals and students' achievement gains. It was found that principals' ability to frame goals, set up a precise school mission, and gain the commitment of staff to the effort were statistically significant and therefore stronger forecasters of school results compared to other administrative or decision-making activities.

(Dutta & Sahney, 2016) also discuss and explore the correlation between teacher performance and students' achievement in Indian Schools, and reported principal leadership characteristics based on responses to teacher and principal surveys. They determined that a principal's ability to found a clear mission of school was one of the most efficient ways a principal could affect school success and teachers performance.

Social Networks

It is believed that leadership enhances the organizational climate and subsequently performance by affecting relationships and social structures. (Ibrahim & Al-Taneiji, 2012) found that principal's backing of teachers and a focus on active problem solving distinguished successful elementary schools from the rest of the sample studied.

The remaining feature of leadership activities that can be categorized within social networks is an aptitude of leader to foster and support joint decision-making instead of the authoritative decision-making style described in relation to transactional leaders in literature. Evidence of the power of collaborative decision-making can be found in past studies of secondary schools in India published in 2016. Using survey results from 575 secondary school teachers in 25 private high schools, a mediated effects model is applied and regression is used to examine the relationship different leadership style and their impact on school environment. The study concluded that secondary schools that achieved higher results had collaborative decision-making and flexible rule structures (Sehgal, Nambudiri & Mishra, 2017).

Organizational Principles

The literature purports a cognitive perspective on change, stating that it is mediated by an individual's understanding of the problem/issue, their situational context, and their individual knowledge and beliefs. Leaders operate within the organizational culture created by a group's collective understanding, knowledge, and beliefs. Therefore, principals can influence how those within the culture understand problems and act on new information. Given these statements, effective leaders put emphasis on understanding the significance of evolving shared meaning and values while also developing support among staff members within the school.

One way in which leadership can develop these features is to include staff in decision-making when appropriate. Using survey data from private teachers in Kanyakumari District of Tamilnadu, India, (Gladson Eliazer & Shini, 2016) used a model to discover the connection between leadership practices that foster institutional learning and school outcomes, like students' participation in school and their involvement with it. It was found that these schools' effectiveness was proportional to the extent of participation of teachers in all areas of the functioning of school including decisions related to school policies and shared a clear direction sense and acknowledged the broader school community. Further study demonstrated that effective leadership is a function of the extent the principal plays their role toward entire staff consent in setting up school primacies and communicates these primacies and targets to staff members and students, giving a sense of complete purpose.

The participative management through which everyone in the organization has got the right to take part in decision making andto comprehend the consequences is another label for practices described within the organizational culture component of this framework. In summary, leadership, as described by these four components: determinations and targets, social networks, organization culture and people not just influence individuals, but it also has an impact on system in which individuals (e.g. parents, Guardians etc.) work.

People

Principals spend a majority of their time directing others within their schools and there is considerable research support for the importance of this activity. Inspired by the earlier definition of transformational leadership where leaders are proactive, engaging, and motivate through collective belief in core values and ideals, Balwant (2016)

concluded that transformational principals verified solid "people effects" by promoting group targets, exhibiting   wanted behavior, providing logical motivation, and individualizing support were able to have more influence on teachers' observations of school conditions

A Refined Framework for Effective School Leadership

In 2004, the Wallace Foundation commissioned a series of publications as part of its "Learning from Leadership" project. Over the next six years, Leithwood, Patten and Jantzi (2010) reviewed the literature related to school leadership and independently studied leadership's influence on student learning. They began their review with the research of Pounder, Ogawa & Adams back in 1995, and using the frameworks previously published, Leithwood and colleagues built and tested a refined framework for effective leadership. Leithwood and colleagues' refined framework presents two core functions of school leadership: one is to offer direction while the other is to implement the impact (Garrett & Camper, 2015). Effective school leaders put emphasis on two priorities through which they perform their tasks and support other individuals to perform their job to the best of their capacities, and they try their best work to restructure their institutions to improve efficiency. Leithwood and colleagues present a refined framework in which they define effective leadership as the combination of three concepts:

Expectations and liability

According to Leithwood and colleagues, expectations can have the maximum impact when they are paired with liability measures which can help the observers in determining that if the expected results are attainable and logical. As such, this component adds a focus on measurability and monitoring the mission and goals and

organizational culture components. The capabilities of principals to frame, convey, and sustain the school's mission and targets are not enough.

High degree of attainable and logical expectations is set by effective leaders from their students and staff members. Such expectations should be made on the basis of past performance of students in academics and the performance of teachers in classrooms and their commitment to students and school. For example, at a school where teachers are performing well and the level of student achievement is high, effective leaders would be likely to continue to monitor teacher performance while setting aggressive incremental increases in student achievement as a goal (Heron, 2014). However, in schools where teacher performance and student achievement are low, leaders would be more likely to set measurable expectations related to instructional improvement and monitor it through teacher evaluation while simultaneously expecting student achievement to improve accordingly.

Effectiveness and support

Effectiveness refers to the beliefs held by people regarding their capability, or the aptitude of a group to be successful. It is believed that a strong sense of efficacy is required to move a person from a desire to change to actual change in behavior. Leithwood and colleagues state that even those with a strong sense of effectiveness can take benefit from supportive circumstances for action.

As such, this component confirms the importance of earlier framework component: structure and social networks. School leadership can assist teachers by reassuring active problem solving, promoting joint decision-making, keeping professional development aligned to school objectives and shielding teachers from pointless jobs and duties that reduces the instructional time (Leithwood, 2018).

Shareholder influences

The final component of Leithwoodand colleagues' refined framework is engagement and stakeholder influences. That is, effective leaders understand the significance and impact of outside shareholders and the degree to which their engagement can play a part in the betterment of student outcomes. While earlier framework focused on those within the school, Leithwood and colleagues' engagement and stakeholder influences extends to include those outside the school, such as community organizations, parents, and professional organizations. The researchers found that parents and teachers can accept leadership roles for promoting practices to enhance student learning, but it is quite unlikely that their efforts come together in a fixated, constant way without effective school leadership (Doh& Quigley, 2014). Furthermore, it is only through a clear understanding of teacher and student needs that school leadership can determine which professional development organizations and community-based organizations with which to work to provide needed services. In summary, Pounder, Ogawa & Adams (1995) earlier framework has been expanded and refined by Leithwood, Patten and Jantzi (2010) to include more focus on engaging stakeholders from both inside and outside the school and tying accountability measures to high expectations.

Teachers: Key Players in Educational System

Teacher Commitment and Motivation

Leithwood & Jantzi (2010) review of the literature on teacher commitment defines general commitment as an intellectual condition, which identifies the objects a person desires to be involved with. Leithwood &Jantzi (2010) goes on to further delineate teacher dedication into three main areas:

- Dedication to students and their education

- Dedication to their profession on the whole

- Dedication to the institute, where a teacher has a firm belief in and a readiness to accept the school and district's goals and values and will exert effort to perform according to those goals and values

A study conducted by (Kumar, 2013) involved gathering of data from teachers in training institute Haryana, India, on the concept of teacher commitment and factors influencing its strength through surveys and interviews and analyzed them using factor analyses and multiple regression. It was found that organizational commitment was firmly influenced by their opinions of:

- the significance of their work

- chances for professional development and ongoing learning

- effective school leadership

- preferable organizational circumstances

That is, if teachers felt their work was meaningful and they were continuing to grow professionally, they were more apt to feel committed to their school. Furthermore, teachers were more apt to report feeling committed to their school if their school's leadership demonstrated such key traits as: employing a flexible enforcement of rules; buffering teachers from external distractions; supporting school staff overall; and having a positive influence on district leaders. However, teachers reported lower levels of organizational commitment when they perceived themselves to have an excessive workload and extra demands imposed by government initiatives that competed with the school's existing priorities (Kumar, 2013).

Closely related to teacher commitment is teacher motivation. According to review of the literature, the concept of teacher motivation is most commonly defined as the amount of "extra" effort teachers are willing to devote to school improvement efforts. In a study, (Thakur, 2017) inspected the connection between teacher motivation and dedication. The research concluded that principals' ability to build a collective school dream and intellectually stimulate teachers, important pieces in the effective leadership framework presented earlier, were significantly related to the extra amount of effort teachers were willing to devote and their commitment to improvement initiatives.

Furthermore, the "extra" amount of effort often translated into improved student achievement. Not only do leaders have the ability to motivate teachers to engage in extra efforts to implement school-level improvement initiatives, evidence suggests that leaders also have the ability to mediate negative perceptions of improvement efforts mandated by the district or state. Specifically, (Shila & Sevilla, 2015) carried out a comprehensive research for understanding the reactions of school administrators and teachers to government liability initiatives for assessing the degree to which leadership practices could mediate teacher response/perceptions. Based on interview data from teachers and administrators in Indian schools, Shila & Sevilla (2015) found that a leader's ability to effectively communicate the accountability mandate and integrate it into existing school goals was positively related to teachers' overall perception of and response to the mandate.

Teacher Job Satisfaction and Performance

Performance is the capacity of a person to work according to his/her capacity. In any institute, performance of employees and employers is of utmost importance for meeting the goals and set targets. Education is a crucial sector in all countries around the

globe. A strong and high performing educational system results in the betterment and improved performance of all the other sectors. A teacher is the builder of a nation and his performance and dedication with the job is the key to success for any nation (Rust, 2012).

The way teachers perceive their working environment and relationship with co-workers and students is crucial in understanding, which has a direct influence on their performance and output. It has been observed that new employees, staff member and teacher with no or less job experience are having more expectation from the institutes and administration. With the passage of time, the progress and praise attained by them from their co-workers and principals lead to increased job satisfaction (Kim, 2016).

At this stage of their professional career, an additional degree of motivation is experienced by the teachers and they look for taking more responsibilities. Such positive changes and attitudes shown by the teachers are partly due to the leadership undertaken by the principals. It was found by some scholars that few principals try to shrink back from challenges in the work area and do not ask teachers about the problems faced by them in workplace. Such a failure in influencing behaviors or attitudes is generally seen as a failure in the leadership structure, which results in a lack of satisfaction and trust in jobs ("A Study of Job Satisfaction among Secondary School Teachers in Kumaun Region", 2017).

The research done by (Alessandri, Borgogni& Latham, 2016) examined the level of job satisfaction from the viewpoint of extrinsic versus intrinsic factors. Intrinsic factors are such rewards that are inherent to teaching like achievement of students and teacher or a display of positive behaviors and attitudes from students towards learning. On the other hand, external factors include political pressures observed by the school administration

due to the initiatives taken by federal or state government and the countrywide viewpoint regarding public education (Alessandri, Borgogni& Latham, 2016).

A study was done where eight factors were identified by researchers that are categorized as either intrinsic or extrinsic (Taylor & Tyler, 2012).

1. Infrastructure of school

2. school leadership, decision making and environment

3. local hiring and promotion on the basis of merit

4. school repute

5. achievement of students

6. image and status of teachers

7. professional self-development

8. workload and effect of change

As predicted by few scholars in past that the teachers were most satisfied by intrinsic factors, such as, student achievement and positive attitudes towards learning, self-growth, positive and healthy relationship with students and peers, expertise of professional capabilities, and a helpful situation. The key causes of dissatisfaction in teachers were extrinsic factors such as political pressure and public perception.

It is believed that the performance of teachers in the educational reform is crucial; therefore it has been considered as a crucial yet tricky issue. However, it is still a topic of concern that whether the performance of teacher is altered due to the evaluation results. To address this issue, (Taylor & Tyler, 2012) examined the mid-career teachers for measuring their productivity and value added to achievement of students, before evaluation, during and after that. It was noticed that the productivity of teachers was

increased in years after evaluation. The outcomes suggested that teachers can develop more skills and increase their efforts by gaining information about their evaluation.

The literature has numerous studies regarding the performance assessment of teachers. A study by (Kunter et al., 2013) found professional beliefs, self-regulation, work motivation and content knowledge as major aspects of professional competency and better performance. Particularly, the paper examined the impact of these aspects on teacher's instruction and thus student results. A sample of 194 teachers was taken teaching mathematics in secondary school of Germany. A positive impact of teacher's subject knowledge, self-regulation and enthusiasm was seen on the instructional quality, which resulted in improved outcomes of students.

A number of other researches were done for assessing performance of teachers based on gender. (Rashidi & Naderi, 2012) found female teachers more expressive and supportive, compared to male teachers. (Wood, 2012) during his analysis observed female teachers to be more nurturing, open and informal towards their students. Moreover, female teachers were observed to spend more time in encouraging students and appreciating their participation. (Wood, 2012) observed male school teachers to be more dominating that exercise greater control in class rooms.

(Iqbal, 2012) assessed the performance of government and school teachers and concluded that although public school teachers are offered more resources and higher salary packages, but their dedication towards teaching and improving students' learning experience is low contrast to the private school teachers. In another study, 70% of government school teachers revealed that documentation and routine tasks interfere with teaching tasks, while only 40.8% of private school teachers made the similar complaint (Scheper, 2013).

This literature survey made it clear that performance of teachers is a major concern in the development of educational system, and more and more efforts are needed in determining the factors affecting teacher's performance belonging to different streams. Many studies separately evaluated on the base of gender or sector, but there are limited studies where the performance of teachers belonging to different streams, sectors and gender is evaluated simultaneously. This research work will consider the past findings in this domain and carry out further analysis for latest and comprehensive conclusions by using different assessment factors and different stream teachers, and is believed to be a valuable addition to the literature of this domain.

Moreover, further analysis of the teacher performance and satisfaction has led to addition of a third category: school-based factors. School-based factors fell between intrinsic factors and larger extrinsic factors of which little teacher and school-based control existed. Factors based on schools include school management, environment reputation and infrastructural facilities of the school and decision-making process. School-based factors demonstrated the most variation between schools and were strongly related to teachers' overall reported levels of satisfaction or dissatisfaction. It is concluded that, while little can be done to impact universal extrinsic factors from the teacher- or school level, the factors depending solely on school, like leadership, environment or working culture and decision-making should be considered important and clearly relate to teachers' reported satisfaction or dissatisfaction and subsequent resignation.

(Kumar, 2018) found that principal leadership style, strategies, and teachers' understanding of more intrinsic factors were significantly related. That is, teachers who perceived their occupation as a profession were more likely to report they had principals that were idealistic, creative, supportive, and collaborative decision makers. Furthermore, teachers who reported their principals having above attributes were expected to top level of job satisfaction.

These findings are in accordance to the research outcomes of (Singh & Goyal, 2012), which explored about two factors of secondary school, Job performance and job satisfaction in NCR Delhi. They investigated the influence of school leadership on teacher retention and attrition by analyzing survey data from 200 secondary school teachers from district Sahiwal. Analysis techniques included factor analyses and regression. It was found that these teachers most often reported high levels of job dissatisfaction specifically, lack of support from administrators, as their primary reason for leaving the schools.

Transformational Leadership in Schools: Reviews

In recent past, institutions including schools were characterized with a number of transformation initiatives. The changes in society resulted in making these reforms more popular and stronger. Therefore, various forms of leadership models have arisen over the years and have been struggling in diverse capacities for dealing with the trials of the varying society. Since it is essential in modern society that institute must be anxious about the development, ethics and wellbeing of leaders and the transformational leadership has become the most noteworthy leadership models.

These types of leadership behavior and outcomes were often referred to as aspects of "transformative leadership" in the 1990's. An individual's commitment to the

organization, capacity for development and performance levels can be predicted through Transformational Leadership (TL). The concept of TL and its origin has been addressed by numerous researchers. Among them, the first one to articulate the idea of transformational leadership, which has deep roots in the modern concept of TL, was Burns in 1978. He defined transformational leadership as a proactive approach to leadership where the leader motivates and inspires using higher ideals and morals to guide work (Bass & Riggio, 2014). The transformative leaders provide support to teachers and focus on gaining cooperation and participation for all stakeholders within the school community. According to him, leadership could be categorized based on two different modes of interactions, i.e. transactional and transformational.

Transactional leadership is responsive rather than proactive in nature and looks to establish compliance through the systematic use of punishments and rewards, rather than inspiring individuals. For example, transactional leaders are more authoritative, that they are more likely to make decisions on their own and then work to reduce resistance by the staff to their decisions when they are unfavorable (Ahmet, 2015).

Originally three types of elements were part of transformational behaviors, but a revised version included five key elements of TL, which were idealized influence (including two forms, i.e. behavioral and attributed), individualized consideration, inspirational motivation and intellectual stimulation (Sudha, Shahnawaz & Farhat, 2016).

In context of schools, idealized influence may mean that the principals of schools are an ideal for rest of the school community like management staff, students and teachers. Inspirational motivation can be taken as that principals are capable of motivating others to remain dedicated to the mission and vision of school. Intellectual stimulation points to the ability of school principals to stimulate critical thinking,

innovation and creativity of school members. Lastly, individual consideration is referred to the situation when the principals act as advisors and trainers to all members of school (Faraz, 2012).

Leithwood and associates have carried out four worldwide studies in search of a likely transitional association between TL and schools, and discovered the change in commitment of teacher during reform. The results have shown the positive effect on teacher's devotion due to principal's TL behaviors (Quin, Deris, Bischoff & Johnson, 2015); mostly in case of activities which directly or indirectly facilitate in improving school vision. A major role of transformational leadership behaviors on strategies, which identify and promote future targets of a school.

The concept of growth of transformational leadership progressed through the researches of recent scholars. Some of contradictory views were discussed in literature along with some deviating perceptions from different critics of transformational leadership. It has been claimed that the transformational leadership has the capability of evolving with time to cater the requirements of schools regarding reforms, educational accountability and teacher performance (Mitchell, 2018).

The connection of transformational leadership with the teacher's attitude and performance has been indicated by a growing research body. The studies on transformational leadership involved various analysis approaches, but most importantly "Multifactor Leadership Questionnaire" has been used, which assesses faculty responses on principal leadership behaviours according to 5 subscales of transformational leadership (individualized consideration, intellectual stimulation, inspirational motivation, idealized behaviours and idealized attributes), three transactional leadership subscales (passive management-by-exception, active management-by-exception, contingent reward), and

laissez-faire leadership, having no additional subscales. Although, this instrument has been employed widely but been criticized for some of its measurement factors as well. Considering this, Muenjohn & Armstrong (2008) tested different models using 138 cases and deduced that it was most appropriate instrument for capturing the transformational leadership factor constructs.

Pihie, Sadeghi & Elias (2011) used Multifactor Leadership Questionnaire 5x in their study for the analysis of leadership styles and its impact on effectiveness of staff members. 298 instructors from three Malaysian Research Universities were selected. It was indicated by the results that instructors perceived that the heads showed combination of laissez-faire, transactional and transformational leadership styles. The outcome of regression analysis pointed out that idealized influence, individualized consideration, management-by-exception, contingent reward, inspirational motivation and intellectual stimulation are major predictors of effectiveness of leadership.

(Faraz, 2012) assessed the key constructs of transformational leadership. It was found inspirational motivation to be the highest determinant coefficient (70%) followed by individualized consideration, which was observed to have 19% impact on the teachers. The private and government school teachers did different assessments for idealized influence, intellectual stimulation and individualized consideration, but no significant difference was observed for the factor of inspirational motivation.

Another study by (Dale, 2012) examined 142 teachers (107 females and 35 males). This research focused on determining a negative or positive effect of leadership. Descriptive statistics are provided by the research study for participants . The maximum overall value of mean score (M = 2.545) was displayed by the attributes of transformational leadership. While Laissez faire leadership style has the minimum mean

score value (M = 1.293). Among the transformational leadership attributes, the respondents gave maximum rating to inspirational motivation (M = 3.176), and lowest to individualized consideration (M = 2.167).

Similarly, McCarley, Peters & Decman (2014) also observed an optimistic and vital relation between principal, teachers, school atmosphere and transformational leadership. Abdullah, Ling & Sufi (2018) in their study found a positive relationship between the principals' leadership and results of school members including teachers, staff and students as well as school culture. On the contrary, a negative relation was also observed with different leadership style. Many other studies also investigated the association of principal transformational leadership with the job commitment of school teachers (Dou, Devos & Valcke, 2016)

In a nutshell, an obvious association has been witnessed between teachers' attitude and principal's TL practices, through the comprehensive literature survey of the work done by researchers in the sphere of transformational leadership. At present there is a need of such teachers in schools who are happy and pleased with their jobs. According to Karakitapoğlu-Aygün&Gumusluoglu (2013), job satisfaction is an optimistic emotional response towards a specific job. Consequently, reform is needed by school leadership that can have a significant effect on the feelings and affection of teachers towards educational institutions. Transformational leadership is the center and key factor of institutional reform initiatives. Its main objective is to accommodate both subordinates and leaders and to encourage and motivate workers to do their jobs beyond their normal work routine and standard. The literature clearly showed that Transformational leadership is a prominent leadership model that ensures job satisfaction of teachers.

It has been thoroughly understood that teachers are also positively affected by the transformational leadership of principals all over the world. However, the studies regarding the impact of principals' transformational leadership practices on different stream teachers, where the effects of TL are compared on the basis of gender, departments and sectors are limited. There is no such research work that has analyzed the attributes of principal's transformational leadership in India by considering different streams teachers at the same time. One major issue of this study is contributing to this education by researching the impact of major attributes of leadership on teachers belonging to different gender (male, female), departments (science, humanities) and sectors (government, private) using MLQ, and concluding the findings in a manner that can facilitate the future researchers, who want to analyze leadership attributes on teachers belonging to different streams at the same time.

In this particular study, the following transformational leadership factors were considered as independent variables.

> ➢ The ability of principals to engage in the process of decision-making

> ➢ The capability of principals to encourage and promote teachers

A number of challenges and changes are being observed by organizational leadership over a passage of time. The study by (Daft, 2011) showed that varied dimensions of institutional leadership have arisen over the years. These leadership dimensions are:

- Transformational

- Participative

- Moral

- Instructional

- Contingent

- Managerial

Transformational leadership is the most recent and noteworthy model among these. Although these organizational leadership dimensions may have association with teachers' job satisfaction in the school system but only transformational leadership is studied in this research work for understanding the relation of leadership with teachers' job satisfaction (Buschlen, Warner &Goffnett, 2015).

Transformational leadership is defined as that leadership which is concerned with the growth and improvement of the leader and the subordinates as well. This type of leadership brings about changes in the purposes and resources of both principals and teachers, thus resulting in the promotion of development of followers and leaders alike.

Transformational leadership encourages growth and a high degree of1individual commitment to institutional targets. Transformational leaders put emphasis on the objectives and goals of the institute and then attract follower assurance. Such leaders can create situations which motivate teachers to opt school aims and objectives. The transformational leadership is that leadership approach through which followers and leaders fully cooperate to encourage and uplift each other to high level of morality and motivation. Nevertheless, some studies went unsuccessful in pinpointing the difficulties that are faced during the creation of effective teamwork, which plays a significant part in the realization of organizational goals.

Transformational leadership not just emphasizes on terminal values like justice, equality and liberty, but also encourages followers to attain leadership positions. It has been found that the following particular traits are possessed by a transformational leader.

- Inspirational

- Charismatic

- Motivational

Those school principals which possess transformational leadership traits are able to develop a supportive atmosphere that helps in fostering teacher-student relationships, enhances teacher morale and effectiveness in the classroom. Such kind of school environment could result in a strong helpful link between principals and teachers, and among the teachers as well. It could increase level of job satisfaction and dedication towards duty, thus resulting in an increase in learning and accomplishment.

School principals with transformational leadership skills inspire, articulate, and furnish teachers with the idea of future, and promote dedication of teachers towards school matters. It was recapped by ("The Transactional and Transformational Approaches to Leadership in Corporate Sector", 2017) that a major constituent of transformational leadership is vision sharing, which stimulate teacher to be more motivated and committed towards their job.

The past research works done regarding job satisfaction and dissatisfaction focus on the same two sets of factors that govern job satisfaction. According to this description, the factors resulting to job satisfaction are:

- responsibility

- achievement

- the work itself

While job context-related facets leading to job dissatisfaction are:

- pay

- working condition

- security

However, some scholars were not influenced of the legitimacy of this research study, highlighting some uncertainties. In reality, (Ziegler, Hagen & Diehl, 2012) maintained that employee's pay package has a close link with their satisfaction with jobs. In his study he confirmed that the employees were dissatisfied due to lack of promotion chances and less pay. It was believed by few researchers that a positive learning environment is imperative in the academic progress of students. Such a constructive and positive learning environment is a key feature of transformational leadership, such environment nurtures job satisfaction and motivation.

Motivation has been considered as an inspirational leader in the administration, it increase job satisfaction of teachers. Though, it is such condition where everyone has the freedom to express, and to learn to listen and collaborate with each other. The satisfaction of individuals at work place can fulfill this condition. Principals possessing transformational leadership qualities set up such environment that promotes interconnection between students and teachers (Bass & Riggio, 2014).

This research study is basically intended to carry out an investigation on the relationship between teachers' job satisfaction and transformational leadership skills of principals. This study also determined the relationship between the following demographic characteristics of teachers with job satisfaction:

- Gender

- Professional experience

- Number of years served in the same institution

Dimensions of Transformational Leadership

The two dimensions that are considered in this research study are as follows:

I.   Professional development

II. Shared decision-making

Professional Development

Professional growth or development is generally referred to an improvement in the teaching skills of teachers and leadership skills of principals. Professional development is also referred as the capability of demonstration of high degree of expertise or skills. In educational context, professional development is determined by the ability of teachers for effective learning of students (Nabhani, Bahous & Hamdan, 2012).

According to (King, 2016), the professional development of teachers is a technical skill that is client-based and gears towards student performance, quality and accountability. It is depicted that the principals with the aptitude of transformational leadership create and foster opportunities for teachers to evaluate and review their conventional instruction techniques with the view of getting them self-adapted to the latest procedures with improved results.

Professional development conveys the ability of using one's proficiency to attain something. Transformational leadership eases the way for professional development of teachers and attainment of the essential skills for carrying out teaching responsibilities in an effective manner. It is considered to be those leadership abilities that intensify awareness of some major concerns of followers and leaders by fostering their concerns, interests and commitments to job.

The transformational leadership helps in professional development by allowing principals to work together with teachers for attaining more opportunities by making scope for trainings, workshops, teacher mentoring and guided study groups. This results in an enhanced teacher commitment, which is a clear sign of job satisfaction (Alsaeedi & Male, 2013).

The literature review highlights the fact that such principals who adopt transformational leadership style bring high degree of self-esteem in teachers, by offering them more opportunities and high status plus chances for individual growth.

Professional development is viewed by (Alexandrou, 2013) in two different approaches.

1. Official training of serving teachers for the development of skills defined by educational boards

2. Professional development of teachers on their own without the involvement of any external influences.

Such school where management promotes professional development not just result in an improved school environment and culture but also brings about more job satisfaction in teachers and other members of the staff (O'Brien & Jones, 2014).

Shared Decision-Making

In educators, a major area of attention is the participation in the process of decision-making. It is in general a joint determination of verdicts. Shared decision-making is undoubtedly an essential portion of transformational leadership, in the future alignment of personal interest or values to that of organizational interest. Through shared decision-making, leaders and subordinates are brought together for an agreement on common group objectives. The teachers and principals come together in such a way that

the collaboration results in an atmosphere of friendship, satisfaction and belongingness. However, a major and obvious relationship has been seen between job satisfaction and shared decision making by few scholars (Kayode, 2014).

This view also earned the support from (Kharasova & Blazhenkova, 2015) who pictured that participation of employees in decision-making occur in situations of downsizing and job cutting, thus raising questions on relationship between leaders and followers .

It is deduced by researcher that such leaders who share visions and decisions with their staff members generally widen their experiences and bring more success to the institute. A much more productive and supportive environment is created due to this approach.

(McCann, 2013) declared that active participation of teachers is in important for policy perspective. Principals having the qualities of transformational leaders have the talent of provoking interest of teachers in school matters since they are expert in getting their teachers and other staff members involved in the process of decision making.

The literature study summarize that that the high the adoption of transformational leadership style, the more increase the participation and involvement of teachers and the more will be the job satisfaction. Therefore, principals with transformational leadership aptitude have more chances of satisfying their staff due to their skill of co-opting teachers in decision-making. Shared decision-making is referred to comprehensiveness and independence from the teachers' viewpoint and the consequence may be high degree of innovation and performance in challenging work environments which may bring job satisfaction.

Reviews

Torlak and Kuzey (2019) studied "Leadership, job satisfaction and performance links in private education institutes of Pakistan". The primary objective of the research was to assess important leadership of leaders and performance of the team members. The study took responses of 189 employees through interview and questionnaire. and it was found transformational leadership had positive impact on job performance and job satisfaction.

Imhangbe, Okecha and Obozuwa (2018) researches "Principals' leadership styles and teachers' job performance" in a state of Nigeria. The research investigated the relation between the leadership style and their impact on job performance of secondary school teachers. To collect data survey was used by the researcher on selected samples. The study also discuss that principals should be encouraged to follow democratic leadership style. On the contrary, similar study conducted in Ondo state, Nigeria by Adeyemi (2011) in which 240 principals and 1800 secondary school teachers were surveyed, it was revealed that job performance of teachers under autocratic leadership was better than that of democratic or Laissez-faire leadership styles. The study proposed that in order to improve job satisfaction of the teachers, principals should follow mixture of autocratic and democratic styles of leadership.

Ch. et. al. (2017) investigated study in public schools of Lahore, Pakistan. For this study, 100 male and 100 female teachers were surveyed through a questionnaire. The study result defines the positive correlation between democratic leadership style and job satisfaction.

Koutouzis and Malliara (2017) studied "Teachers' job satisfaction: the effect of principal's leadership and decision- making style". The study surveyed teachers in Magnesia, through set of one demographic plus 3 standard instruments naming, "General Index of Job Satisfaction", "Multifactor Leadership Questionnaire", "General Decision-Making Style Instrument". It was reported that there is a significant relationship between decision-making and leadership style of principal.

Nazim (2016) conducted a research in Punjab, Pakistan to assess the relationship between "Principal's transformational and transactional leadership styles and job satisfaction of college teachers". It was assessed the responses of 5 teachers of 43 randomly selected institutes i.e. 215 teachers through two questionnaires of which one was related to leadership and another related to job satisfaction. The study showed positive correlation between transformational leadership and job satisfaction.

Devi (2016) investigated the relation between leadership style and job satisfaction and organizational commitment among the employees of hydropower company. The results highlighted that transformational leadership style and job satisfaction the employees have the positive relationship, meaning higher transformational leadership trait in leader is likely to result in higher job satisfaction amongst the employees of the organization.

Shamaki (2015) studied influence of leadership style of principals on job productivity of public secondary school teachers in Taraba state, Nigeria. Under this study, 165 teachers were surveyed and it was revealed that Transactional style of principals negatively effect and democratic leadership style positively affect the job productivity.

Long, Sang, ChoI. & Youof, M, Wardhia, Wan, (2014) studied "The Impact of Transformational Leadership Style on Job Satisfaction". The main objective of this research is to determine relation between transformational leadership and employee job satisfaction. In order to maintain the productivity and efficiency of employees, employee job satisfaction must be ensured. Choice of the right leadership attitude by managers, ultimately increases the satisfaction level among employees. A good and influencing leader always earn trust and respect from their employees. In this research work, we will study four main transformational leadership characteristics; inspiration and motivation, idealized influence, intellectual stimulation, and individual considerations. Transformational leaders behave and keep their attitude ideal for their subordinate to make them their followers. Leaders attitude greatly affect the performance of employee as the attitude of a leader is a source of inspiration for the followers. Leaders are supposed to help their followers grow by motivating them for making efforts for their development. According to the related work studied in this domain, the qualities and individual efforts of transformational leader greatly affect the job satisfaction level of employee.

A governmental company in Malaysia presented an empirical study in which 378 employees were shortlisted from several departments to be a part of this research. Among 378 employees, 255 surveys were completed and returned which ultimately shows the return rate of 67.46%. It is observed from the results that four qualities have significant impact on employee's job satisfaction level. Individualized consideration is considered as having most powerful impact on job satisfaction (Long, Yusof, Kowang & Heng, 2014).

Caillier, Gerard, James. (2013) Studied "Do Employees Feel Comfortable Blowing the Whistle When Their Supervisors Practice Transformational Leadership?" Public organization studies are completed by determining the whistle blowing. Researchers

mostly ignored the relation between leadership styles and whistle blowing. In this study, this research gap is filled by determining the relationship between transformational leadership and whistle blowing in government sectors. By monitoring the employee commitment and other power-dependency aspects, analysis and results shows that it is easier for employees to blow the whistle when managers are committed to transformational leadership style rather than when they don't. Transformational leadership is considered to be most demanded predictor. It also increases the level of comfort and security in the minds of employees in terms of job satisfaction and commitment. Moreover, minority employees have to face more discomfort in reporting wrong act to their managers/supervisors than that of Caucasian employees. This research article has discussed all these results and analysis in details (Caillier, 2013).

Kelloway, K, Kelvin. & Turner, Nick. (2012) Studied "Transformational leadership and employee psychological well-being: The mediating role of employee trust in leadership". Two studies are being analyzed to observe the relationship between employees and managers in terms of transformational leadership style and employee's mental comfort. First study shows that trust in the leaders has positive relationship between employee and managers in terms of employee's comfort and security and transformational leadership style in a cross-sectional sample (n_436). In the second study (n-269) two factors are considered which may include the replication of analysis and results in study 1. Secondly, proposed model is extended by considering and showing that employee's mental comfort is negatively affected by active management-by-exception and Laissez-faire behaviors. Thirdly, it is shown in the study that chances of individual differences are excluded. Later on, future aspects of the research are also discussed and mentioned (Kelloway, Turner, Barling & Loughlin, 2012).

Hobman, V, Elizabath. & Jackson, J, Chris. (2011) Studied "The effects of transformational leadership behaviours on follower outcomes: An identity-based analysis". The major purpose of this research is to find techniques which may have positive impact on followers of the leaders. The intermediating role of the leader and group association is examined in this study. It also considered the supervisor-rated job performance along with employee job satisfaction. In this study, 179 employees of health department and 44 supervisors participated. Predicted model is partially supported which is analyzed from the results of multilevel structural equation modeling. Positive association is created between support leadership, intellectual stimulation and individual recognition by identification with the leader in terms of job satisfaction and performance of employees. Moreover, individual or group identification doesn't initiate the link between inspirational communication and vision leadership in terms of employee job satisfaction. Follower's performance may be enhanced by exploiting the role of individualized types of leadership and leader identification (Hobman, Jackson, Jimmieson& Martin, 2011).

Srithongrung, Arwiphawee. (2011) Studied "The Causal Relationships among Transformational Leadership, Organizational Commitment, and Employee Effectiveness". In this research, structural relationships between transformational leadership acts and organizational agreements have been studied in terms of employee effectiveness. Direct and indirect effects of four major transformational leadership components are observed and analyzed by considering path analysis. There are three types of organizational commitments and two types of employee effectiveness. The results obtained show that transformational leadership has direct impact on employee's

behavior and desire to stay at the organization. Idealization influence and inspiration motivation are majorly considered in this regard. Transformational leadership achieve the mentioned the results by exploiting internalization, identification and organization commitments (Srithongrung, 2011).

Mirkamali, Mohammad, Sayyed. & Thani, Narengi, Fateneh. (2011) Studied "Examining the Role of Transformational Leadership and Job Satisfaction in the Organizational Learning of an Automotive Manufacturing Company". Several organizational changes and growth of dynamic environment may strongly need spontaneous transformational leaders. Leadership strongly impacts the organizational evolution globally. Organizational learning may also be improved by enhancing the role of leadership by using correlation research method. To achieve this goal, expertise of several selected members is exploited in 120 SAIPA Co data collected from research surveys is analyzed by utilizing Pearson correlation method. It is observed from the results achieved by SAIPA experts that transformational leadership is found in the company . However, the expertise not necessarily required but the main thing is gender and education factor which greatly influence the risk receptivity, and intentionally made mistakes and taking advantages from these factors. Therefore, it is observed that positive relationship always happens between transformational leadership and organizational learning. In organizational learning, idealized influence is the major interpreter of organizational learning (Mirkamali, Thani & Alami, 2011).

Hukpati (2009) studied the relation between transformational leadership and teachers' job satisfaction in Ghana. In this study the comparison between public and private tertiary institutions was drawn. The research concluded that in tertiary institutes, transformational leadership affects job satisfaction of teachers irrespective of their type.

91

Summary

It is discussed that education system is hierarchical in that students are nested within classrooms/teachers, which are nested within schools, which are nested within districts, and so on.
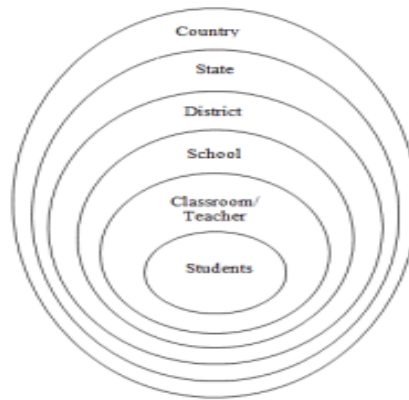

Figure 1: Hierarchical/nested education system

Researchers have attempted to define leadership throughout history. A number of theories based on leadership have been defined; the importance of teachers and principals in education system is discussed followed by the past work done by various researches.

Table 2

Research Gap Identified

Investigator	Research objective	Main findings
(Torlak and Kuzey, 2019)	To assess which style of leadership prominent in private institutes of country and to investigate how	The study took responses of 189 employees through interview and questionnaire and it was found that transformational leadership had significant positive association with job

	these leadership styles have impact on job satisfaction and performance of the employees.	satisfaction and job performance. The study was held in Lahore, Pakistan and considered only private institution and not the government ones. The study also did not considered role of gender, streams and type of school.
(Koutouzis and Malliara, 2017)	To assess the association between leadership style and job satisfaction.	The study surveyed teachers in Magnesia, through a set of instruments that includes one demographic and 3 standard instruments, naming "General Index of Job Satisfaction", "Multifactor Leadership Questionnaire", "General Decision-Making Style Instrument". The study considered both, transactional as well as transformational leadership, it did not consider the effect of these leadership style on job performance
(Nazim, 2016)	To investigate effect of leadership on job satisfaction	The study was conducted Around 43 colleges of Pakistan were randomly selected and 5 teachers from each college were surveyed using related questionnaires. The study was for college level institutes and did not take

		into account the job performance attribute, but shows positive correlation of transformational leadership and job satisfaction.
(Shamaki, 2015)	To find most effective leadership style that can improve teachers' job productivity.	For this study, 165 teachers of Tarba state, Nigeria from public secondary school were surveyed. The findings revealed that democratic leadership style contributed more than other styles in improving productivity of the teachers. The study did not take into account the job satisfaction attribute.
(Hukpati, 2009)	To determine the relationship between transformational leadership style of the HODs and employee job satisfaction.	Survey and case study method was used in which 74 lecturers and 12 HODs from public and private institutions were surveyed using MLQ and MSQ questionnaires. HODs were further interviewed to determine their transformational leadership practices. The study concluded that job satisfaction and transformational leadership style are positively correlated. This study was conducted

		for the post-secondary education institutions, i.e. after school education institutes and the study did not cover the principals or deans of the institutes and was limited to HODs. Moreover the study did not include job performance as another attribute.

Principals unquestionably play the most significant part in developing a healthy climate within an educational institute. Therefore, a strong need of assessing the behaviors depicted by principals has been observed in literature. Over the past several decades, numerous researchers have come up with constructive observations regarding principals' leadership styles and their association with school climate, teacher satisfaction and staff performance. However, a lack of research has been observed on part of Indian researchers regarding the influence of principals' leadership styles on different factors of school like job satisfaction and job performance in Indian schools. Some Indian researchers did carry out work in this field, which is discussed in the literature review section of this thesis, but no comprehensive study has been conducted for examining the perceptions of teachers regarding the leadership styles adopted by principals, and its influence on teachers' performance and attitude towards work.

Moreover, numerous past studies all around the world have evaluated the performance and satisfaction level of teachers separately on the base of sector, gender or departments, but there are limited research works where the performance of teachers

belonging to different streams, sectors and gender is evaluated simultaneously. Most researches have either covered job performance or job satisfaction but there is a lack of comprehensive literature covering both, job satisfaction and job performance. There is a room of research at this level, which is expected to be filled through this research work.