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Leadership Traits of School Heads and their Teachers' Job Satisfaction: A Comparative Study of Male and Female School Heads

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Abstract: Leadership is a process between subordinates and their leaders where the leader attempts to influence subordinates' performance, conduct and behaviors to attain the organizational outcomes. Organizational accomplishment in attaining its aims and visions hinges on the leaders of the organization and their leadership styles or traits. This study aims to describe the relationship between school Principals' leadership traits and the job satisfaction of their subordinate teachers. Moreover, the researcher aims to investigate the difference in leadership traits based on the gender of school principals. While utilizing a structured questionnaire, data were collected from 202 school teachers in Lahore, Pakistan. The regression analysis showed that principals' leadership traits significantly predict their subordinate staff's job satisfaction. In addition, the results of the t-test showed a difference between the leadership traits of school principals based on their gender.

Keywords: Job satisfaction; leadership traits; school teachers; school principal.

Introduction

Elmuti, Jia, and Davis (2009) reported that some common factors are faced by women when they work as a leader, including situational barriers, leadership styles, personal barriers, and stereotyping. Individuals' perceptions about gender-oriented discrimination are also varying culture to culture or nation to nation. In the last few decades, many countries have considered women isolated from leading positions; this is not only causing gender discrimination in the organization but also harms its productivity and outcome.

The lack of gender-balanced leadership has been a problem worldwide for centuries. According to the statistics reported for 2006-2013 by the global gender gap report, 86% of 110 countries had put energy into reducing the gender gap. Contrary to this, 14% of 110 countries widen the gender gap. International Labor Organization (2016) reported that most women are limited to working at home or on farms in Pakistani society. ILO reported that in the last two decades, Pakistani women's participation in employment has increased, but it is still lower than in other similar economies. The 21% of women population (age 15+) participated in labour force of Pakistan. Statistics reported by ILO showed that the trends of women's employment in Pakistan are comparatively discouraging.

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Pakistan is the country which also falls on the list of those countries where the isolation of women is being done by a male in many sectors, especially politics and bureaucracy (Channar, Riaz, & Quresh, 2019). The leadership Traits of females are perceived as lower and underestimated. This study focused on the leadership traits of Pakistani head instructors and their effects on their teachers' work fulfillment for enhancing the quality and productivity of Pakistani schools.

Many studies highlighted that the educational system of Pakistan is facing numerous problems (I. Ahmad, Rauf, Rashid, ur Rehman, & Salam, 2013; Memon et al., 2007). Moreover, the national education policy framework 2018 accepted that Pakistan still needs to overcome challenges like ensuring quality. In Pakistan, there is rare research on the leadership traits of head teachers of schools, and comparative studies regarding male versus female leadership in the schooling sector. It also contributes to gender studies of leaders by giving gender-based differences in the leadership traits.

Literature Review

Leadership is central to encouraging individuals to work to achieve a common objective of any firm. In an organization's setting, that means leading the individuals and coworkers with the mind of accomplishing the goals of any firm (Lennon, 2020). The growth of the employees and firm is committed to the leaders of the firm (Para-González, Jiménez-Jiménez, & Martínez-Lorente, 2018). Leadership is the primary building block of any institution, which makes sure the excellence and productivity of that institution. Similarly, leaders are accountable for the excellent atmosphere, productivity, and job satisfaction of the individuals under their headship in any organization. For scholars, leadership has been considered the core research area in business and administration research. Many areas of this domain have been studied, but many more still need to be investigated (Begum, Jan, & Khan, 2013).

A leader is a person who has been given authority to regulate and lead other individuals. He leads by influencing the behavior of the workers or followers of any institution. According to Bingham (1927), a leader has the utmost desire and an eye-catching personality. On the other hand, the scholar sees leadership as biased by giving the authority to regulate everything to only one person to control others. Gerstner and Day (1997) explanation covers the vast portion of several definitions, linking upon the impression of leadership, which utters that: "leadership is occupied as the focus of the set process, as a material of encouraging submission, as a focus of character, as the workout of a switch, as a procedure to inspiration, as a tool used for the attainment of goals, as a consequence of production, as a jump of a procedure, as a distinguished character and as many mergers of definite description" as quoted in Bingham (1927). In any institution and organization, leadership is the core component to guide and accomplish the objectives or vision of any institution.

Organization tasks towards achieving goals, leaders try to empower their employees to fulfill goals within time. Leadership creates an environment within an organization or a group where they can share and discuss matters and problems with their staff members because leaders should be aware of everything and develop teamwork. The

behavioral attitude of leaders has a high impact on employees' attitudes toward their job (Gumusluoglu & Ilsev, 2009). By action, respectable and best leaders help the organization reach a higher level. Leaders share innovative ideas for organizational success and effectively implement them with their subordinates.

Piha (2006) illustrated that some leadership features are associated with masculine and some with feminine characteristics. According to Piha (2006), the leadership characteristics often found in male leaders are the desire to be the best, performance coordination, creativity, goal coordination, directing, and effectiveness. On the other hand, the same study also found that social dealings and societal abilities, intimate communication style, being multi-skilled, accepting diversity, and exemplary performance in groups are often associated with feminine characteristics.

Two schools of thought are based on response to masculine versus feminine leadership characteristics and styles. One School of thought believed that no difference existed in the leadership styles of male and female leaders. It is believed that females who follow non-traditional feminine roles have similar leadership styles as male leaders. The leading argument of this School of thought is that organization selects and socializes leaders concerning organizational roles. The organizational roles override the gender roles. This results in minor differences in masculine and feminine leadership styles (Korabik, Baril, & Watson, 1993).

The other School of thought is believed that masculine have diverse leadership styles to feminine. This perspective has linked distinct leadership styles with the feminine. Based on this perspective, women possess distinct features, including self-governing, nurturing, more participating, compassionate, conflict management abilities, interactive abilities, and more tolerance and emphatic. While illustrating the features of male leaders, this School of thought says males lead from the front, but feminine tend to remain behind, and males participate more and share more information (Eagly & Johnson, 1990).

Women and men are biologically different, and culture and society usually shape and strengthen gender roles. The traditional role of men is to support their families, and the role of women is to take care of children and the home. Traditionally, men are considered to be more aggressive and women nurturing. Different stereotypes of women's and men's characteristics and societal roles still exist (Piha, 2006). It is claimed that female leadership is more sensitive. Although according to the researchers, females as leaders need both strength and sensitivity to prove their leadership effectiveness; on the other hand, males only demonstrate strength. This biasness generates more obstacles for a female leader to be on the top level (Shahtalebi, Yarmohammadian, & Ajami, 2011). Stereotyping slows down change and can act as a significant obstacle when it comes to women's career possibilities. Even though when females are on the top level, the male subordinates prefer to avoid being directed or guided by female heads as males as they do not consider them equally efficient to them.

The increase in the number of females in an organization is better education and a rise in economic status. Since the status has increased and accessibility to necessities has increased as compared to the past, families in the past could only afford to give education to their male children. However, in the advanced era, through accessibility, they can now give education to their female child as well due to the improvement in the economic status

of Asian families (Buttner & Moore, 1997). Strachan, Adikaram, and Kailasapathy (2015) reported that a sex difference in leadership style occurred in the tendency for women to adopt a more democratic or participative style and for men to adopt a more autocratic or directive style. Ninety-two percent of the available comparisons went toward more democratic behavior from women than men”.

Job satisfaction refers to the feeling of satisfaction when someone is doing their job in any firm or organization, it includes satisfaction with all the workload, rules, conditions, environment, and circumstances, and he/she would like to keep doing work in the same organization (Spector, 1985). Koekemoer, Strasheim, and Cross (2017) say that family life also plays a role in the satisfactory feeling of any worker. Suppose a person is disturbed by their personal life, then he/she cannot be satisfied with their professional life. He also elaborated that any organization’s environment also raises the chances that the worker feels satisfied with their job. Various studies have been done on Job satisfaction which shows that leadership traits have a positive influence on organizational performance (García-Morales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012). A teacher’s Job satisfaction means his/her good feelings concerning his/her job, which includes satisfaction with the monetary outcome, respecting behavior and good treatment by the administration, colleagues, and teachers, provision of facilitating resources, manageable workload, and self-perception about his/her services in the School. These dimensions ensure teacher satisfaction. Job Satisfaction is the attribution of psychological needs, which comes after completing basic needs and is categorized as non-tangible needs. In the workplace, a supportive environment and leadership behavior leads to job satisfaction regardless of monetary needs that will not only increase the time in an organization but also provide a work-life balance.

Heslin (2005) defines the specifications of job satisfaction in terms of where an employee achieves his goals and objectives according to the organization’s benchmark that will benefit an employee as well from a growth perspective. On the other hand, Buonocore and Russo (2013) highlighted job satisfaction as an organizational feature because it shows that employees are satisfied with an effective organization. Efficient leadership is essential for employees’ well-being and the organization’s performance. It is reported that abusive leadership significantly harms both of these factors. A study was conducted on a non-governmental organization to check the impact of abusive headship on employees’ job satisfaction. The study’s results reported that abusive headship is negatively related to workers’ job satisfaction and positively related to employees’ job quitting behavior (Mathieu & Babiak, 2016). A study was done in Pakistan to test the effect of headship on employees’ job satisfaction. First and middle-line managers were surveyed, and the study’s results showed that leadership behavior significantly influences subordinate employees’ job satisfaction. Another study was conducted in the private banking sector of Pakistan to test the effect of leadership styles leaders on their subordinate employees’ job satisfaction. The study’s results displayed a strong relationship between transactional leadership style and workers’ satisfaction.

A study was directed to test the influence of charismatic leaders on employees’ job satisfaction behavior. The results of the study showed that charismatic leadership is positively associated with subordinate employees’ job satisfaction (Vlachos, Panagopoulos,

& Rapp, 2013). Explanatory research was conducted in Kenya to test the influence of a leader's personality traits on subordinates' job satisfaction. The results of this study exhibited that leaders who portray extraversion; stability of emotions; being open about new experiences; carefulness, and sociability increase workers' job satisfaction. A study was conducted in Malaysia to investigate the impact of leadership on workers' job satisfaction in public sectors. It is reported that transformational and charismatic leadership behaviors positively correlate with employees' job satisfaction at a higher level. There is rare literature on leadership traits and the association of these with the job satisfaction of subordinate staff in Pakistan. One of the largest sectors in Pakistan is school education, where thousands of teachers serve. There are rare studies to analyze the leadership traits of head teachers and to make a comparison between male and female leadership traits.

There are some common Leadership traits which has been identified in the literature, for instance friendly, perceptive, articulate, inspiring, self-assured, persistent, supportive to subordinates, exemplary organized, self-confident, committed, trustworthy, giving job autonomy to staff, possessing monitoring skills, recognizing the efforts of subordinates (Asrar-ul Haq & Kuchinke, 2016; Xu, Wubbena, & Stewart, 2016). Accountability is a leadership trait. A leader checks the performance of his/her subordinates regularly. He/she makes his/her subordinates accountable for assigned tasks. For example, a school principal (SP) who checks staff's work regularly to assess their progress and learning has an accountability trait. A leader requires enough self-confidence to manage matters, make decisions and handle subordinates. Therefore, a leader should have confidence in his/her abilities, decisions, and work. Leaders with this leadership trait remain positive about themselves and avoid being pessimistic about their abilities (Axelrod, 2017). For example, a school principal who has confidence in his/her abilities is considered self-confident.

It is a leadership trait to empower staff to perform tasks as they are most comfortable. Staff empowerment means providing staff with clear responsibilities and empowering staff to accomplish their tasks (Berridge, Tyler, & Miller, 2018). A leader holds periodic meetings with his/her subordinates (school teachers) to show support for the mission/policy of the organization (School). This leadership trait tells leaders are goal oriented. They remained fixed on their goals and made plans to achieve their goals. Moreover, he/she enforces organizational guidelines for student behavior and backs teachers up when they want it. Articulation is the trait of a leader that enables him/her to make sure that his subordinate staff is aware of and understands the organization's policies and procedures. He/she has regular meetings with his subordinates to discuss the needs and status of their work. Recognition is the trait of a leader which enables him/her to recognize the successes and achievements of his/her subordinates. It is a leadership trait to praise or give credit to the workers who deserve it. The leaders recognize the work and abilities of their work to achieve their confidence and provide them confidence (Clarke, Alshenalfi, & Garavan, 2019). Being a good organizer is a leadership trait. A leader is considered a good organizer when he/she determines each assignment, elaborates in doing the profession, traditional downcast enactment standards and values for each feature of staff's work, and organizes staff work very well (Nurhayati, Bandonio, & Suharjo, 2019).

The trait due to which a leader avoids making a premature evaluation of ideas is called receptive. With this trait, leaders show mature behavior and make mature decisions. They

wisely and intentionally look after the situation and circumstances and give mature evaluations. Trustworthiness is a leadership trait. A leader who clearly explains the benefits of achieving their work goals to staff is trustworthy in the eye of the staff. He communicates truthfully and achieves the trust of his staff. Monitoring is the trait of leadership that enables a leader to follow up on the staff's work. An efficient has exposure to the work and activities of their subordinates. He knows the areas of strength and weakness. Subordinates support is the leadership trait that enables a leader to provide his/her staff with the period and assets to follow their own progressive goals. Moreover, he/she supports and encourages his/her subordinates (Huang, Iun, Liu, & Gong, 2010). Perceptive is a leadership trait that means a leader focuses on chances rather than difficulties. He/she avoids appraising difficulties and concerns as they are argued. Moreover, it includes leaders' discerning and insightful behavior. The model was developed to highlight these relationships. Sixteen leadership traits are listed in the model. This model shows that every leadership trait of school heads influences their subordinate's job satisfaction. The researcher analyzed these relationships through operating regression in the context of the present study.

H₁: Leadership of Principal significantly predicts job satisfaction of their teachers.

H₂: Principal differ in leadership traits with respect to their gender.

H₃: Leadership trait of school heads influences their subordinate's job satisfaction.

Research Methodology

Research Design

This is a quantitative descriptive research on school teachers working in private schools of Lahore. The survey instrument for this study has three main units. The demographic consists of gender of the respondent and their head's gender-specific, salary grade, residential background, age. The section about leadership qualities consist of 28 items. This tool was prepared based on four open-source tools and three published researches (Asrar-ul Haq & Kuchinke, 2016; Xu et al., 2016). Following leadership traits have been operationalized: friendliness, perceptive, articulate, inspiring, self-assured, persistent, supportive to subordinates, good organized, self-confident, committed, trustworthy, give job autonomy to staff, possess monitoring skills, and recognize the efforts of subordinates. The section about job satisfaction consist of 19 items. This tool was prepared based on one open source tool and two published research articles.

Based on three sources, the researcher operationalized job satisfaction. A teacher's Job satisfaction means his/her satisfactory feelings regarding his/her job, which includes satisfaction with the monetary outcome, respecting behavior and good treatment by the administration, colleagues, and teachers, provision of facilitating resources, manageable workload, and self-perception about his/her services in the School. Fulfillment of these

dimensions ensures the satisfaction of the teacher. The following scale has been applied for collection replies in this survey questionnaire.

Reliability of Data

The following tables provide Cronbach's Alpha values:

Table 1
Reliability of Data

Scale	Cronbach's Alpha	Number of Items
Leadership Traits	0.981	28
Job Satisfaction	0.930	21

A scale is considered reliable when the value of Cronbach's Alpha is 0.7 or above (Tavakol & Dennick, 2011). In the present case, the values are .98 and .93, proving that the tool is reliable for data collection.

There are about 1218 schools in Lahore. Out of 1218 schools of district Lahore, the researcher selected sixteen schools via convenient sampling. The following schools and several teachers against each School were selected. The total number of sampled teachers was 202. So, the sample size in this study was 202 (see appendix for details about schools).

The following sampling frames were utilized for sampling for this research.

- List of Board of Intermediate and Secondary Education (BISE) Lahore private schools in Lahore
- List of Public sector schools in Lahore
- List of Branches if the School has more than one branch
- List of instructors in the certain schools

The data was analyzed with the help of SPSS, and descriptive statistics, independent sample t-test, and regression analysis being run on the data.

Findings

The demographics of respondents are displayed in table 2.

Table 2
Demographic Characteristics

Variables		%
Gender	Male	46
	Female	54
Gender of School Head	Male	47
	Female	53
Education	Graduation	31.2
	Post-Graduation	64.4
	Doctorate	4.5
Age	20-30	71.3
	31-40	20.3
	41-50	5.9
	50-60	2.5

Frequency Analysis

The researcher operated frequency analysis to describe teachers' responses against all statements of research instruments concerning the gender of their principal. The following section is based on the tabular response against items and their interpretation.

Leadership Traits

In this section, the researcher interpreted the school teacher's response against each statement of leadership traits.

Table 3
Leadership Traits

Statements	Response	Gender of Principal	
		Male (%)	Female(%)
My principal enforces school rules for student conduct and backs teachers up when they need it.	To almost no extent	11.25	9.17
	To a slight to moderate extent	17.5	14.67
	To a great to very great extent	71.25	76.14
Our principal authorizes staff to accomplish their tasks.	To almost no extent	11.25	9.17
	To a slight to moderate extent	18.75	26.6
	To a great to very great extent	70	64.22
Our principal recognizes staff's achievements.	To almost no extent	3.75	6.42
	To a slight to moderate extent	21.25	25.68
	To a great to very great extent	75	67.88
Our principal explains the benefits of achieving their work goals to staff.	To almost no extent	11.25	9.174
	To a slight to moderate extent	32.5	31.19
	To a great to very great extent	55	59.63
Our principal set down performance values for each feature of staff's job.	To almost no extent	11.25	9.17
	To a slight to moderate extent	38.75	36.69
	To a great to very great extent	50	54.12
Our principal demonstrates each task involved in doing the job.	To almost no extent	11.25	9.17
	To a slight to moderate extent	33.75	39.44
	To a great to very great extent	55	51.37
Our principal ensures the proper flow of information to all staff members.	To almost no extent	11.25	9.17
	To a slight to moderate extent	21.25	31.19
	To a great to very great extent	67.5	59.63
The principal lets staff know what is expected.	To almost no extent	11.25	9.17
	To a slight to moderate extent	5	10.09
	To a great to very great extent	83.75	80.73

Table 2 demonstrates the difference in respondents' perceptions about the leadership styles of their male and female principals. It demonstrates that female principals were less inclined to check staff work progress. Female principals support school policy and mission by conducting periodic meetings.

The above table demonstrates that female principals hold more meetings than male principals. It is reported that male school principals recognize more staff achievements than female principals. The leadership traits, including organization of staff work, avoiding premature evaluation of ideas, explaining the benefits of achieving goals to subordinates, provision of period and possessions to assistants for their individual growth, discerning and insightful, and ensuring proper flow of information were reported slightly higher in male school principals. Contrary to this, leadership traits, including setting down performance standards, communication of required achievements for the School follow-up of staff work, supporting and encouraging behavior, kindness and warmth to subordinates, and inspiration are the leadership traits found slightly higher in female school principals.

Job Satisfaction

School teachers working under the male principal were more satisfied with the monetary benefits.

Table 4
Job Satisfaction

Statements	Response	Gender of Principal	
		Male (%)	Female(%)
I am satisfied with my salary.	To almost no extent	22.5	29.35
	To a slight to moderate extent	57.5	43.11
	To a great to very great extent	20	27.52
Rules for student behavior are consistently enforced by me in this School, even for students who are not in my class.	To almost no extent	7.5	12.84
	To a minor to moderate extent	38.75	37.61
	To a great to very great extent	53.75	49.54
Our principal authorizes staff to accomplish their tasks.	To almost no extent	11.25	9.174
	To a minor to moderate extent	18.75	26.6
	To a great to very great extent	70	64.22
I am evaluated fairly in this School.	To almost no amount	13.75	16.51
	To a minor to moderate amount	56.25	44.95
	To a great to very excessive amount	30	38.53
I worry about my job's security because of my students' performance on state or local tests.	To almost no extent	22.5	24.77
	To a minor to a modest extent	28.75	35.77
	To a great to very excessive extent	48.75	39.44
The amount of tardiness interferes with my teaching.	To almost no extent	7.5	12.84
	To a slight to moderate extent	42.5	44.95
	To a great to very great extent	50	42.2
Often, I find it difficult to agree with this School's policies on important matters relating to its employees.	To almost no extent	10	16.51
	To a slight to moderate extent	27.5	17.43
	To a great to very great extent	62.5	66.05
The amount of work expected of me is reasonable.	To almost no extent	21.25	30.27
	To a slight to moderate extent	20	18.34
	To a great to very great extent	58.75	51.37

They were also more satisfied with the routine work duties and papers works than those under female principals' leadership. The percentage of teachers was also higher under the supervision of males who enforced rules for students' behavior in the School, and they perceived that they were recognized for their performance. Regarding job security, teachers working under female leadership were more worried than male leaders.

Teachers under the male principal reported being slightly more satisfied regarding the class size, demanding workload, and coordination with other staff. The percentage of teachers is slightly more who perceive that they are wasting time in this institution and are serving under female leadership. All respondents working under male or female leadership reported that they receive almost similar levels of necessary instructional materials for their job, empowerment to handle the given tasks, and participation in decision-making of different school affairs. Table 3 demonstrates the difference in respondents' perception of their level of satisfaction with the leadership style of their principals.

T Test Results

Leadership Traits of School Head Teachers

The response of teachers working under the supervision of male head teachers ($M=103.9$, $SD=30.64$) reported a slightly higher level of leadership traits than those working under the supervision of female head teachers ($M=102.7$, $SD=30.83$). Moreover, there is no significant difference for gender, $t_{168.8} = 0.266$, $p > 0.05$ is reported in the leadership traits of head teachers.

Job Satisfaction of School Teachers

The response of teachers working under the leadership of male head teachers ($M=104$, $SD=31.5$) is slightly more satisfied than those working under the leadership of female head teachers ($M=102.7$). Moreover, there is no significant difference for gender, $t_{174.6} = 0.51$, $p > 0.05$ is reported.

Table 5
Group Statistics Leadership Traits and Job Satisfaction

	Gender	N	Mean	Std.Deviation	Std. Error Mean
Job Satisfaction	Male	76	71.7237	16.56	1.90
	Female	103	70.2136	20.03	1.97
Leadership Traits	Male	79	103.962	30.64	3.45
	Female	109	102.7523	30.83	2.95

Table 6
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean	S.D	95% C.I.	
		F	Sig	t	df	Sig			Lower	Upper
Job Satisfaction	Equal variances assumed	1.404	0.238	0.536	177	0.593	1.51	2.81	4.05	7.07
	Equal variances not assumed			0.551	174.6	0.582	1.51	2.74	3.89	6.900
Leadership Traits	Equal variances assumed	0.108	0.743	0.266	186	0.790	1.209	4.54	7.75	10.175
	Equal variances not assumed			0.266	168.8	0.790	1.209	4.54	7.75	10.172

Regression Results

According to the following table, there is a significant correlation between the leadership traits of school heads and the job satisfaction of their subordinate teachers. R-value presents the correlation between dependent and independent variables. In the present case, the R-value is 0.79, above moderate, showing a strong correlation between these two variables. R^2 tells the fraction of the dependent variable, which is predicted by the independent variable. For example, according to provided statistics, 63.8% of school teachers' job satisfaction depends upon their principals' leadership traits.

Table 7
Hypotheses Testing

Model	R	R Square	Adjusted R square	Std. Error of the Estimate	
1	.798a	.638	.636	10.92678	
a. Predictors: (Constant), Leadership Traits					
ANOVA					
Model	Sum of square	df	Mean squares	F	Sig.
Regression	41801.125	1	41801.125	350.109	.000b
Residual	23759.512	199	119.395		
Total	65560.637	200			

Table 8
Hypotheses Testing

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	21.747	2.843	7.65	0.000
Leadership Traits	0.477	0.026	.806 18.035	0.000

Hypotheses Testing

The statistics provided by ANOVA and Confidents table shows that independent variable leadership traits of school principals significantly predict the job satisfaction of their subordinate school teachers as the sig value is 0.00, which is less than 0.05. These results showed that the null hypothesis was rejected, and the alternative hypothesis was accepted. That means the job satisfaction of school teachers is significantly influenced by the leadership traits of their head teachers.

Table 9
Results

Hypothesis	Variables	R	R square	P
H1.1	IV: Accountability	0.757	0.572	0.000
H1.2	IV: Self-Confidence	0.669	0.444	0.000
H1.3	IV: Persistent	0.715	0.512	0.000
H1.4	IV: Staff-Empowerment	0.688	0.470	0.000
H1.5	IV: Articulate	0.753	0.567	0.000
H1.6	IV: Good Organizer	0.776	0.603	0.000
H1.7	IV: Support	0.717	0.514	0.000
H1.8	IV: Perceptive	0.713	0.506	0.000
H1.9	IV: Self Assured	0.749	0.558	0.000
H1.10	IV: Good Communication	0.728	0.531	0.000
H1.11	IV: Friendly	0.706	0.495	0.000
H1.12	IV: Recognition	0.772	0.594	0.000
H1.13	IV: Receptive	0.636	0.405	0.000
H1.14	IV: Trust Worthy	0.733	0.535	0.000
H1.15	IV: Monitoring	0.713	0.509	0.000
H1.16	IV: Inspiration	0.680	0.472	0.000

Researchers tested the influence of all leadership traits (Independent Variable) of school head teachers on the job satisfaction (Dependent Variable) of their subordinate teachers. For this, the researcher operated linear regression. The results of this analysis, as given in the following table, showed that all the leadership traits of school head teachers significantly predict the job satisfaction of their subordinate teachers. Moreover, the values of the R and R² showed that all the leadership traits significantly correlate with job satisfaction.

Discussion

The results showed there is no difference found in the leadership traits of school principals. In other words, male and female principals possess almost similar leadership traits. However, the researcher compared all leadership traits separately, and this analysis shows that some minor difference exists in various leadership traits. This study's findings showed a difference between male and female leaders regarding leadership traits. The results of hypothesis 1 state that the accountability trait of school principals significantly predicts the job satisfaction of their subordinate teachers. [Nathaniel, Sandilos, Pendergast, and Mankin \(2016\)](#) reported that leaders' confidence is positively associated with the job satisfaction of subordinate employees. [Sadler \(1970\)](#) reported that leaders with low self-confidence considered their bosses weak, indecisive, and incompetent. This perception causes poor job satisfaction among subordinate employees. Hypothesis 1.3 reports that persistent leadership traits of school principals predict the job satisfaction of their subordinate school teachers. [Kiarie, Maru, and Cheruiyot \(2017\)](#) also confirmed that a leader's personality traits, including persistence, affect the job satisfaction of subordinate employees. The results of hypothesis 1.4 report that staff empowerment by the school head teacher predicts job satisfaction, which has been supported by the literature ([Choi, Goh, Adam, & Tan, 2016](#); [Dahinten, Lee, & MacPhee, 2016](#)).

The results of hypothesis 1.5 report that articulate leadership traits of school princi-

pals predict the job satisfaction of their subordinate teachers. The hypothesis 1.6 report that good organization by school principals significantly predicts the job satisfaction of their subordinate teachers. Hypothesis 1.7 reports that support for school teachers by their principals to predict their job satisfaction (Harris, Winskowski, & Engdahl, 2007). Hypothesis 1.8 reports that the perceptive attributes of school head significantly influence the job satisfaction of their subordinate employees (teachers) (Vidyarthi, Anand, & Liden, 2014). The results of hypothesis 1.9 report that when school principals are self-assured, this trait predicts the job satisfaction of their subordinate school teachers. The results of hypothesis 1.10 report that when school principals have good communication skills, it predicts the job satisfaction of school teachers who are working under his/her supervision. Markiz, Margono, Wirawan, and Ainur (2017) also reported that good communication skills positively influence the organizational environment and job satisfaction of subordinate employees.

The results of hypothesis 1.11 and the studies conducted by Z. A. Ahmad and Yekta (2010) reported that leaders friendly behavior positively influences the job satisfaction of their subordinate employees. The results of hypothesis 1.12 report that when school principals recognize their teachers' performance and abilities, it predicts their subordinate staff's job satisfaction. The results of hypothesis 1.13 report that the receptive leadership trait of a school principal predicts the job satisfaction of his/her subordinate teachers.

The results of hypothesis 1.14 reported that when a school principal is trustworthy in the eye of the teacher, it positively influences their job satisfaction. It is also reported that when employees trust their leadership, it uplifts their satisfaction level at the workplace. The results of hypothesis 1.15 report that good monitoring skills of head teachers also predict their job satisfaction. Angelle (2006) reported that monitoring by the School principal influences the quality of the school environment. When the principal checks the staff work regularly or monitors staff activities, it socializes the school staff and effectively socializes the newcomer staff in the School. Leadership's attribute monitoring is practiced by the school principals in our context. Clarity about responsibilities is necessary for employees' good outcomes. This study's results reported that most school principals ensure that their subordinates know and understand all school policies and procedures (Masa'deh, Obeidat, & Tarhini, 2016).

The results of this study report that the majority of the head teacher ensures that the information needed to staff has properly flowed (Donate & de Pablo, 2015). Confident Leaders remain positive about themselves and avoid being pessimistic about their abilities. This study showed that head teachers are confident in managing school affairs, and most of their staff recognizes it. Staff empowerment to achieve organizational goals is considered fruitful and practiced in many firms to achieve effective outcomes. Many subordinates said that they being empowered to accomplish the assigned tasks. It is reported in this study that principals have meetings with their subordinates regularly to discuss their needs. The leaders recognize the work and abilities of their work to achieve their confidence and provide them confidence (Clarke et al., 2019). It is reported that most principals recognize the achievements of their staff. Performance appraisal is introduced to employees in which the organization sets performance standards. In performance appraisal, each aspect of employees' performance is demonstrated. Various studies proved

that performance appraisal positively correlates with employees' workplace outcomes. Our study demonstrated that the school principal appreciates the teachers' performance, and explain the benefits of achieving preset goals and objectives.

A leader determines each mission complicated in responsibility for the work, sets the action values for each feature of the team's occupation, and arranges to operate work very well (Nurhayati et al., 2019). The trait of demonstration of the task is also reported that most principals are good organizers; they demonstrate the task well. Most of the school principals avoid making a premature evaluation of ideas, and thought about implications of their decision on organizational outcomes. Managers or leaders follow up on the activities of their subordinates, and the findings showed that most school teachers believed that their principals follow up on their performance. The personal development of employees is essential for organizational success. Due to this purpose, employees are provided time and resources to pursue their developmental objectives. This attribute is also found in school principals. Most of them allow and support their subordinates to pursue their developmental objectives. Literature reports that supportive and encouraging behavior of managers or leaders towards their subordinates provides them with positive energies like confidence, trust, and feeling of owing (McNeese-Smith, 1997). In this study, the supportive behavior of principals was reported in most cases.

The majority of school teachers are not satisfied with their salaries. The existing literature also evaluated that most school teachers in Pakistan receive lower salaries. This study's results collaborate with the literature's findings (Aslam, 2013). These results report that most school teachers are unsatisfied with their school evaluations. They believed that they were unfairly evaluated. The results of this study reported that about half of principals involve their subordinates in decision-making, but others do not (Donate & de Pablo, 2015). It is necessary for organizational success that its employees clearly understand the goals and priorities of their organization. This thing shows the interest of the employees in their organization. Moreover, this enables them to put energies according to the organization's targets or goals. Most of the school teachers reported they understand their schools' goals and priorities to varying extents.

Insecurity of job continuity is negatively associated with employees' performance. In such circumstances, they cannot put energies what they can do. For example, in this study, many school teachers reported worrying about job security. Class cutting, either by working staff or students, disturbs the classroom environment. It destroys the balance in class and gives birth to irritation and discomfort among students and teachers. According to the literature, some teachers need help to deliver lectures accurately in such circumstances (Fallis & Opotow, 2003). The results of this study reported that they suffer from irritation due to such happening in their class. Most of the school teachers responded that they find it hard to settle with the School's policies on main problems linked to its employees to varying extents. Owning organizational policies by the employees is essential for effective implementation. If employees own organizational policies, they follow them in their work. In cases when employees do not own organizational policies, they try to avoid these in their work. The results of this study show that most employees believed that it is easy to get along with their colleagues to varying extents.

Conclusion

This study aimed to evaluate the leadership traits of Pakistani head teachers and their impacts on the job satisfaction of their teachers. Secondly, it aimed to investigate the difference in leadership traits of school principals regarding their gender. Researcher adopted positivism, surveyed expressive study plan, aimlessly particular her example from investigate population, applied organized review tool for data collection, examined data through working vivid, autonomous sample t-test and regression analysis in SPSS. The descriptive results showed that most of the school teachers perceive that their principals possess enough leadership traits. Against all leadership traits, the response of school teachers shows that most school principals possess these traits, excluding a few in all cases. Regarding job satisfaction, the response of school teachers shows that most of them are satisfied in all domains of their job satisfaction.

The results of the independent samples t-test reported that no significant difference existed in the leadership traits of school principals regarding their gender when it was operated in computed form. However, when it was operated separately for each leadership trait, the findings showed a difference between male and female leaders regarding leadership traits. This means that both males and females possess the similar computed level of leadership traits and capabilities. However, they vary in level of leadership traits, trait to trait from each other.

The regression analysis results showed that all the leadership traits of the school heads are associated with the job satisfaction of their subordinate employees (teachers). Therefore, every management quality of a school principal significantly forecasts the job fulfillment of his/her subordinate teachers. In conclusion, it can be said that the management qualities of school principals include accountability, self-confidence, persistent, empowering staff, articulate, good organization, supportive behavior, perceptive, self-assured, good communication and friendly behavior, recognition, receptivity, trustworthy, monitoring and inspiring personality forecast the work fulfillment of their subordinate educators.

Recommendations

In this investigation, it is proved that male and female school heads differ in various leadership traits. Therefore, training programs for leaders can incorporate these differences and develop a comprehensive developmental program where the strengths of both genders can complement each other. In addition, sensitivity training can be developed so male and female leaders can comprehend thinking and working styles of each other. Both males and females possess high leadership traits; therefore, the appointment shall be based on their competencies, and their gender shall not be part of the decision criteria. All the leadership traits proved beneficial for employees' wellbeing and job satisfaction. Therefore, this study recommends that relevant authorities organize training sessions for head teachers to train them in the light of leadership traits. The researcher suggests to school principals that they deeply observe the subordinate teachers regarding job satisfaction. They can incorporate many non-monetary factors, as highlighted in this study, so

that it will have a positive effect on the effectiveness of teaching.

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