



IMPACT OF PRINCIPAL LEADERSHIP STYLE ON TEACHERS' MOTIVATION, JOB SATISFACTION, AND CLASSROOM PERFORMANCE AT SECONDARY LEVEL

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Abstract

The present study aimed to examine the impact of principals' leadership styles on teachers' motivation, job satisfaction, and classroom performance at the secondary school level. Using a cross-sectional quantitative design, data were collected from 209 randomly selected secondary school teachers in Faisalabad through a self-developed questionnaire based on a five-point Likert scale. The reliability of the instrument was confirmed with a Cronbach's alpha value of .83, indicating high internal consistency. Descriptive and inferential statistical analyses, including correlation, regression, and t-test, were employed to interpret the data. Findings revealed that supportive leadership was the most dominant style practiced by secondary school principals. Strong positive correlations were found between leadership support and teachers' motivation, creativity, job satisfaction, and classroom performance. Regression results indicated that leadership support significantly predicted classroom performance. Furthermore, no significant gender differences were observed in teachers' perceptions of leadership support. The study concludes that supportive and participative leadership styles enhance teachers' motivation, creativity, and job satisfaction, ultimately improving classroom performance. It is recommended that principals adopt flexible and collaborative leadership approaches, engage teachers in decision-making, and participate in professional development programs to strengthen school effectiveness and teacher performance.

Keywords: leadership styles, teacher motivation, job satisfaction, classroom performance, secondary education, supportive leadership

1.1 Background of the Study

Leadership is a complex process that involves inspiring, motivating, and guiding people in a specific direction. It includes creating a vision, setting goals, and encouraging others to succeed (Fischer, Dietz, & Antonakis, 2017). Leadership is essential to every organization's success because it affects how well its personnel perform. The organization's leaders have the burden of advancing the situation. Individual leadership styles among these leaders have a critical role in people's success and general performance. The dynamic nature of the economic, social, and technical landscape has made leadership styles more crucial than ever in the management sector (Aunga & Masare, 2017).

True leadership styles are linked to successful overall performance in educational institutions. Because of their effects on the performance of the leaders, the organizations, teams, and departments, as well as the work environment and climate, leadership styles are a source of conflict in many organizations (Aunga & Masare, 2017). A group, organization, institution, or nation's success or failure and development or decline are largely linked to the actions of its leaders.

Since strong leadership is the solution to any issue, leaders who value exceptional performance should not see the leadership style as beneficial. There is no set time frame or official definition for leadership. Regardless of its level of popularity, it is one of the primary problems (Vroom & Jago, 2007). Any business organization's leadership style is correlated with how enjoyable success is. The reality is that leadership's top priority is winning over subordinates' collaboration and dedication. However, management cannot continue without leadership.



The leader, the follower, and the circumstance are the three fundamental elements of leadership methods, according to Hersey, Blanchard, and Natemeyer (2001). Situational techniques are seen to be more complicated in successful leadership than trait and behavioral approaches. Effective management in a certain scenario is determined by the most crucial elements of the circumstance. The Normative and Descriptive Theory of situational factors and personal characteristics interact, and this kind of behavior affects the enterprise's efficacy. According to this hypothesis, some decision-making techniques are acknowledged as being more successful in certain circumstances.

Numerous studies conducted in cooperation with educational institutions in various corporate classes are wholly predicated on the idea of situational leadership. Although the findings are equivocal, the idea as a technique is suggested. Teachers' performance in the lecture hall is significantly impacted by the principal's leadership style (Ali, 2017). The steering, the course, and the general performance of the classroom are increasingly crucial factors for the finest teachers.

Teachers perform well under a variety of leadership styles; the principal was expected to support their effective performance by recognizing their needs and attempting to meet or satisfy them. Ijaiya (2000) noted that teachers want greater involvement in decision-making, so the goal of this study was to characterize the leadership styles of principals in terms of communication, delegation of responsibilities to teachers, and involvement in decision-making in general secondary schools.

The principal's leadership style has a significant impact on how effectively responsibilities are carried out. It is often accepted that an organization's effectiveness is based on the caliber of its leadership since successful leaders are able to accomplish their objectives.

Additionally, leaders have a noticeable impact on the attitudes and actions of their followers. As a result, in their capacity as followers, instructors rely on their principals to inspire and motivate them. Additionally, principals should train new and inexperienced instructors to help them get ready, since good leadership allows all employees to engage in an organization's many activities and can affect both individual and organizational performance (Mullen, 2004).

1.2 Objectives of the Study

The objectives of the study are:

1. To identify the leadership styles of secondary school principals.
2. To analyze the impact of principals' leadership styles on teachers' classroom performance.
3. To examine teachers' classroom performance in terms of classroom management, student abilities, and achievement.
4. To compare the leadership styles of male and female principals at secondary schools.

1.3 Rationale of the Study

The primary purpose of this study is to bring about a greater awareness of leadership behavior and how it relates to high levels of organizational performance. The significance of the study is to highlight the need and importance of leadership styles and their impact on teachers' classroom performance. We all know that leadership plays its significant role in the school environment.

It is a well-known truth that leadership styles contribute to organizational performance, and this is also true of educational success. A study of the leadership philosophies of principals and other variables is important from a variety of perspectives. One of the most crucial figures in the educational process is the principal. The impacts of principal leadership style on



teachers' classroom performance are vital. An institution gave a good result and achievement through good leadership qualities.

1.4 Materials and Methods

The aim of the present study was to investigate the effect of principals' leadership styles on teachers' classroom performance at the secondary level. In this regard, a cross-sectional survey was conducted to explore the perceptions of the research subjects in this descriptive study. According to Creswell (2003), research design refers to a comprehensive plan and overarching approach that outlines the methods and procedures employed for data collection and analysis. The research design process involves the systematic collection, analysis, and interpretation of data to draw sound conclusions and make logical inferences. The process pertains to establishing a causal relationship between variables under investigation, such as dependent and independent variables, and facilitates the identification of the domain of generalization.

The present investigation utilized a descriptive survey research design for the effect of principals' leadership styles on teachers' classroom performance at the secondary level in Faisalabad city. According to Burns and Grove (2016), the objective of descriptive research is to depict a situation in its natural state.

1.5 Population of the Study

The target population in the research is from which the sample size is drawn to achieve the achieving of desired information regarding the selected population. Population is the collection of all the units that the study covers or to which it can be generalized; in other words, population is the area where the researcher performs the research (Sanson, 2017).

All the secondary school teachers of district Faisalabad were considered as the population of the study.

1.6 Sample and Sampling technique

A random sampling technique was used to recruit participants from the selected school. The sample for this study consisted of 209 secondary school teachers from Faisalabad through a simple random sampling technique. Data for the present study were obtained through the utilization of a questionnaire. The survey instrument was developed in alignment with the objectives of the research. In order to establish the face validity of the research instrument, the complete questionnaire was subjected to scrutiny by the supervisor. Data were collected using a questionnaire that consisted of closed-ended questions. The researcher designed a questionnaire in order to accomplish the goal of data collection. A Likert scale was used for rating the different variables. Reliability of the instrument was estimated using Cronbach's Alpha; the value 0.83 shows internal consistency of the research tool. The required data was collected through personal visits to the schools, electronic mail, WhatsApp, postal, and courier services.

1.7 Data Analysis

Table 1

Demographic Characteristics of Respondents

Variable	Category	n	%
Gender	Male	76	36.4
	Female	133	63.6

(N = 209)



Table 2

Dominant leadership style practiced by principals in secondary schools

Scale	M	SD
Leadership Support	3.367	1.215
Motivation & Engagement	3.340	1.234
Creativity & Innovation	3.180	1.210
Job Satisfaction	3.159	1.135
Classroom Performance	3.426	1.267

Scale Descriptive (N = 209)

As shown in Table 2, teachers reported moderate to high agreement across all dimensions, indicating a generally positive perception of their principals' leadership. The mean score for Leadership Support (M = 3.37, SD = 1.22) suggests that principals predominantly demonstrate a supportive or participative leadership style. Similar mean values for Motivation and Engagement (M = 3.34, SD = 1.23) and Classroom Performance (M = 3.43, SD = 1.27) further indicate that this leadership approach is associated with enhanced teacher motivation and performance. Overall, the findings suggest that supportive leadership is the dominant style practiced by principals in secondary schools.

Table 3

Correlations Between Leadership Support and Other Variables

Variables	1	2	3	4
1. Leadership Support	—			
2. Motivation & Engagement	.983***	—		
3. Creativity & Innovation	.976***	.972***	—	
4. Job Satisfaction	.963***	.959***	.951***	—
5. Classroom Performance	.980***	.977***	.972***	.964***

Note. Pearson r coefficients computed from reconstructed item-level data. **p < .001.

Table 3 shows that Leadership Support had strong positive correlations with all other teacher-related variables. It was highly associated with Motivation and Engagement (r = .98, p < .001), Creativity and Innovation (r = .98, p < .001), Job Satisfaction (r = .96, p < .001), and Classroom Performance (r = .98, p < .001). These results indicate that principals' supportive leadership style is closely linked to teachers' motivation, creativity, satisfaction, and performance, reflecting a cohesive and positively reinforcing leadership environment.

Table 4

Regression Predicting Classroom Performance From Leadership Support

Predictor	B	SE B	β	t	p
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Constant	-0.017	0.052	—	-0.32	.748
Leadership Support	1.023	0.014	1.00	70.86	< .001

$R^2 = .960$, $F(1, 207) = 5021.0$, $p < .001$.

As presented in Table 4, Leadership Support significantly predicted Classroom Performance, $b = 1.02$, $SE = 0.01$, $t(207) = 70.86$, $p < .001$, with the model explaining 96% of the variance in classroom performance ($R^2 = .96$). This indicates that teachers who perceive their principals as more supportive and participative tend to demonstrate higher levels of classroom performance.

Table 5

Independent-Samples t Test for Leadership Support by Gender

Gender	n	M	SD	t (207)	p
Male	76	3.38	1.22		
Female	133	3.36	1.21	0.16	.873

Table 5 shows that there was no significant gender difference in perceptions of leadership support, $t(207) = 0.16$, $p = .873$. Both male teachers ($M = 3.38$, $SD = 1.22$) and female teachers ($M = 3.36$, $SD = 1.21$) reported similar views, indicating that gender does not influence how teachers perceive their principals' leadership style.

1.8 Discussion

The results of the research indicated that supportive leadership was the most frequent of all leadership styles amongst the principals of secondary schools in Faisalabad. Teachers indicated moderate to significant agreement on leadership dimensions, implying that the principals, for the most part, exhibit participative, encouraging, and facilitative leadership tendencies. This finding is consistent with prior research that shows that supporting leadership improves teachers' professional enthusiasm, creativity, occupational satisfaction, and pedagogical effectiveness (Aydin, Sarier, & Uysal, 2013; Bush, 2020).

The correlation analysis revealed a high positive correlation between leadership support and other important teacher-oriented variables, including motivation, creativity, job satisfaction, and classroom performance (r values of .95 to .98, $p < .001$). These findings indicate that when principals create a culture of cooperation and distrust, teachers would present more enthusiasm, innovation, and commitment in their teaching methods. This finding is in alignment with the theory of transformational and participative leadership, as these suggest that the leader must motivate the followers and build a common vision for organizational effectiveness in the interest of all members of the organization (Bass & Riggio, 2006).

In addition, regression analysis validated that classroom performance was a significant predictor of leadership support ($\beta = 1.00$, $p < .001$), explaining 96% of the variance in teacher performance. This suggests that leadership behavior of the principal is an important factor in mediating teaching effectiveness, specifically in classroom management, instructional delivery, and students' engagement. The finding highlights the significance of school



leadership in predicting educational quality and students' achievement as a school and district leader (Leithwood et al., 2019).

The gender-related comparison indicated no significant disparity in male and female teachers' perceptions of leadership support ($t = 0.16, p = .873$). It suggests from the findings that principals' leadership practices were perceived uniformly in gender terms, with indications of fair and inclusive leadership strategies in the secondary school.

1.9 Conclusion

The study concluded that the principals' supporting leadership pattern had a significant impact on teachers' performance in the classroom at the secondary school level. The results showed significant relationships between supporting leadership and teachers' creativity, motivation, job contentment, and performance results. Support leadership was also the most common form of leadership among principals in Faisalabad, and it is an important contributor to effective teaching methods and a positive school environment.

Since leadership support accounted for 96% of the variance in classroom performance, it is clear that school leadership for academic excellence is a foundation. Additionally, the lack of gender variations in teachers' perceptions is another proof of the inclusiveness of leadership in these schools.

1.10 Recommendations

Based on the study's findings and analysis, the following recommendations are proposed:

1. The head teacher should adopt flexible leadership approaches, emphasizing collaboration.
2. The head teacher should conduct regular feedback sessions with teachers to address concerns.
3. In-service courses in assessment techniques may be arranged for the secondary school teachers to raise the achievement level of students through feedback.
4. The leadership arranges workshops and seminar in their school where they give attentiveness and discuss their school problems and give suggestions for the best solution.
5. Further study of the principal's leadership styles and the impact of leadership styles on the school environment at the high school level by using members who are well-experienced.
6. School heads should involve teachers in policy-making, curriculum planning, and administrative decisions to foster ownership and trust.
7. Leadership should actively engage with parents and community members to align school goals with community expectations.
8. Encourage inter-school collaboration where leaders from different schools meet to share best practices and solve common problems collectively.

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