Impact of Perceived Leadership Style on Job Satisfaction and Self Efficacy among School Teachers

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Abstract: The study was conducted to explore the impact of perceived leadership style on job satisfaction and self efficacy among school teacher for the accomplish of the task a sample consisted of N = (350) was ranging from 25 – 35 years was selected through convenient sampling technique instrument used leadership style rater form Bruce Avolio and Bass 1995. Teacher Job-Satisfaction Laster 1984. Bandura Self-efficacy (2006) statistical analysis was done through statistical analysis SPSS in which mainly T-TEST and descriptive statistics were use the result also indicate Impact of perceived leadership style will correlate positively with the level of job satisfaction and self- efficacy among school teachers. The teacher job satisfaction and self- efficacy both were significant, but level of self -efficacy is high and job satisfaction is low. The finding also explored that Higher the scores achieved on multifactor leadership questionnaire rater form greater will be the levels of job satisfaction and self-efficacy among school teachers Female teachers have higher self-efficacy and higher job satisfaction better than male. There will be prominent impact of demographic variables such as age, gender, income level job experience and qualification upon job satisfaction and self-efficacy among school teachers. In this research gender and Qualification score is high Female teachers have higher self-efficacy and higher job satisfaction better than male. M.phil.

Keywords: Leadership Styles, Transformational Leadership. Transactional Leadership Job Satisfaction, Self Efficacy, School Teacher, School Principle.

INTRODUCTION

In today's competitive environment, organizations expand globally and face a lot of challenges to meet their goals and chased to be more successful from others. The leader is a person who can influence others and at the same time has managerial authority; leadership is what leaders do (Robbins & Coultar, 2009).

Bass and Avolio (1997) found that transactional leadership can be extremely effective. However, if transactional and transformational leadership both are used together, there is a greater amount of hard work given from the followers, and there is in turn higher workplace effectiveness and higher teacher job satisfaction.

Concepts of Leadership

Good leaders are made not natural-born. If you have the wish and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jogo, 1982). This guide will help you through that process. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and easy to understand. While leadership is learned, the skills and knowledge processed by the leader can be influenced by his or hers attributes such as beliefs, values, ethics, and character. Knowledge and skills provide directly to the process of leadership, other attributes give the leader certain characteristics that make him or her unique. Skills, knowledge, antraits make the Leader,

Roles of the School Principal

The school principal is the chief executive officer and authority in any school. The principal is the individual who ultimately bears the burden and responsibility for supervising all school-related activities, and the principal determines the level of morale and culture within the school setting. The performance of the principal also may be strong indicator of the overall culture of the school; therefore, if the

Peer Review Process: The Journal "Middle East Research Journal of Humanities and Social Sciences" abides by a double-blind peer review process such that the journal does not disclose the identity of the reviewer(s) to the author(s) and does not disclose the identity of the author(s) to the reviewer(s).

32

school culture is one that exemplifies a positive tone and a "kids-first" mentality, then one could easily point to the school principal leadership as a crucial factor in determining its success (Marzano *et al.,* 2005).

Types of Leadership Styles Common Leadership Styles Include:
Transformational Leadership

Transformational leadership is a term coined by James McGregor Burns in 1978. Bass and Avolio took the concept of transformational leadership and did further extensive research on the concept. Bass (1997) said transformational leadership is, "the moving of followers beyond their self-interests for the good of the group, organization, or society by a transformational leader" (p. 1). The efforts of a transformational leader are not just focused on the task, but also engage followers by motivating them to higher levels of performance (Burns, 1978). Transformational leaders not only manage the organization but also lead the organization to change. Central to transformational leadership is the ability to cast a vision, enable others to become a part of the process, and empower them through shared leadership (Bass, 1997).

Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. Evidence has accumulated to demonstrate that transformational leadership can move followers to exceed expected performance, as well as lead to high levels of follower satisfaction and commitment to the group and organization (Bass & Riggio 2006, p. 3).

Bass and Riggio (2006) listed and explained the five components of transformational leadership: (a) individual consideration, (b) intellectual stimulation, (c) inspirational motivation, (d) idealized influence (attribute), and (e) idealized influence (behavior).

Transactional Leadership

The successful leadership and management of any school must take into account the leadership style of the principal. A prominent style of leadership is transactional leadership. James McGregor Burns is credited for his seminal work on transactional leadership by publishing an extensive work on political leaders in 1978 entitled Leadership (Bass, 1978; Hay, 2006). Burns explained that transactional leaders focus on the leader-follower relationship through the exchange of rewards and punishments with followers for services rendered or not completed (Hay, 2006; Staker, n.d).

Bernard Bass, building on Burns' highly influential work, was one of the early investigators interested in finding out the validity to Burns' theory of transactional leadership (Hay, 2006). Other researchers, including Bass, expanded Burns' explanation of transactional leadership to include an economic exchange in order to meet the material and emotional needs of the follower in return for agreed upon services provided by the follower (Bass, 1985; Bass & Steidlmeier, 1998; Nur, 1998).

Job Satisfaction

Tillman and Tillman (2008) explan job satisfaction are the like or dislike of the job in response to pay, promotion, recognition or other factors deemed important by the worker. The concept of job satisfaction has been defined in many different styles. The psychological perspective of its relationship with leadership style, the notion of job satisfaction includes multi-dimensional responses to one's job, and that such responses have cognitive affective and behavioral element (Judge & Klinger, 2003). .Weiss has also argued that job satisfaction is an attitude but points out that researchers should clearly identify the objects of cognitive evaluation which are affect (emotion), beliefs and behavior (Weiss, 2002).This concept of job satisfaction advise that we form attitudes towards our jobs. Job satisfaction refers to a individual's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self- satisfaction, happiness but the satisfaction on the job. Job satisfaction is an individual's felling concerning his or her task. It can be affected by a multitude of factors. The term relates to the total relationship between an individual and the employer for which he is paid. Satisfaction does mean the simple feeling state accompanying the achievement of any goal; the end state is feeling accompanying the achievement by an impulse of its objective. The condition Job satisfaction was brought to limelight by Hoppock (1935). Hongying (2007) referred specifically to teacher job satisfaction as the attitude and views of teachers concerning working conditions and the teaching profession in general.

Locke (1976) defined job satisfaction as a positive or pleasing emotional state from the judgement of one's job or experience Spector (1985) found that if the employees receive their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Locke and Lathan (1990) define job satisfaction as pleasurable or positive emotional state resulting from the appraisal of job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important.

Theories of Job Satisfaction

Before explaining the theories of job satisfaction, the researcher wants to make clear about two factors, intrinsic and extrinsic,

Intrinsic and Extrinsic Factors

Job outcomes include intrinsic and extrinsic work outcomes. The distinction between intrinsic and extrinsic outcomes is important for understanding the reactions of people to their jobs. In a general sense, intrinsic outcomes are objects, which follow from the employee's, own efforts, not requiring the involvement of any other person. More simply, it is an outcome clearly related to action on the employee's part. Such outcomes typically are thought to be solely in the province of professional and technical jobs; and yet all jobs have potentially opportunities for intrinsic outcomes. Such outcomes involve feeling of responsibility, challenge, and recognition; the outcomes result from such job characteristics as variety, autonomy, identity, and significance.

Extrinsic outcomes, however, are objects or events, which follow from the employee's own efforts in conjunction with other factors or person's not directly involved in the job itself. Pay, working conditions, co-workers, and even supervision are objects in the work place which are potentially job-outcomes, but which are not a fundamental part of the work. Dealing with others and friendship interactions are sources of extrinsic outcome

Herzberg's Motivation/ Hygiene Theory (Two Factors Theory)

This theory was developed by Herzberg, who identified certain factors as satisfiers and dissatisfies. Factors such as achievement, recognition, responsibility, are satisfiers, the presence of which causes satisfaction but their absence does not result in dissatisfaction. On the other hand, factors such as supervision, salary, working conditions are dissatisfiers, the absence of which causes dissatisfaction. Their presence however, does not result in job satisfaction. The studies designed to test their theory failed to give any support to this theory, as it seems that a person can get both satisfaction and dissatisfaction at the same time, which is not valid.20 Fredrick Herzberg"s motivation/hygiene theory believe that one group of factors, motivators, accounts for high level of motivation. Another group of factors, hygiene or maintenance factors can cause displeasure with work. Figure show compares Herzberg's motivators and hygiene factors with Maslow's needs of hierarchy. Even if all these maintenance needs are advanced, people may not be motivated to work harder. Only motivators cause employers to exert more effort and thereby attain more productivity, and this theory proposes that managers should utilize the motivators as tools to enhance employee performance.Herzberg, F. (1959).

Self-Efficacy

According to Bandura, a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays an important role in how we perceive situations and how we behave in response to different situations. Self-efficacy plays a major part of this self-system.

According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and perform the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a specific situation. Bandura explain these beliefs as determinants of how people think, behave, and feel (1994). Self-efficacy, as defined by Albert Bandura (1986), is "people's judgment of their quality to organize and execute courses of action required to attain designated typesof performance" (p.391). Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds attention his or her power to affect situations, it strongly impact both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with attention to behaviors affecting health. The concept of self- efficacy lies at the center of psychologist Albert Bandura's social cognitive theory. Bandura's theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. Self-efficacy -- an individual's personal judgment of his/her capabilities to organize and carry out actions that will result in anticipated types of performances such as improved student achievement (Bandura, 1977, 1986, 1997;

According to Bandura, a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self- efficacy plays is an essential part of this self-system.

The concept of self-efficacy was developed in 1986 by Bandura. Self-efficacy is a belief that one is capable of performing in a certain manner to attain certain goals. It is a belief that one has potentials to achieve the goals and manage the situation. Self-efficacy is the belief of a power to achieve the success. For example a person with high self-efficacy may engage to complete his assignments where as a person with low self-efficacy would be just disappointment.

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Bandura, A. (1994 Since Bandura published his seminal 1977 paper, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," the subject has become one of the most studied topics in psychology. Why has self-efficacy become such an important topic among psychologistsand educators? As Bandura and other researchers have demonstrated, self-efficacy can have an impact on everything from psychological states to behavior to motivation.The Role of Self-Efficacy Virtually all people can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most people also

realize that putting these plans into action is not quite so simple. Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached.

Theories of Self-Efficacy

Social Learning Theory, The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning.His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.

Basic Social Learning Concepts

There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result Self-concept theory.

Self-concept Theory

Self-concept theory seeks to explain how people perceive and interpret their own existence from clues they receive from external sources, focusing on how these impressions are organized and how they are active throughout life. Successes and failures are closely related to the ways in which people have learned to view themselves and their relationships with others.

Review of Literature

Yabo (2013) conducted a study The Influence Study of Transformational Leadership in University on Teachers' Organizational Commitment: The Construction and Verification of a Theoretical Model This paper advise a theoretical analytical model including transformational The result of this study shows that there is significant positive relation between transformational leadership leadership, goal setting, self-efficacy, goal self- concordance and organizational commitment and employee organizational commitmen

Van dat tran, (2022*) The significant impact of school principals' transformational and transactional leadership styles on teachers' job satisfaction has been documented in different settings of education. However, until now, limited research in this field has been conducted in the setting of high school education. Therefore, this study aims to investigate the influence of transformational and transactional leadership styles of principals on teachers' job satisfaction. The present study utilised the multifactor leadership questionnaire and the Minnesota satisfaction questionnaire to collect data from 387 teachers in 24 high schools. The results of correlation coefficient analyses showed significantly positive effects of the transformational leadership and significantly negative effects of the transactional leadership on teachers' job satisfaction. The results of multiple regression analyses also revealed that both principals' leadership styles predicted teachers' intrinsic and extrinsic job satisfaction.*

Cansoy's (2018) leadership styles, transformational leadership – an important predictor of job satisfaction – had a stronger relationship with teachers' job satisfaction while laisser-faire leadership had a negative relationship with teachers' job satisfaction.

Maheshwari (2021) examined the effect of the leadership styles of principals on 144 high school teachers' job satisfaction and performance in Vietnam. The results of path analysis showed that teachers' job satisfaction and performance positively correlated to transformational leadership and negatively correlated to transactional leadership. The findings also suggested that job satisfaction functions as a moderator variable between the leadership styles of principals and teachers' performance. Generally, the shared findings among prior studies in different contexts show a positive correlation between the transformational leadership style and teachers' job satisfaction.

Rizi *et al.,* (2013), title Relationship between leadership styles and job satisfaction among physical education organizations employees the purpose of this research was to examine the relationship between leadership styles and job satisfaction among physical education organization employees in Isfahan. In thisresearch sample of 125 participant. Results showed that the positive correlation between overall leadership styles and job satisfaction was significant at the level of P<0.05 according to the results, among determinants of job satisfaction, leadership is an important predictor and plays a central role.

Akan (2013) title the relationship between school principals' leadership styles and collective teacher efficacy. The aim of this research to determine the relationship between school administrators' leadership styles and the collective teacher efficacy based on teachers' perceptions according to the results significant relationship between school principals' leadership styles and the collective teacher efficacy.

Fu-Yuan (2013) the aim of study the relationship of principal transformational leadership and teacher self- efficacy and the mediating effects of group cohesion and teacher collective-efficacy .sample of this research is 204 participant in 11 senior high schools who stratified sampling in Taiwan. The results show that:1. Teacher collective- efficacy had a part mediating effect on the relationship between principal transformational leadership and teacher self -efficacy; 2. Teacher group

cohesion had a part mediating effect on the relationship between principal transformational leadership and teacher collective-efficacy; 3. Principal transformational leadership had a significant indirect effect through teacher group cohesion and teacher collective-efficacy on teacher self -efficacy.

Biggerstaff. J. K (2012) in this research the relationship between teacher perceptions of elementary school principal leadership style and teacher job satisfaction The study investigated differences in teachers' perceptions of elementary school principal leadership style and teacher job satisfaction based on teachers' demographics (i.e., age, grade level taught, education level, teaching experience). Participants included 179 certified elementary teachers (kindergarten through grade 5) results show that special area teachers (i.e., art, music, library, computers, special education, etc.) rated their intrinsic job satisfaction level significantly higher than kindergarten through grade 5 teachers.

Rozi (2012) conducted a research Teachers perceptions of principal leadership styles and how they impactteachers job satisfaction The research focus on how teachers perceived their principal's leadership style, and the specific principal leadership behaviors that enhance teachers' job satisfaction. Qualitative Method was used to develop four core themes and twelve subthemes. Using the basic interpretive method of analysis. Interview results showed principals with positive and collaborative styles create a positive environment in schools. Teachers talked more about different styles based on their relationships among the teachers and principal.

Yusuf Cerit (2009) conducted a study The Effects of Servant Leadership Behaviors of School Principals on Teachers' Job Satisfaction. A large sample consisted of 595 teachers working in primary schools in Düzce province of Turkey. Servant leadership behaviors of principals were determined with the servant leadership scale developed by Laub (1999). The results show that Strong positive relationship was revealed between servant leadership behaviors of school principals and teachers' job satisfaction and servant leadership was a sign predictor of teacher job satisfaction.

Transactional leadership styles, and the job satisfaction of Taiwan's higher education. In this research sample consisted of 127. The data were analyzed using the statistical SPSS12.0. The result showed that teachers who perceived transformational leadership were the most satisfied with their jobs. In contrast, teachers who perceived transactional leadership reported less job satisfaction.

Hong, Fu-Yuan (2013) the aim of study the relationship of principal transformational leadership and teacher self- efficacy and the mediating effects of group

cohesion and teacher collective-efficacy .sample of this research is 204 participant in 11 senior high schools who stratified sampling in Taiwan. The results show that: 1. Teacher collective- efficacy had a part mediating effect on the relationship between principal transformational leadership and teacher self -efficacy; 2. Teacher group cohesion had a part mediating effect on the relationship between principal transformational leadership and teacher collective-efficacy; 3. Principal transformational leadership had a significant indirect effect through teacher group cohesion and teacher collective-efficacy on teacher self -efficacy.

Objective of the Study
The present research consisted of the following aims and objectives:

1. To investigate impact of perceived leader ship styles upon on job satisfaction among school teacher.
2. To find out the impact of perceived leadership styles upon self- efficacy among school teacher.
3. To measure correlation between job satisfaction and self –efficacy resulting from the impact of perceived leadership style among school teachers.
4. To investigate the impact of the demographic variables such as age, gender, income level, job experience and qualification among school teachers.

Hypotheses of the Study
Following were the hypotheses of the present study:

1. Higher the scores achieved on multifactor leadership questionnaire rater form greater will be the levels of job satisfaction and self-efficacy among school teachers.
2. There will be no correlation between the impact of perceived leader ship style upon the level of job satisfaction and self-efficacy among school teachers.
3. Impact of perceived leadership styles will correlate negatively with the level of job satisfaction and self-efficacy among school teachers.
4. Impact of perceived leadership style will correlate positively with the level of job satisfaction and self-efficacy among school teachers.
5. There will be prominent impact of demographic variables such as age ,gender ,income level job experience and qualification upon job satisfaction and self-efficacy among school teachers.

Study Variable
Study variables for the present study were leadership style job satisfaction and self-efficacy. The operational definition of the study variables are as follows.

Principal leadership style: The behavior patterns that a principal uses to influence, coordinate, and support the work of others in an effort to achieve a goal as measured by the Multifactor Leadership Questionaire (MLQ) by Bass and Avolio, (2004). This questionnaire provided teachers with an instrument to report their perceptions of their principals' daily leadership practices.

Instructional leadership: A leadership style that influences teachers through the design of curriculum and instruction (Hart, 2006). Instructional leadership includes the principal concentrating on supervision, coordinating, controlling, and developing curriculum and instruction (Hallinger, 2003).

Transactional leadership: A leadership style offering reward or punishment for services rendered or not rendered (Bass &Avolio, 2004). "Such leaders emphasize extrinsicmotivations to shape goal setting in an attempt to strengthen organizational culture, structure, and strategy" (Bucic, Robinson, &Ramburuth, 2009, p. 231).

Transformational leadership: A leadership style with the goal of transforming followers into leaders themselves (Bass &Avolio, 2004). The transformational leader gains trust and respect from his/her followers by providing a vision and sense of pride (Bass, 1998). The core of transformational leadership is strengthening the commitment of the staff and helping them to grow by elevating their goals (Mulford, 2008).

Passive avoidant leadership: A leadership style that is more passive and reactive. "Passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers" (Bass &Avoloio, 2004, p. 96). This style of leadership has been classified as a "no leadership" style (Bass &Avololio

Locke (1976) Defined

Job satisfaction as a positive or pleasing emotional state from the appraisal of one's job or experience. This definition suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs and behaviours.

METHOD

In this current study, sample consisted of 350 teachers taken from different educational institutes of Multan namely Beacon house School System, Multan Public School, BahauddinZakariya model school , Zameer Public School, The City School (Pakistan), Multan, Lahore Grammar School,Jinnah Highs School System, , PakTurk International Schools , Noukhez Group of Schools, LA sale higher secondary school , British International School System, the educator, Zenabia campus, Nishtat girls and boys high school, Allied school multan, Zakaria Public School . Total

participants were 350 (female 177 & male 173). Age ranged from 25 to 35 years and convenient sampling technique were used to collect the data.

Instruments

The research used following Instruments for the measurement of the study variables:

1. Multifactor leadership Questionnaire (Rater form)
2. Teacher Job Satisfaction Questionnaire (tjsq)
3. Teacher self –efficacy scale (Bandura's Intrument)

Multifactor Leadership Questionnaire (Rater Form)

Leadership styles is measured by multifactor leadership Questionnaire Rater Form 5x Short (MLQ) developed by Bruce Avolio and Bernard Bass (1995). Questionnaire measure the degree to which the principal exhibits transformational, transactional, or Laissez-faire leadership. The MLQ is a comprehensive survey and usually takes approximately 15 minutes to complete the 45 questions. Forty –five questions measure leadership practices and nine questions measure specific leader outcome factors (Bass &Avolio, 2000). The MLQ Questionnaire uses a 5-point Likert scale: (0) Not at all, (1) Once in a while, (2) Sometimes, (3) Fairly often, and (4) Frequently, if not always. Forty -five questions are linked to nine subscales relating to transformational, transactional, or passive avoidant leadership. The transformational leadership style is measured by five subscales, each implementing four questions: (a) idealized influence (attribute), (b) idealized influence (behavior), (c) inspirational motivation, (d) intellectual stimulation, and (e) individualized consideration. Two subscales measure transactional leadership style, each implementing four questions: (a) contingent reward and (b) management by exception (active). Two subscales measure the passive avoidant leadership style, each implementing four questions: (a) management by exception (passive) and (b) laissez-faire (Bass &Avolio, 2004). The nine questions measuring specific leader outcome factors include: extra effort (three questions), effectiveness (four questions), and satisfaction (three questions). Bass and Avolio (1995) reported Cronbach's alpha (as estimates of internal consistency reliability) for subscales of transformational leadership were 0.86 for Idealized Influence (Behaviors) (IIB), 0.87 for Idealized Influence (Attributed) (IIA) and 0.91 for Inspirational Motivation (IM). The Cronbach'salpha scale for subscale of transactional leadership was 0.87 for Contingent Reward (CR), and 0.74 forManagement-by-Exception (Active) (MBE-A). Bass and Avolio (1995), Gellis (2001), Sosik *et al.,* (2002), Felfe and Schyns (2004) and Chen(2005), reported that the values ranged from an average of 0.64 to 0.91 in factor loadings, whichestablished construct validity.

Teacher Job Satisfaction Questionnaire (TJSQ)

Teacher Job Satisfaction Questionnaire (TJSQ), instrument used to measure teachers' satisfaction This Questionnaire was chosen because it is suitable to be used in any academic setting. Permission was successfully obtained from the author to use this instrument. This scale consists of 66 items in 9 subscales. The subscales are: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. In order to avoid biases, 50% of the items use positive statements while the other 50% used negative statements. These items were categories in three sections as Job control (7 items), Job role (8 items) and Job support (9 items). Strongly disagree=1; Disagree=2; Neutral (neither disagree or agree)=3; Agree=4; and Strongly agree=5. Scoring is reversed for the 22 unfavorable items: (6, 9, 13, 18, 23, 25, 27, 30, 32, 33, 40, 43, 48, 52, 54, 56, 57, 58, 61, and 65,). Theories of Maslow (1954) and Herzberg (1972) were used as the foundation in developing this questionnaire.

Bandura Teacher Self-Efficacy Scale

Bandura's 30-item scale has seven subscales: Efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. Each item is measured on a 9-point scale anchored with the notations: "nothing, very little, some influence, quite a bit, a great deal." Sample items include: "How much can you do to get through to the most difficult students?" "How much can you do to support learning when there is lack of support for the home?" "How much can you do to control disruptive behavior in the classroom" "How much can you do to make parents comfortable coming to school.

PROCEDURE

A questionnaire booklet was made it consisted of informed consent, demographic variable sheet, multifactor leader ship questionnaire, teacher job satisfaction questionnaire, teacher self -efficacy scale. The scale was provided to the participants from different school. The participants were given a brief introduction about the purpose of the study and the researcher assured the participants that the information provided by them would be kept confidential and will only be used for the academic and statistical enumerations. Necessary information was provided to the respondents to make questionnaire easy and understandable. Statistical analysis was done by using SPSS (version 17) Statistical analysis used is Pearson Moment correlation, MANOVA, t-test.

RESULT

Table 1: Pearson correlation between measures of leadership styles and self- efficacy and job satisfaction

	Leader	Job	SE
Leader	1	.247**	.327**
Job		1	.157**
SE			1

**P<0.01

Above table show that correlation between leadership job satisfaction and self- efficacy among. School teacher. The positive value of correlation coefficient and p-value show that leadership Job satisfaction and self- efficacy correlated with each other **P<0.01

Table 2: Manova test

Source	Dependent Variable	SS	df	MS	F	P
Leader	SE	88194.053	72	1224.917	2.065	.000
	Job	36026.428	72	500.367	1.245	.109

The above table shows impact of perceived leadership style have high level with self- efficacy and low level of job satisfaction. p=0.000 is self- efficacy and p=0.109 is job satisfaction

Table 3: Mean standard deviation and t –test value for the score of male (n=173) and female (n=177)

Scales	Gender	N	M	SD	df	t	P
Job	Male	173	204.3121	20.819	348	3.25	0.000*
	Female	177	211.3559	19.725			
SE	Male	173	163.9422	29.011	348	4.912	0.000*
	Female	177	177.6215	22.787			

*p<0.05

The above table shows the score of gender had the greatest impact onTeacher job satisfaction and self – efficacy mean value also show that higher levels of female are found in them as compared to male(df=348 p=0.000

Table 4: Mean standard deviation and t –test value for the score of male (n=173) and female (n=177)

Scales	Qualification	N	M	SD	df	t	p
Job	master	214	207.3925	20.75896	0.55	0.296	0.0648
	m.phil	136	208.6324	208.6324			
SE	master	214	170.3411	29.02857	0.452	0.325	0.0507
	M.phil	136	171.6765	23.23723			

*p<0.05

The above table shows that the score of Qualification hada impact on Teacher job satisfaction and self –efficacy mean value also show that higher lever of m.phil are compared to the master(m=207.3925,208.6324),(m=170.3411,171.6765)

DISCUSSION

The present research was undertaken to investigate Impact of perceived leadership styles on job satisfaction and self-efficacy among school teachers planned comparisons were done through the statistical SPSS (version 17) Statistical analysis used is Pearson Moment correlation, manova, t-test was applied for the analyses of hypothesis of the study over all the result indicated that there was a significant correlation Higher the scores achieved on multifactor leadership questionnaire rater form greater will be the levels of job satisfaction and self-efficacy among school teachers. Nir & Kranot (2006) purported that a principal's leadership style has a strong relationship with teacher overall satisfaction, support, autonomy, and professional growth; with all of these factors having a strong link to teacher efficacy.

In Empirical research stretches across the globe regarding the significance of principal leadership. In a more recent study of 434 teachers in China, a significant relationship was found between principals' leadership behaviors and teacher job satisfaction (Bolin, 2007). Another study investigated the perceived teacher efficacy, satisfaction, and effectiveness in relation to principal transformational and transactional leadership in U.S. private secondary schools (Hoover, 198. There are many research are present in Higher the scores achieved on multifactor leadership questionnaire rater form greater will be the levels of job satisfaction and self-efficacy among school teachers.

My second hypothesis is there will be no correlation between the impact of perceived leader ship style upon the level of job satisfaction and self-efficacy among school teachers. So my second hypothesis is rejected. My third hypothesis is Impact of perceived leadership styles will correlate negatively with the level of job satisfaction and self-efficacy among school teachers. The hypothesis is failed. Barnet *et al.,* (2003) and Korkmaz (2007) indicated a negative correlation between the laissez faire leadership and teacher job satisfaction. But in Pakistan being Muslim all staff are cooperative and show positive impact on the staff.

Because hypothesis1 show greater value of perceived leadership style. Hypothesis four Impact of perceived leadership style will correlate positively with the level of job satisfaction and self-efficacy among school teachers. Result show that positive high correlation with self-efficacy and low correlation with job satisfaction Dale. J 2012. The Correlation of the Perceived Leadership Style of Middle School Principals to Teacher Job Satisfaction and Efficacy findings from this study suggest that the middle school teachers' perceptions of their principal's leadership style had a statistically significant relationship to teacher efficacy Findings from this study suggest that the middle school teachers' perceptions of their principal's leadership did not have a statistically significant relationship to teacher job satisfaction. A new insight from this study suggests that principals should find ways to lead beyond teacher perceptions to address the needs of teachers in order to promote and encourage higher levels of teacher job satisfaction but current research result find that teacher job satisfaction and self-efficacy both were significant, but level of self -efficacy is high and job satisfaction is low.

Last hypothesis of the current research, There will be prominent impact of demographic variables such as age, gender, income level job experience and qualification upon job satisfaction and self-efficacy among school teachers. In this research gender and Qualification score is high Female teachers have higher self-efficacy and higher job satisfaction better than male. M.Phil teacher also has higher self-efficacy and job satisfaction. Khurshid. F *et al.,* (2012) Results of the study revealed that there is a positive relationship between teachers' self-efficacy and their job performance. As far as difference in the teachers' self-efficacy due to demographic variations are concerned results of the study revealed that female secondary school teachers have higher self-efficacy than male teachers. Teachers with more work experience, with higher qualification have higher self-efficacy age salary did not show any difference.

CONCLUSIONS

The result concluded Impact of perceived leadership style will correlate positively with the level of job satisfaction and self-efficacy among school teachers .that teacher job satisfaction and self- efficacy both were significant, but level of self -efficacy is high and job

satisfaction is low. The finding also explored that Higher the scores achieved on multifactor leadership questionnaire rater form greater will be the levels of job satisfaction and self-efficacy among school teachers Female teachers have higher self-efficacy and higher job satisfaction better than male.

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