

AN EXPLARATION OF HEADS' AUTOCRATIC AND DEMOCRATIC LEADERSHIP STYLE AND ITS RELATIONSHIP WITH SUBJECT SPECIALISTS' JOB SATISFACTION IN HIGHER SECONDARY SCHOOLS

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Abstract

The main idea of the study was designed to explore the heads' leadership styles and its relationship with Subject Specialists' job satisfaction in higher secondary schools. Questionnaire as the research instrument was developed by the researcher and improved through experts' opinions and pilot study. The questionnaire items were consisted of two parts one for leadership style and other for job satisfaction. The overall reliability of the questionnaire was 0.92 at Cronbach's alpha. All the Subject Specialists' in Sargodha division was the population of my study. The study was undertaken on a census sample of all (400) subject specialists/senior subject specialists in Sargodha Division. The questionnaire was administered by research assistant and by postal service. The overall response rate was 89.25 % (N=400). The research design was descriptive and correlational in nature. The descriptive statistics were used to analyze and summarize the data. The inferential statistics, i.e. Pearson Correlation and scatter plot were used to explore the significant correlation in the perceptions of respondents. The findings related to exploration of heads leadership style show that democratic leadership style was dominant. Pearson Correlation coefficient was +0.803 which mean heads' democratic leadership style have positive correlation with Subject Specialist's job satisfaction. It is recommended that democratic style may be used in all educational institutions for better job satisfaction of teachers.

KEY WORDS: Autocratic, Democratic, Job Satisfaction and Subject Specialists

Introduction

Today, the world is focusing on leadership because all the problems which emerge in the changing circumstances of the world are due to weak or poor leadership styles. So, leadership plays a vital role in the lives of nations. Similarly, in the educational system, the role of head teacher as a leader has its critical importance. Current study is about the relationship between the leadership styles and job satisfaction level of Subject Specialist working in higher secondary school. In proficient management of an organization, human resources are its paramount essentials. Competent leaders and subordinates give a lot to attain organizational goals. Positive relationship between teachers and head's performance is necessary for raising educational principles (Khan, Saeed, & Fatima, 2009). During the past decade schools have gone through fundamental changes in areas such as curriculum development, teaching techniques, teachers' roles and learning strategies. These changes have brought about a shift in the philosophy that dominated the realm of educational leadership.

Leithwood (1994) indicated that form of instructional leadership corresponded well to the period 1980s and the 1990s because it met the opportunity of the public and the decision-makers' expectations from the figure head. However, the changes undertaken during the 1990s could not be dealt with, when the head was functioning as an instructional leader. The concept of transformational leadership steadily moved to the center of the discussion as school heads were expected to bring the imaginative leadership to the institution a task that was not taken care of by instructional leaders. It showed that school heads that succeeded in their job have used a broad variety of mechanisms to motivate and activate their staff to bring about the

changes in their school culture. A variety of leadership styles are used by the leaders but most frequently used styles are autocratic leadership style and democratic leadership style (Leithwood & Jantzi, 1990).

Leadership

Not gold but man makes a nation, a good leader in an organization achieves maximum gains from the minimum resources (Riaz & Haider, 2010). Variability in the leadership styles do not have the same effect on job satisfaction according to the results obtained from the previous studies of different countries (Stogdill, 1970). Stogdill's, (1970) views about the great commitment and job satisfaction owed to be the result of adopting initiating structure Asian firms, while the greater job satisfaction could be achieved by considering leadership style the west context.

Leadership is setting a direction or a vision achieved by developing a far sighted approach of the future along with the necessary strategies for creating the changes (Long & Thean, 2011). The least understood and most observed phenomena on earth are the leadership (Burns, 1978). The widely discussed topic is the leadership issues. In order to explore the true meanings of leadership many historians, philosophers, researchers or scholars worked on it (Bass, 1990).

A review of various definitions of leadership is to be viewed before starting the discussions on the leadership style of a principal. Leadership can be defined as the animation feasible in motivating the community or the people to work hard voluntarily for achieving the group objectives.

The most quoted example of leadership was given by Bennis and Nanus (1985) that leaders are those who never perform a wrong act. According to Ciulla (2004), the completely unique ethical relationship is called as leadership. He further described that a leader without providing personal examples and ethics for its implementation. The climax of his supplementary discussion is that leadership is a perspicuous thing.

Leadership in International Context

Insufficiency in dedicated management exists near about the world is an admitted fact. On the basis of their cultural associations the unlike countries contain therefore diverse management styles. The promotion of satisfaction and effectiveness of its employees is liked by every organization and institution. The follower's style is matched by leaders operating system is a necessary way to the appropriateness and effectiveness of leadership style (Hersey, Blanchard, & Johnson, 2001). The dominant leading style is participative in United States while command leadership actions have prevailed in Mexico and Taiwan. In United States only participative leadership style has direct and significant affiliation with performance. Under directive and supportive leadership, a positive relationship with performance was investigated in Mexico Dickson (Hartog & Mitchelson, 2003).

Leadership Styles

How I and my organization may be benefitted through a specific kind of leadership style? That is a frequently asked question which may arise in your brain. The answer is that choose for developing your leadership style from many as part of your development effort as many leadership styles as in reach. The key element of leader's effectiveness is selecting the correct mode at the right time and in the correct situation. One style should not be always used as the many people do. Adopting a similar leadership style is like wearing a single set of clothes every time which appears to be ridiculous. Some styles can be used together and (facilitative and team leadership) while some styles overlap (i.e. charisma and transformational); others are polar opposite (autocratic and participative); and some are used less frequently (strategic and cross-cultural).

According to Khanka (2007), the Autocratic or Authoritarian Style, Democratic or participative style and the Laissez faire style are the three main leadership styles. The two broad educational leadership styles are autocratic or authoritarian and democratic or participative as mentioned by (Kunwar, 2001).

Autocratic or Authoritarian Leadership Style

Autocratic or authoritarian styles differ from each other. These are the people having some ideological goals i.e. missionary and are egocentric. These authoritarians are avowed and not openly acknowledged. The authoritarian's common point is that they always want to be the commander and they want to use the power as a weapon over their subordinate. Their own past in this field and its return should be the guide of their dictatorship as per their beliefs. The missionaries or the ideological leaders consider themselves to be the only beneficial and fair ones though they do not believe in achieving anything for their personality by using unfair means. Yet they are unwilling to act prudently and they think that no one exceeds them in making plans and ideas by their caliber. Owing to the egocentric behavior they lived by a life filled with suppositions. The opinions, functions and development of the followers tend to be the subordinate of the missionary leader. They exercise their authority through the central office and keeping the followers at an arm's length for concealing his bad performance as a leader (Adeyemi, 2006).

The orders of the leader are forcefully released for the followers to be obeyed in. The followers lacking in knowledge, skill or wisdom and disable to do simple task are best for the autocratic leadership. In order to make a right decision, the high class capability, and command and to become an energetic personality is the goal of an autocratic leader. The low morale and job dissatisfaction etc. are among the lot of several constraints of the autocratic leadership. With the passage of time the employee's efficiency tends to be degraded. The employees above described deficiencies do not create nuisance or these becomes zero in the presence of a potential manager (Khanka, 2007).

Democratic or Participative Leadership Style

Democratic style is another vital style. A lot of variations also exist in this style. The final decision to be the decisive power of the democratic leader yet they believe in general bargaining and dialogue. The democratic leader often creates alteration of views in accordance with the situation, provision of an independent collaborative think tank built around an interactive discussion, practice of writing down pieces of information in a systematic way, hearing the views, discussions with tolerance and alteration in their views. The participatory and sharing approach formula is adopted by some of the democratic leaders. They allow others to command in few fields and have vision of acting as a team leader. They allow others to act as leaders as the constructivist leadership approach to become its guiding principle. In fact, the discussions with and policy about the followers in equal terms is adapted by him (Foels, Driskell, Mullen, & Salas, 2000).

Participatory decision making approach and shared vision is their belief. The "two heads are better than one" so the right decision is made by the subordinate's participation in decision making. The experienced and competent subordinates make the situation suitable for the above mentioned discussions (Kunwar, 2001).

The best style in all circumstance is considered to be the democratic leadership style. The time consumption is the decision making in this style. The manipulation of decision in their favor by the powerful subordinates is possible. For the implementation of the decision all group members are equally responsible. "Many cooks spoil the broth" is the saying for the situation when the decision taking become the distorted one (Khanka, 2007).

Job Satisfaction

An important aspect related to the leadership is job satisfaction of employees. It is important that a few definitions of job satisfaction be studied for the better understanding of this concept. The decision model of one's job or job experiences creates a pleasure (Butler, 1990; Cranny, Smith, & Stone, 1992).

Teachers' job satisfaction provides reference to the perceived relationship between what one is desirous from teaching and what one thinks about its mode is offering to a teacher and his or her teaching role are related to the teachers' affective role.

Significance of Job Satisfaction

In our lives work plays a prominent role. Our economic life style is firmly based and formed by it which occupies more time as compared to other tasks. To investigate the perception and attitude towards it many experts have thoroughly studied this interesting topic (Koustelios, 2001). The positive match between the individual's abilities and the job requirements affects the performance as well as the job satisfaction. The employees perform their duties effectively and happiness is their fate as their abilities and skills are identical and that is owed to the employee's ability to abide by their requirements (Brkich, Jeffs, & Carless, 2002; Singh & Greenhaus, 2004). The Job satisfaction is achieved by the performance and good performance is acquired through the motivation. Apart from the religion, cast, and location of worksite the mind satisfaction is the basic human right of workers.

The prominent predictor in effective schools is the job satisfaction of the teachers as according to (Zigarrel, 1996). The negative common sense about towards teaching and least satisfied teachers are the means to abscond the profession as identified by (Hall, 1996). The organizational commitment and performance, academic achievement, turnover, behavior of students, quality of teachers and administrative performance were associated with it (Ostroff, 1992). The effects of population and organizational statistics on commitment are clearly associated with the double role of job satisfaction (Muller, Boyer, Price, & Iverson, 1994; Price, 1997).

Related Researches

There are numerous researches related to the variables of this study. A few researches have been presented here.

The Impact of Autocratic and Democratic Leadership Style on Job Satisfaction (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012)

The recommendation of the above study is given as People want balanced environment for work where they can contribute and interchange their opinions. The workers without any hesitation can inform their leader during any wrong. It provides the feelings of possession among the employees which grants them satisfaction.

Influence of Leadership styles of Teachers' job satisfaction: A case of selected Primary Schools in Songea and Morogoro Districts, Tanzania (Machumu & Kaitila, 2014)

It was found that democratic leadership style is more fruitful for teacher job satisfaction in schools. The objective of the study is to explore the standard heads leadership style used by head teacher in schools as administration to increase the high level of job satisfaction in schools.

The Influence of Principals' Leadership Styles on Secondary School Teachers' Job Satisfaction (Omeke & Onah, 2012)

Finding of the study also reveals that teachers whose heads apply democratic leadership style takes more satisfied with their promotion of job satisfaction. It was recommended that teacher absorb more of democratic leadership style than autocratic and Laissez-faire

leadership styles.

Impact of Principals/Directors' Leadership Styles on Job Satisfaction of the Faculty Members: Perceptions of the Faculty Members in a Public University of Punjab, Pakistan (Amin, Shah & Tatlah, 2013)

The study highly recommended to have increased Transformational Leadership behavior could enable Principals/directors to be effective and to enhance faculty member's job satisfaction.

The Relationship between School Principals' Leadership Styles and Teachers' Achievement Motivation (Alfahad, Alhajri & Alqahtani, 2013)

There was a positive correlation between the Principals and the teachers' achievement motivation. The recommendations were about the relationship between prevailing leadership styles achieving motivation.

The Influence of Leadership Style on Teacher Job Satisfaction (Bogler, 2001)

The most interesting finding of this study is the effect teacher's perceptions their occupation has on their job satisfaction.

Head Teachers' Leadership Styles' and Teachers Job Satisfaction in Primary Schools in Ekiti State, Nigeria (Adeyemi & Adu, 2013)

The findings of the study indicated a strong relationship of heads' leadership style with the job satisfaction of primary school teachers. The recommendations of the study were that the democratic style of leadership should be upheld for the job satisfaction among teachers in Ekiti state, Nigeria.

Methodology

The current research was a descriptive study and co-relational in nature. Data was collected personally, along with one research associate and through postal service.

Participants

All the Subject Specialists/Senior Subject Specialist in GHSS/GGHSS of Sargodha division were the participants of the study. Census sampling method was applied for data collection from the SS/SSS in all GHSS/GGHSS of Sargodha division. Total number of male and female Government Higher Secondary Schools in Sargodha divisions is 79. Total number of male Government Higher Secondary School is 41 and female Government Higher Secondary School is 38. The total Subject Specialists in Government Higher Secondary Schools in Sargodha division were 422.

Instruments

For the purpose of drawing conclusions from research, valid and reliable instrument must be used. So a questionnaire was developed after going through reviewing all the aspects of the related literature of topic and variables of the study. A final questionnaire was prepared on five point Likert scale.

Reliability and Validity

The opinion of five experts was kept in view for the check of validity of the questionnaire. Reliability and validity of the questionnaire is check by administered 50 questionnaires out of which 30 on male and 20 on female on three higher secondary schools. By the guide line from experts and after pilot study the items of questionnaire were improved in terms of language, format and content. Cronbachs' Alpha was calculated to estimate internal consistency and the reliability of the instrument which was 0.92.

Data Analysis

Data collected on the basis of questionnaire, was tabulated and analyzed by applying mean score and Pearson correlation by using SPSS version 20.

Table 1

(Research Question 1) *Which one is the most prevalent leadership style (Autocratic and Democratic) of the heads of higher secondary schools?*

Comparisons between Three Leadership Styles

Sr. No	Leadership Styles	Mean Score
1	Autocratic Leadership Style	3.08
2	Democratic Leadership Style	3.76

Table 1 shows that democratic leadership style was dominant due to its high mean value next was autocratic leadership style. Democratic leadership style is most prominent style is the answer of the question that is which one is the most prevalent leadership style (Autocratic and Democratic) of the heads of higher secondary schools.

Table 2

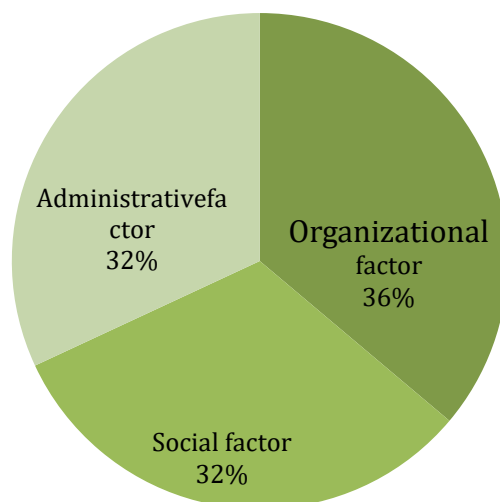
(Q2): *What is the job satisfaction level of Subject Specialists in government higher secondary schools?*

Comparison of Three Factors of Job Satisfaction

Sr. No	Factor Name	Mean Score
1	Administrative factor of J.S	3.41
2	Social factor of J.S	3.41
3	Organizational factor of J.S	3.84

Table 2 shows that Organizational factor is the prominent factor due to the high mean score of 3.84. Most of the respondents in administrative factor were satisfied about their job. Organizational factor is the answer of the question that “what is the job satisfaction level of Subject Specialists’ at higher secondary schools?

Summary Chart for the Factors of Job Satisfaction



In this type of graph, we determine that there are three factors for job satisfaction. Here in this figure three factors are elaborated with the help of three different colors. Dark black part shows the largest area of administrative factor which is the dominant factor. Second and third is light black part and grey color part contained equal area means that respondents show nearly equal rate of agreed.

H₂. *There is significant positive relationship between head teachers' democratic leadership style and teachers' job satisfaction in government higher secondary schools.*

Find Relationship between DLS and JS

Variables	Pearson Correlation	Democratic style	Job satisfaction
Democratic Leadership style	Pearson Correlation	1	.803(**)
	Sig. (2-tailed)		.000
	N	357	354
Job satisfaction	Pearson Correlation	.803(**)	1
	Sig. (2-tailed)	.000	
	N	354	354

** Correlation is significant at the 0.01 level (2-tailed)

Table explain the relationship of Heads' Democratic Leadership Styles with Subject Specialists' job satisfaction, the value of (r) is interpreted as the democratic leadership style is near to 1 and is strong positive. The significant two-tailed level is .000 which is smaller than significant level 0.01 and the relationship is positive. Pearson Correlation coefficient is +0.803 (-1to+1 as +0.803 >-1 & .803<+1) which mean Heads' Democratic Leadership style have positive Correlation with Subject Specialists' job satisfaction so the hypothesis H₂ there is significant positive relationship between heads' democratic leadership style and Subject Specialists' job satisfaction in Government Higher Secondary Schools is accepted.

Table

H₃. *There is significant positive relationship between Heads Leadership Style and job satisfaction of Government Higher Secondary Schools Subject Specialist.*

Research Question 3. Is there any relationship between Heads Leadership Style and job satisfaction of Government Higher Secondary Schools Subject Specialist?

Find Relationship between HLS and JS

Variables	Correlation	HLS	JS
Head Leadership Style	Pearson Correlation	1	.645(**)
	Sig. (2-tailed)		.000
	N	357	354
Job Satisfaction	Pearson Correlation	.645(**)	1
	Sig. (2-tailed)	.000	
	N	354	354

** Correlation is significant at the 0.01 level (2-tailed).

Table 74 explains the relationship of Heads' Leadership Styles with Subject Specialists' job satisfaction, statistically the results found that there is significant relationship between Heads' Leadership Styles with Subject Specialists' job satisfaction. The significant two-tailed level is .000 which is smaller than significant level 0.01 and the relationship is positive. Pearson Correlation coefficient is +0.645 (-1to+1 as +0.645>-1 & .645<+1) which mean Heads'

Leadership Style have positive Correlation with Subject Specialists' job satisfaction so the H₄ There is significant positive relationship between Heads Leadership Style and Subject Specialists' job satisfaction of higher secondary schools is accepted.

The research question which stated as is there any relationship between Heads' Leadership Style and Subject Specialists' job satisfaction in Government Higher Secondary Schools. We found the answer of research question answer with the help of Correlation test and hence we concluded that 0.645 Correlation coefficient shows the positive significant relationship between Heads' Leadership and job satisfaction is exist. Hence we concluded that response against the statement of leadership styles my head teacher (gives due respect to me, directions regarding assignments are clear, is easily approachable, trusts me, assigns work according to abilities, retains good relations, considers my suggestions, perceives that all staff members are motivated and let his staff to work independently) are strongly agreed showed the significant Correlation with job satisfaction of Subjects Specialists.

Results

It is shown by results that democratic leadership style was dominant due to its high mean value next was autocratic leadership style. Democratic leadership style is most prominent style is the answer of the question that is which one is the most prevalent leadership style (Autocratic and Democratic) of the heads of higher secondary schools.

Pearson Correlation coefficient is +0.803 (-1to+1 as +0.803 >-1 & .803<+1) which mean Heads' Democratic Leadership style have positive Correlation with Subject Specialists' job satisfaction so the hypothesis H₂ there is significant positive relationship between heads' democratic leadership style and Subject Specialists' job satisfaction in Government Higher Secondary Schools is accepted.

Discussion

The factors describe in the questionnaire for the identification of heads' leadership styles are useful for determining the most prevalent leadership style that is democratic leadership style is the dominant heads' leadership style while the autocratic heads' leadership style was less practiced in Sargodha division Government higher schools.

Conclusions and Recommendations

In the light of above mentioned summary and findings of the research conducted to evaluate the "An Exploration of Heads' Leadership Style and its relationship with Subject Specialists' job satisfaction in Government Higher Secondary Schools" it is concluded that the democratic leadership style is comparatively more prominent then other two styles (Autocratic Leadership Style and Laissez-faire Leadership Style). By adopting the Democratic Leadership Style, the job satisfaction of Subject Specialist increases positively.

1. Among three Heads' Leadership Styles (autocratic, democratic and Laissez-faire) the most prevalent Heads' Leadership Style perceived by SS/SSS in GHSS/GGHSS in Sargodha division was democratic. The second prevalent heads' leadership style was autocratic and third one was Laissez-faire leadership style.
2. The job satisfaction level of SS/SSS in GHSS/GGHSS in Sargodha division was very high.
3. The autocratic heads' leadership style showed negative significance relationship with the job satisfaction of SS/SSS. It means when autocratic heads' leadership style is applied more and more then job satisfaction of Subject Specialists' decreased.
4. The current research Correlation test results showed that there is significance positive relationship with the job satisfaction of Subject Specialists. It means when there is more heads' democratic leadership style then job satisfaction of Subject Specialists' increased.

5. The heads' overall leadership styles and job satisfaction Correlation was significance positive. This result showed that overall heads' leadership style had positive impact on job satisfaction of Subject Specialists in Sargodha division government higher secondary schools.

In the light of the present research and its findings, the following recommendations are given to achieve the positive relationship between heads leadership style with the job satisfaction of teachers at higher Government Higher Secondary Schools.

1. Workshops may be arranged to train the head teachers to promote appropriate research based leadership style in the public schools.

2. On the basis of major findings Democratic Heads' Leadership Style may be recommended for educational institution because the results of the study showed strong positive relationship with Heads' Democratic Leadership Style with subject specialists' job satisfaction.

3. The administrative and social factor of job satisfaction of SS/SSS may improve by arranging head's trainings.

4. Avoiding use of Autocratic Leadership Style helps to improve the Job Satisfaction of Subject Specialists.

5. This research may be conducted throughout the Punjab even the whole country to get reliable results both in private and public sector schools.

6. Relationship of student's achievements with leadership style may also be investigated for further researches.

7. Relationship of job satisfaction of teachers with student's achievement may investigate for further empirical studies in the perspective of Pakistan to enhance the efficiency and usefulness of public sector education.

8. The relationship of Heads' Leadership Styles with job satisfaction of employees may help the other sectors to improve the efficiency of employees. In this way we can get the significant difference of the output between education and other sectors.

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