Effect of Transformational Leadership on Job Satisfaction and Job Performance

Kifayat Ullah Mian
MS Scholar, International Islamic University Islamabad,Pakistan
kifayatmianiiui@gmail.com
Dr. Iqbal Amin Khan
Lecturer in Department of Education, University of Malakand,Chakdara, KP,Pakistan
Iqbal.phd.edu@uom.edu.pk

ABSTRACT
This study investigated the perceptions of secondary schools teachers and heads regarding the effect of transformational leadership on job satisfaction and job performance and also found the relationship between transformational leadership and job satisfaction, transformational leadership and job performance and job satisfaction and job performance. The population of research was all the secondary schools heads and teachers of district Malakand. There were total 83 high and higher secondary school in district Malakand in which there were 819 teachers are working in these schools. Therefore the total population of the study will be comprised on 83 heads and 819 teachers. The researcher were used the area or cluster sampling technique selected 20 heads randomly for the collection of data in which 11 heads were male and 9 heads are female. The total numbers of male and female teacher were 200. Three questionnaires were developed after review of related literature and previous studies. The transformational leadership variable containing eleven statements, job satisfaction containing sixteen statements while other variable job performance containing 19 statements. The researcher used SPSS for data analysis. The tests applied for data analysis were independent sample t-test. The results show that the value of coefficient of correlation was found (0.276) at 0.01 level of significance, therefor there is positive significant weak relationship between transformational leadership and job satisfaction It shows that if the principal follows transformational leadership style then his job satisfaction level will be increased, The results show that the value of coefficient of correlation was found (0.358) at 0.01 level of significance, therefor there is positive significant moderate relationship between transformational leadership and job performance It shows that if the principal follows transformational leadership style then his job performance level will be increased, The results show that the value of coefficient of correlation was found (0.247) at 0.05 level of significance, therefore, there is positive non-significant weak relationship between job satisfaction and job performance It shows that if the Job satisfaction level increase then his job performance level will be increased. No significant difference was found between the perception of heads and teachers of secondary schools regarding transformational leadership style, Job satisfaction and job performance. It is recommended that arrangement of pre-service, in- service training and

refresher courses for heads may be a worthwhile strategy for improving the leadership abilities of secondary school principals.
Keywords: *transformational leadership, job satisfaction, Job performance, School sector.*

Introduction

Leadership is a topic to be one of the most extensively mean worldwide discussed topics by the scholars from all over the world (Kuchler, 2008). Jong and Hartog (2007) described that leadership is actually a process to influence people in order to get desired outcome. Lok and Crawford (2004) asserted that leadership plays an essential role to determine the success and failure of an organization. Gill (2006) identified that leaders help to stimulate, encourage, motivate, and be aware of their followers in order to get basic important performance outcomes. Mosadeghard (2003) had pointed out several types of leadership i.e. autocratic, bureaucratic, democratic, laissez-faire, charismatic, situational, participative, transactional, and transformational leadership styles. In this study, transformational leadership is under discussion. For running organizations smoothly, effectively and efficiently which means to doing right things as well as doing things in right way, the most appreciated and important factor organizations need is human resource (Mosadragh, 2003). Well-qualified and capable employees are important in context of achieving objectives and goals of an organization. The improvement and success of an organization depends on the hard working, commitment, loyal and involved leader and workers. In this modern time where world has become a global village, organizations are considered to be competitive on the basis of ability and capability of their human resources. It is somewhat a difficult task to handle people who are physically, mentally, psychologically, culturally and ethnically different from each other. Organization of employees is largely dependent on the excellence of leadership organizations have (Albion & Gagliardi, 2007). Leadership is a bond which makes people to work together and built a strong human relation. Organizations at current are more worried about understanding, development and improvement of their leadership. Transformational leadership is a contemporary/modern approach towards leadership. Hall (2008) defined transformational leadership as a system of changing and transforming people.

If the leaders wish to produce a positive influence on individuals, groups and organizations, then leadership should be widened from old rigid autocratic style to friendly and contemporary style (Dess1998). Modern leaders perfectly and flawlessly adopt an attitude that support employees, provide them a vision and also a sense of mission, encourage hope, encourage them to think innovatively, individualized consideration and widen the communication. All these factors are the main features of transformational leadership style leading to improve organizational strengths and increasing level of job satisfaction and organizational commitment in workforce. Job satisfaction is the degree to which a person is happy and satisfied with his/her job or work. Success of organizations highly depends on its working environment. More satisfied and happy employees would be more profitable and productive for the organization (Saari & Judge, 2004). Job satisfaction helps to create positive attitudes in employees, improves their morals, improves their performance and creates pleasant and satisfying relationship with their workmates. Employees who are satisfied with their jobs tend to be more creative and innovative that help businesses to grow, flourish especially to attract the attention of others and bring positive

changes according to market demand and situations and thus making organizations able to make competition at international level.

Organizations are social systems where a group of people interact with each other's which assume human resources as one of the key factors for achieving competitive advantage and influencing organizational effectiveness (Suleiman, 2011). Organizations require assistance among leaders and their co-workers for achievement of their objectives and goals. Therefore, the study of employees job satisfaction is significant in organizational as well as in academic setting. Job satisfaction is an essential efficiency file for studying organization as satisfaction has a significant impact on employees' behaviour and work attitude indirectly. Fang, Chang and Chen, (2009) point out that job satisfaction has a positive, significant, and direct influence on organizational commitment and work performance. Job satisfaction comes from employees' ability, capability and potentiality to have a clear understanding of the objectives and the goals of the organization (Amarjit. G, 2010). In Western cultures, job satisfaction comes from the ability of staffs to have control over the jobs, or feelings of empowerment in their lives at work (Innstrand,2004).Transformational leadership has been of great interest to many researchers in current age and adopting transformational leadership behaviour to helps in the success of the organization. Transformational leadership takes into justification the development and strategic thinking and implementation, thus enables the organizational change process to happen more quickly than other leadership styles. Krishnan, Laohavichien Tipparat, (2009) further explains that transformational leadership allows the creation of value system similarity between the leader and followers, thus facilitating condition where the leader and followers motivate each other to achieve the organizational goals. (Alison J. Doherty, 1996) suggest that transformational leadership is of great significance because transformational leadership helps with the increase of satisfaction and commitment of staff through giving inspiration, encouragement, motivation and vision.

Transformational leadership is a process that changes and transforms people within a group. Leaders who use this style motivate their followers to give and work more than they can or want to, even outside their capabilities (North-ouse, 2010). Transformational leaders have a tendency to have devoted and satisfied followers. Furthermore, they authorize their employees, pay attention to their needs and development, helping them grow their own leadership potential (Bass.A & Riggio, 2008). The goal of transformational leadership, according to Covey (2007), is to transform people and organizations in a factual sense, to change them in mind and heart, expand vision, insight, and understanding; clarify purpose; make behaviour corresponding with beliefs, principles, or values; and bring about changes that are everlasting, self-perpetuating, and momentum constructing.

Job satisfaction is a topic which is widely discussed and catches the attention of not only organizational employees but also of researchers (Luthans, 2005). Job satisfaction is the emotional response of an individual toward his or her job or place of job coming out from his or her experience from the job. Luthans (2007: 141) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience".

Okpara (2004) recognized five dimensions of job satisfaction: pay, supervision, promotion, work itself and co-workers. Job satisfaction ultimately leads to job performance and organizational commitment which make certain organizational success (Spector, 2003). Job performance is the general attitude that people have about their jobs. Job factors such as the pay, the job itself,

promotion opportunities, support from supervisors and relationship with co-workers can affect employee's satisfaction (Ahmad, 2002).

Many researchers studied the relationship between transformational leadership on different sectors [1-5]. Moreover, Fatima Bushra et al studied relationship between transformational leadership and job satisfaction and organizational commitment of employees working in banking sector of Lahore. Three banks were selected on simple random sampling basis. A total 200 questionnaires were circulated, out of which 133 questionnaires returned back were showing 66.5% response rate [6].

As mentioned above that there is a lack of study on job satisfaction in education sector. So, recent study was conducted with a purpose to investigate the relationship between transformational leadership and job satisfaction as well as with job performance of employees working in education sector of District Malakand (Pakistan). Reliability of the questionnaire was checked and it was found to be 0.82. For the purpose of analysis, data was put into SPSS 17.0. The results of this study concluded that if head teacher adopt transformational leadership behaviour, they can get satisfied results.

Conceptual framework

Independent variables (IV)

Dependent variables (DVs)
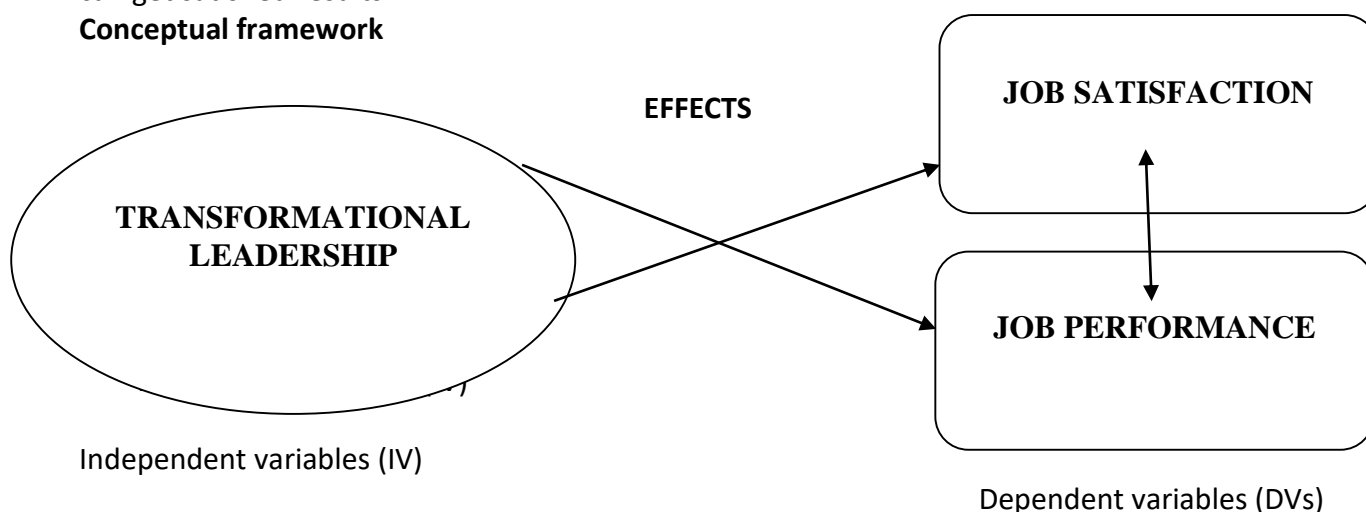
 The research model which is given above displays that there are two main variables in this study namely transformational leadership and its effect on Teacher Job satisfaction and Job performance and showing relationship between independent variable (IV) and dependent variables (DVs). Whereas, transformational leadership is working as Independent variable while job satisfaction and Job performance are working as Dependent variables.

Literature Review

 Leadership is a concept that plays an important role in management and promotion of a school by influencing heads and teachers both directly and indirectly. A growing body of literature highlights the role of leading and teaming in organizations. The ability of team members to work together can improve the overall functioning of the organization and make them more active and effective (Marks, 2005). Successful leading and teaming depend upon the relationships that exist between leaders and their followers. Leadership takes many forms, sometimes visible and heroic, other times quiet and unassuming/humble. It has a different effect in different environments; a strategy that succeeds brilliantly in one organization may completely fail in another (Demir, 2008). School administrators sometimes rely on intuition to choose leaders; that

can work or fail unhappily, so management experts seek those instruments which provide a scientific explanation**.**

Leadership continued to be one of the most widely discussed topic by the researchers from all over the world (Kuchler, 2008). Jong and Hartog (2007) described leadership as a process to influence people in order to get desired results. Lok and Crawford (2004) asserted that leadership plays an important role in determining the success and failure of an organization. Gill (2006) identified that leaders help to stimulate, motivate, encourage, and recognize their followers in order to get key performance results. There are many different styles of leadership. Mosadeghard (2003) had pointed out following styles of leadership: autocratic, bureaucratic, democratic charismatic, laissez-faire, participative, situational, transactional, and transformational leadership. In this study, transformational leadership is will be under discussion.

Transformational Leadership

This leadership style contains behaviour that the leader give a high level of motivation to their subordinates to higher-order needs, addresses the subordinates' developmental needs individually, results in performance fast of expectations, promotes new tactics to solve issues, shares the leader's vision effectively and efficiently, encourages change, and becomes a source of satisfaction among followers (Bass, 1985; Bass & Avolio, 2000). The four transformational leadership dimensions are presented below (Avolio, 1995).

Bass and Avolio (1995) forwarded the work of Burns and divided transformational leadership into four components; idealized influence/charismatic role modelling, individualized consideration, inspirational motivation, and intellectual stimulation. Scheepers (2005) argued that transformational leaders allowed employees to think creatively, analyzed the problem from different and numerous angles and explored new and better solutions of the problem by using technology or by using new and effective method. Gill (2006) argued that organizations can decrease job stress or tension and burn out by applying transformational leadership.

Components/Dimensions/Skills of transformational leadership

- **Idealized influence,**
- **Inspirational motivation,**
- **Intellectual stimulation,**
- **Individualized consideration,**

Idealized influence: Idealized influence describes leaders who function as strong role models for their subordinates due to their exceptional abilities and high principles of ethical and moral behaviour. They priorities means to give more importance to their subordinates' needs as compared to their own needs and offer them a vision. Idealized influence has two aspects: first, idealised influence behaviour, which is linked with the leader's behaviour, and second, idealised influence attributed, which is related to the elements that are attributed to the leader by their subordinates (Avolio, 1999; Gill, 2006). Leaders who push the performance of employees by being visionary, motivational and powerful, confident and attractive to followers (Dumdum, Lowe, & Avolio, 2002).

Inspirational motivation:

This characteristic reveals/reflect the extent to which a leader is also capable of being a performer or cheerleader, so to speak, on behalf of his or her followers. These leaders show enthusiasm and hopefulness, and put emphasis on commitment to a shared goal. It is the ability

of transformational leader to act as a character, which inspires and motivates the followers to suitable behaviour. In the conditions when transformational change is being conducted in an organization, the leader has the task of clear and continuous stimulating others to follow a new idea. Transformational leaders should, therefore, act in such a way, which motivates and inspires followers. Such behaviours includes tacitly showing enthusiasm and optimism of followers, stimulating team work, pointing out positive results, advantages, emphasizing aims, stimulating followers. Here leaders inspire their subordinates by providing interesting and appealing visions of the upcoming conditions, inspiring and evaluating subordinates' aims and stimulating passion and confidence. These leaders inculcate spirit in the team, convey clear expectations and express dedication to objectives and a collective vision (Bass, 1985; Bass & Riggio, 2006).

Intellectual stimulation

Intellectual stimulation talks about the leadership that inspires team member to be creative and innovative and to challenge not only their own viewpoints and values but also to those of the leader and the institution. Here, criticism of subordinates' errors is not encouraged (Bass, 1998; Hater and Bass, 1988). Development of new and different solutions to common problems and conducting work in new ways (Yusuf, Mohammed & Kazeem, 2014).

As transformational leader has a significant role in the transformation process of organization. Transformational leader stimulate the efforts of their followers as regards innovativeness and creativity, stimulate permanent re-examination of the existent assumptions, stimulate change in the way of thinking about problems, make an emotional appeal to make the use of similarity/analogy and symbol/metaphor It makes it is possible for employees to get creative ideas for solving problems from the followers. It also inculcates creativity, as well – followers are encouraged to approach problems in new ways. Intellectually stimulating leaders relate to statements such as "I re-examine critical assumptions to question whether they are appropriate" and "I suggest new ways of looking at how to complete assignments" (Avolio and Bass, 1995).

Individualized consideration

Individual consideration represents leaders who focus on each individual's needs for success and growth to their full talent and potential by means of offering an encouraging atmosphere, recognizing the differences with reference to the needs and aspiration of each individual follower, and through performing the function of a teacher (Bass & Avolio, 1990; Northouse, 2007). Socio-emotional support given by leader to his/ her subordinate, in response to their specific needs, which promotes their progress and empowerment (Riggio & Conger, 2007).

Job Satisfaction

Job satisfaction is an area or a topic that not only attracts the employees of the organization, but also attracts the attention of researchers (Luthans, 2005). According to some experts and academics, job satisfaction is described as the pleasant emotional state that employees get while performing their duties or tasks. On the other side, researchers consider the expectations that employees meet or meet in the process of carrying out their work. Job satisfaction is the emotional reaction of a person to their job or place of work, arising from their work experience. Luthans (2007: 141) defines job satisfaction as "a pleasant or positive emotional state resulting from judgment of work or work experience". Job satisfaction ultimately leads to job performance and organizational commitment, thus ensuring organizational success (Spector, 2003). According to the study by Churchill et al. (Churchill et al., 1976), job satisfaction is a positive and even ideal spiritual and psychological expression in assessment related to a person's tasks and even to their

working knowledge. The description suggests that workers / employees can shape their beliefs and mindset in the direction of their work by simply examining their emotions, morals and behaviors. Staw and Ross, (1985) and Spector (2003) found that if real people find their tasks meaningful and satisfying, they will be motivated to complete their jobs happily. The full well-being of employees is generally viewed as a key component of successful management and execution.

According to Henkin and Marchiori (2003) those organizations which are profitable and effective genrally they have satisfied staffs, while a low level of job satisfaction will definitely harm the organization and ultimately lead to total distraction. Job satisfaction includes all aspects, even normal job satisfaction or total satisfaction (Luthans, 2005 It is in fact affected by various variables, in particular the characteristics of supervision linked to non-verbal proximity. (Hall, 2008), humour (Gill, 2006), total satisfaction with regard to communication (Stup, 2005), and gender categories (Kuchler, 2008), and the type of transmission from the manager (Dess, 1998). Job satisfaction is generally a topic not only related to organizations and people, but also academics (Luthans, 2005). Job satisfaction is the internal and psychological response of your employees to their tasks and even their actual knowledge of the task position released by the task. Luthans (2007) determined job satisfaction because "the actual assessment related to the task, even the experience and skills of the task, will produce a pleasant, even positive, positive psychological expression". In the long run, job satisfaction will lead to overall task performance and organizational commitment, thus ensuring the successful achievement of the organization (Spector, 2003). In the internal descriptions linked to job satisfaction, the job-related features are not enough and satisfactory, to understand that it is also necessary to find private types (Churchill, 1976; Staw and Ross, 1985; Ferris & Deep-fried, 1987).

2.3.1 Job satisfaction and Job dissatisfaction

- The extent to which staff feel good or positive about work and the work environment.
- The contrary, it refers to unfavorable or negative feelings about work, which can be called job dissatisfaction.

2.3.2 Types/ Kinds of Job satisfaction

It is very important to understand the different types of job satisfaction that exist:

2.3.2.1 Overall job satisfaction

When employees view all of the work and all of its content, they experience overall job satisfaction. It is also a combination of internal and external job satisfaction (Herzberg, 1993).

2.3.2.2 Intrinsic job satisfaction

This is also the case when employees consider only the work they perform and the tasks that constitute the work (Herzberg, 1993).

2.3.2.3 Extrinsic job satisfaction

Employees gain this experience when they consider their working conditions (such as pay cuts, supervision and performance appraisal). (Herzberg, 1993)

Herzberg's theory emphasizes that in order to improve an organization's job satisfaction, consideration must be given to the nature of the work, improved supervision, adequate compensation and good working conditions. The theory is still widely used to create a survey to analyze job satisfaction and translate it into employee motivation. As the theory suggests, job satisfaction depends on the extent to which employees must match the characteristics of the job. The diversity of skills, task identification and task importance can help employees discover

the purpose of the job. According to this theory, the above three requirements all translate into motivation, productivity, efficiency and satisfaction. (Herzberg, 1993)

Job Performance

Job performance is how well aspects of a job are done against expectations. Motowidlo (2003) defines job performance as the total expected value to the organization of discrete behaviors that an individual carries out over a standard period of time. Measurement of performance is determined through performance management systems. Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams Armstrong (2009). Berghe and Hyung, (2011) defines job perfsormance as how well someone performs at his or her work.

Job performance is one of the most important factors that most of organization should consider to focus in. According to Oswald, Hambrick and Jones (2007) and Appelbaum, Marchionni and Fernadez (2008), as cited by Smith and Segal (2012) show us that job performance is the most important dependent variable and it is also the most important construct in industrial-organizational psychology research and practice. Based on the definition of job performance by Otto Wahl, Lefort, Frei & Wyatt (2012), job performance divided into various important factors that need for further explanation. In event management, the tasks are divided among the crew members as would any job division within an organization. Job performance involves something that people do and can be reflected on what the action that individual takes (Oswald, 2010). However, Faulkner, Redfern, Cauley, Landsittel, Studenski & Rosano (2007) as cited by Watson and Strayer (2010) identify that performance does not include the result of those particular actions. Usually, results are often mistaken to be easily quantified and tracked to measure job performance due to their ability. The results are not what the actions that individuals take but the result are influenced by individual efforts. Smith and Segal (2012) discovered the results are often affected by factors beyond the individual control. Event management focuses on individual job performances due to the nature of events which are usually short term. Most event organizers sub-contract functional divisions while putting one main supervisor or person-in-charge of each task to oversee that particular function. Therefore, individual performance is basically dependent upon others that do the groundwork to ensure the smooth flow of the event. That person is entrusted to ensure the success of his/her function which in the end will contribute to the overall success of a particular event.

Dimensions of job performance

According to Peng (2014) as well as Green and Haywood (2008), there are two distinct types of job performance criteria, which are task-performance and contextual performance:

- **Task performance** "Task performance describes an individual's execution of the core duties that might be formally listed in his or her job description." Peng, (2014) as stated by Motowidlo and Van Scotter (cited by Chen, 2004), "task performance (or technical job performance) is the behaviour associated with maintaining and servicing an organization's core."

- **Contextual performance** "Contextual performance refers to spontaneous behaviours through which a worker supports and enhances the workplace environment." Peng, (2014) is of the opinion that this includes a positive attitude with co-workers and doing things (work) in the organization, even when it is not part of one's job description, while Motowidlo and Van Scotter (cited by Chen, 2004) describes it as a function of one's

interpersonal skill knowledge that supports the broader social environment in which the technical core must function. Organ (1997) states that there is not such a big difference between contextual performance, organizational citizenship behaviour (OCB), and citizenship performance, in the sense that the behaviours, attitudes, causes and effects of all three concepts differ very little from one another, although the literature has been developed interdependently. Both task performance and contextual performance contribute to creating value for the organization, which means that organizational effectiveness is dependent on both of these performances Peng, (2014).

Dimensions for measuring job performance

Campbell (1993) developed an influential model containing eight dimensions for measuring job performance Jex, (2002):

  i.   Job-specific task proficiency: behaviour related to core tasks of the job.
  ii.   Non-job-specific task proficiency: general work behaviour.
  iii. Written and oral communication task proficiency.
  iv.   Demonstrating effort: level of commitment to core tasks.
  v.   Maintaining personal discipline.
  vi.   Facilitating peer and team performance.
  vii. Supervision/Leadership
  viii. Management/Administration

Empirical framework

The results highlight that there is a significant relationship between the group of independent variables (transformational, transactional and laissez-faire leadership styles) and the faculty's intrinsic, extrinsic and overall job satisfaction. The transformational leadership style, in comparison to the other two independent variables (transactional and laissez-faire leadership styles), has a strong positive and statistically significant effect on faculty's intrinsic, extrinsic and overall job satisfaction. While, the laissez-faire leadership style, comparatively, has weak positive and statistically insignificant effect on faculty's intrinsic, extrinsic and overall job satisfaction. The transactional leadership style, on the other hand, has comparatively weak negative and statistically insignificant effect on faculty's intrinsic, extrinsic and overall job satisfaction (Amin, Shah &Tatlah 2013).

Stumpf (2003) surveyed this relationship in North Carolina at the university level, in an informal educational setting. She argue that professionals' overall job satisfaction is positively related to transformational leadership and the first two dimensions of transactional leadership, whereas it is negatively related to third dimension of the transactional leadership and the laissez-faire leadership.

There are different studies researches conducted from different cultural contexts that were approved out in the higher education setting, such as Grosso (2008), Tucker (1992), Stumpf (2003), Burns (2007), Levine (2000) and Webb (2003) from the American context, Sung (2007) from the Taiwanese setting and Dastoor, (2003) from the Thai context, which investigated the relationship between leadership styles and faculty job satisfaction. All these studies used the transformational and transactional leadership theoretical pattern to explore the leadership styles. The findings and conclusion of these studies highlight that generally transformational leadership behavioural characteristics are practiced more often by leaders as compared to the transactional leadership characteristics, and laissez-faire leadership behaviour is exercised with

least occurrence. The findings further show that the transformational leadership style has a positive and stronger relationship with, or accounts for more of the change in, faculty members' self-perceived job satisfaction as compared to the transactional leadership style. However, Grosso (2008:104) denies this and maintains that "the transactional leadership behaviours did not" have significantly positive relationship with faculty job satisfaction.

Sung's (2007) findings show that the faculty members working with the leader who was exercising transformational leadership behaviour showed more satisfaction as compared to the followers whose leader was practicing transactional and laissez-faire leadership behaviour. Tucker et al., therefore, claim that leaders who want to improve their subordinates' satisfaction should exhibit transformational leadership behaviour. This practice will improve their job relationships with their followers, and in turn will boost the followers' satisfaction.

Mbithi (2014) conducted a study to understand how universities in Kenya responded to reforms, focusing on their leadership which is critical in both managing the transformation and creating academic excellence. It emerged that transformational leadership behavior of the top leadership of universities in Kenya led to high member performance and that the top leadership of these universities is able to match their strategy with the correct structure, systems and technology to achieve organizational effectiveness.

Koech and Namusonge (2012) explored the main effects of leadership styles on employee performance at public-sector corporations in Kenya. Their investigation specifically required to determine the impact of laissez-faire, transactional and transformational leadership styles on employee performance at public-sector corporations in Kenya. The study outcomes discovered correlations between the transformational - leadership factors and employee performance ratings were high whereas correlations between the transactional- leadership behaviors and employee performance were relatively low.

The findings of the study concluded that transformational leadership positively effects job satisfaction and organizational commitment of employees, (Bushra, Usman & Naveed, 2011).

Fisher (2003) also stated that there is only a modest positive correlation between job performance and job satisfaction. However people are thought to believe strongly that satisfied or happy employees are more productive at work. According to him, "happy workers are productive workers or that employees who are satisfied with their jobs are likely to be better performers.

Research Design
The study was conducted with a purpose to investigate the Effect of transformational leadership on job satisfaction and Job performance of Teachers working in School sector of District Malakand (Pakistan). The study were quantitative in nature and data will be collected through questionnaire survey to examine the role of school principal Leadership style and its relationship with teacher's job satisfaction in district Malakand. The researcher adopted quantitative research design for conducting research study. The population of the study was composed/consisted of all secondary and higher secondary schools heads and teachers of boys as well as girls of District Malakand. There are total 83 high and higher secondary schools in district Malakand in which there are 83 heads and 819 teachers are working in these schools. Therefore, the total population of the study comprised of 83 heads and 819 teachers. The researcher used the area or cluster sampling technique to select the sample for the study. The area or cluster sampling technique was done through multi stage sampling. The researcher

constructed two questionnaires for data collection, one questionnaire for school principal and one for the teachers of the School. Questionnaires were divided into three portions based on three different variables. First portion was about transformational leadership which consisted of 12 items. The researcher also constructed questionnaire for variable "Job satisfaction" which consisted of 16 items. The researcher also constructed questionnaire for variable "Job performance" which consisted of 19 items. The whole questioner which the researcher used for data collection consisted of 47 items. 400 questionnaires were distributed in twenty sample School out of which 330 were returned back showing 82.5% response rate. The validity of the questionnaire was done through the panel of experts consisting of two PhD teachers and 05 heads and 20 secondary school teachers. The reliability of the questionnaire was found through Cronbach's alpha which was found (0.72) for transformational leadership, (0.87) for job satisfaction and (0.63) for job performance which shows that instrument is highly reliable. For the purpose of analysis, data was put into SPSS 20.0. Statistical findings of the study are given below.

Demographic analysis

Table 1: Demographic information of sample principal

S. No	Variables		Frequency	Total Frequency	%age	Total %age
1	Gender	Male Female	8 5	13	61.5% 38.5%	100%
2	Age		13	13	Mean= 49.54 Years	
3	Designation	Principal				
4	Professional Qualification	B. Ed M.Ed	4 9	13	30.8% 69.2%	100%
5	Academic Qualification	B.A/B.Sc M.A/M.Sc. MS/M.Phil. Ph.D	00 12 1 00	13	00% 92.3% 7.7% 00%	100%
6	Teaching Experience	1-5 years 6-10 years 11-15 years 16-20 years >20 years	00 2 2 1 8	13	00% 15.4% 15.4% 7.7% 61.5%	100%
7	Time Spent at current School	1-5 years 6-10 years 11-15 years 16-20 years >20 years	12 1 00 00 00	13	92.3% 7.7% 00% 00% 00%	100%
8	School Location	Urban Rural	26 79	105	24.8% 75.2%	100%

The above table 1 shows the frequencies and percentages of respondents regarding gender, age, designation, professional qualification, academic qualification, schools location , time spent at current school and teaching experience principal.

Gender: Among 13 respondents, 61.5 percent were male and 38.5 were female.

Age: The total means for the age of the principals was 49.54 years.

Designation: Among 105 respondents, 13 respondents were Heads/principals, 92 respondents were teachers.

Professional Qualification: Among 13 respondents, 4 respondents had B.Ed. and 9 respondents had M.Ed degrees as professional qualification.

Academic Qualification: Among 13 respondents, 12 respondents were M.A/M.Sc and 1 respondent was MS/M. Phil degree holders.

Time Spent at current School: Among 13 respondents, 12 respondents have spent 1-5 years' time at current School, 01 respondent has spent 6-10 years' time at current School.

School Location: Among the schools, 24.8 percent schools were located in urban area and 75.2 percent schools were located in rural area.

Teaching Experience: Among 13 respondents, no respondent had 1-5 years teaching experience, 02 respondents had 6-10 years teaching experience, 02 respondents had 11-15 years teaching experience, 01 respondent had 16-20 years teaching experience and 08 respondents had more than 20 years teaching experience.

Table 2: Demographic information of sample Teachers

S. No	Variables		Frequency	Total Frequency	%age	Total %age
1	Gender	Male Female	49 43	92	53.3% 46.7%	100%
2	Age		92	92	Mean Years =37.09	
3	Designation	Teacher				
4	Professional Qualification	CT/AT/TT/PET B. Ed M.Ed	22 32 38	92	23.9% 34.8% 41.3%	100%
5	Academic Qualification	B.A/B.Sc M.A/M.Sc. MS/M.Phil. Ph.D.	11 75 4 2	92	12.0% 81.5% 4.3% 2.2%	100%
6	Teaching Experience	1-5 years 6-10 years 11-15 years 16-20 years >20 years	41 13 11 8 19	92	44.6% 14.1% 12.0% 8.7% 20.7%	100%
7	Time Spent at current School	1-5 years 6-10 years 11-15 years 16-20 years >20 years	65 10 10 3 4	92	70.7% 10.9% 10.9% 3.3% 4.3%	100%

| 8 | School Location | Urban Rural | 26 79 | 105 | 24.8% 75.2% | 100% |

The above table 2 shows the frequencies and percentages of respondents regarding gender, age, designation, professional qualification, academic qualification, schools location, time spent at current school and teaching experience of teachers.

Gender: Among 92 respondents, 53.3 percent were male and 46.7 were female.

Age: The total means for the age of the teachers is 49.54 years.

Designation: Among 105 respondents 13 respondents are Heads/principals, 92 respondents are teachers.

Professional Qualification: Among 92 respondents 22 respondents are CT/AT/TT/PET, 32 respondents are B.Ed. and 38 respondents are M.Ed.

Academic Qualification: Among 92 respondents 11 respondents are B.A/B.Sc, 75 respondents are M.A/M.Sc. 04 respondents are MS/M. Phil and 02 respondents are Ph.D.

Time Spent at current School: Among 92 respondents 65 respondents have spent 1-5 years' time at current School, 10 respondents have spent 6-10 years' time at current School, 10 respondents have spent 11-15 years' time at current school, 03 respondents have spent 16-20 years' time at current School and 04 respondents have more than 20 years' time Spent at current School.

School Location: Among 105 schools 26 schools are located in urban area and 79 schools are located in rural area.

Teaching Experience: Among 92 respondents 41 respondents have 1-5 years teaching experience, 13 respondents have 6-10 years teaching experience, 11 respondents have 11-15 years teaching experience, 08 respondents have 16-20 years teaching experience and 19 respondents have more than 20 years teaching experience.

Table 3: Comparison between the perceptions of principals and teachers regarding transformational leadership, job satisfaction and job performance

Variables	Respondents	Mean	Standard Deviation	t	p
Transformational Leadership	Principals	4.13	.580	.370	.712
	Teachers	4.20	.560		
Job Satisfaction	Principals	3.96	.332	.269	.788
	Teachers	3.99	.404		
Job Performance	Principals	3.93	.674	3.53	.001
	Teachers	4.40	.412		

df= 103   Level of Significance = .05

Graphical representation of Table 4.9
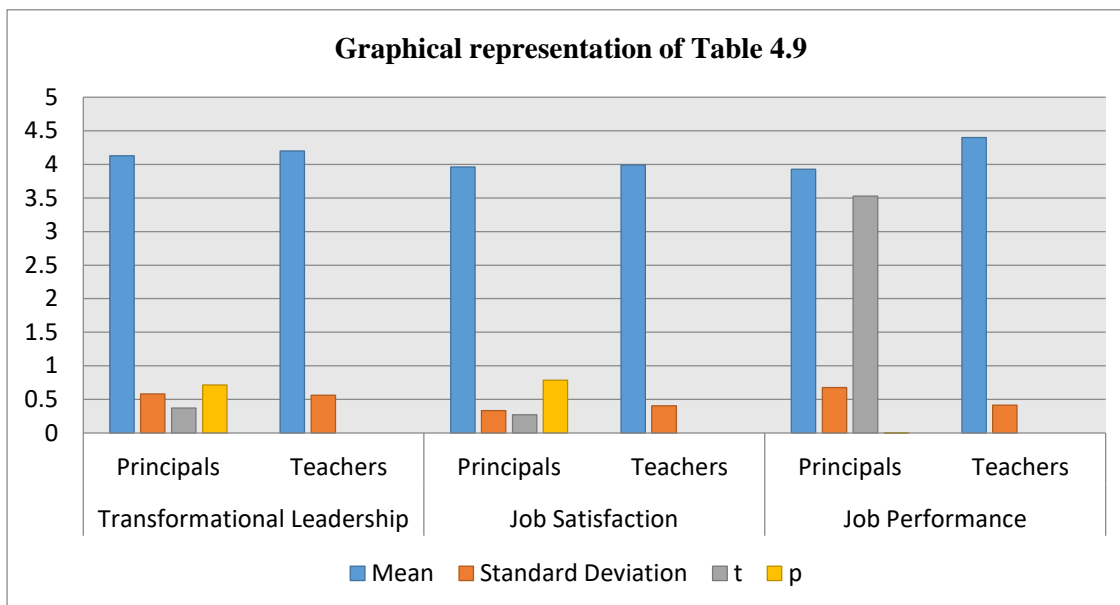
The above table shows the differences in the perceptions of school principals and teachers regarding transformational leadership, job satisfaction and job performance. The calculated value of p was found greater than that of significance level at 0.05. Therefore, it shows that there is no significant difference between the perceptions of principals and teachers regarding transformational leadership. The calculated value of p for Job satisfaction was found also greater than that of significance level at 0.05. Therefore, it shows that there is no significant difference between the perceptions of principals and teachers regarding job satisfaction. The calculated value of p for job performance was found less than that of significance level at 0.05. Therefore, it shows that there is significant difference between the perceptions of principals and teachers regarding job performance.

Table 4 : Relationship between TL, JS and JP

Variables	Relationship	TL	JS	JP
Transformational Leadership	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	105		
Job Satisfaction	Pearson Correlation	.276**	1	
	Sig. (2-tailed)	.004		
	N	105	105	
Job Performance	Pearson Correlation	.358**	.247*	1
	Sig. (2-tailed)	.000	.011	
	N	105	105	105

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

*Correlation is significant at the 0.05 level (2-tailed)

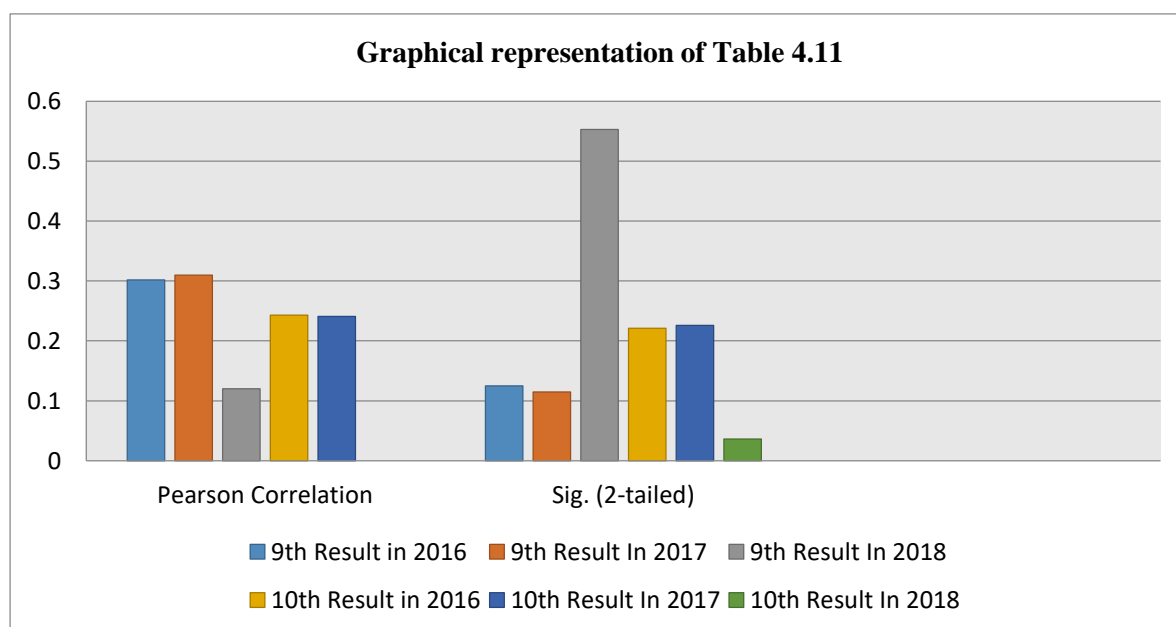r = ±0.01 to ±0.35 Weak relationship

r = ±0.36 to ±0.65 Moderate relationship

r = ±0.66 to ±0.99 Strong relationship

The above table shows the relationship between transformational leadership, job satisfaction and job performance. The value of co-efficient of correlation "r" is (0.276) at 0.01 level of significance, which shows that there is positive significant weak relationship between transformational leadership and job satisfaction. The value of co-efficient of correlation "r" is (0.358) at 0.01 level of significance, which shows that there is positive significant moderate relationship between transformational leadership and job performance. The value of co-efficient of correlation "r" is (0.247) at 0.05 level of significance, which shows that there is non-significant weak relationship between job satisfaction and job performance.

Table 5 : Relationship between TL and Students' results

Variables	Relationship	9th Result in 2020	9th Result in 2021	9th Result in 2022	10th Result in 2020	10th Result in 2021	10th Result in 2022
Transformational Leadership	Pearson Correlation Sig.(2tailed) N	.302 .125 27	.310 .115 27	.120 .553 27	.243 .221 27	.241 .226 27	.406* .036 27

Graphical representation of Table 4.11

The above table shows the relationship between transformational leadership and school results. The results show positive non-significant weak relationship (r= 0.302) between transformational leadership and result of 9th class in the annual examination in the year 2020 in Board of Intermediate & Secondary Education (BISE), Malakand. The results show positive non-significant weak relationship (r= 0.310) between transformational leadership and result of 9th class in the annual examination in the year 2021 in Board of Intermediate & Secondary Education (BISE),

Malakand. The results show positive non-significant weak relationship (r= 0.120) between transformational leadership and result of 9th class in the annual examination in the year 2022 in Board of Intermediate & Secondary Education (BISE), Malakand. The results show positive non-significant weak relationship (r= 0.243) between transformational leadership and result of 10th class in the examination in the year 2020 in Board of Intermediate & Secondary Education (BISE), Malakand. The results show positive non-significant weak relationship (r= 0.241) between transformational leadership and result of 10th class in the annual examination in the year 2021 in Board of Intermediate & Secondary Education (BISE), Malakand. The results show positive significant moderate relationship (r= 0.406*) between transformational leadership and result of 10th class in the annual examination in the year 2022 in Board of Intermediate & Secondary Education (BISE), Malakand.

Findings
Following findings were drawn on the basis of data analysis.
Findings regarding teachers' and principals perceptions about transformational leadership
1. It was found that the aggregate/grand mean score for all the statements/items/facets of transformational leadership was (4.13). As this value for transformational leadership was found above the midpoint 3.0 on the five point Likert scale. Therefore, the perceptions of principals regarding transformational leadership has maximum above average level of observance (See table 4.3).
2. It was found that the aggregate/grand mean score for all the statements/items/facets of transformational leadership was (4.20). As this value for transformational leadership was found above the midpoint 3.0 on the five point Likert scale. Therefore, the perceptions of teacher regarding transformational leadership has maximum above average level of observance (See table 4.4).

Findings regarding teachers' and principals' perception about Job satisfaction
3. It was found that the aggregate/grand mean score for all the statements/items/facets was (3.96). As this value for Job satisfaction was found above the midpoint 3.0 on the five point Likert scale. Therefore, the perceptions of principal regarding Job satisfaction have above average level of observance (See table 4.5).
4. It was found that the aggregate/grand mean score for all the statements/items/facets was (3.99). As this value for Job satisfaction was found above the midpoint 3.0 on the five point Likert scale. Therefore, the perceptions of teacher regarding Job satisfaction have above average level of observance (See table 4.6).

Findings regarding teachers' principals' perception about Job performance
5. It was found that the aggregate/grand mean score for all the statements/items/facets was (3.93). As this value for Job performance was found above the midpoint 3.0 on the five point Likert scale. Therefore, the perceptions of principal regarding Job performance have above average level of observance (See table 4.7).
6. It was found that the aggregate/grand mean score for all the statements/items/facets was (4.40). As this value for Job performance was found above the midpoint 3.0 on the five point Likert scale. Therefore, the perceptions of teacher regarding Job performance has maximum above average level of observance (See table 4.8).

Findings regarding Comparison between Transformational leadership, Job satisfaction and Job performance

7. It was found that there is no significant difference between the perceptions of principals and teachers regarding transformational leadership.
8. It was found that there is no significant difference between the perceptions of principals and teachers regarding Job satisfaction.
9. It was found that there is no significant difference between the perceptions of principals and teachers regarding Job performance (See table 4.9).

Findings regarding Relationship between Transformational leadership, Job satisfaction and Job performance

1. It was found that there is positive significant weak relationship between transformational leadership and job satisfaction (r = 0.276). It shows that if the principal follows transformational leadership style then his job satisfaction level will be increased (See table 4.10).
2. It was found that there is positive significant moderate relationship between transformational leadership and job performance (r = 0.358). It shows that if the principal follows transformational leadership style then his job performance level will be increased (See table 4.11).
3. It was found that there is non-significant weak relationship between job satisfaction and job performance (r = 0.247), It shows that if the Job satisfaction level increase then his job performance level will be increased (See table 4.12).

Findings regarding Relationship between Transformational leadership and the result of class 9th and 10th

1. It was found that there is positive non-significant weak relationship (r= 0.302) between transformational leadership and result of 9th class in the annual examination of BISE, Malakand in the year 2020.
2. It was found that there is positive non-significant weak relationship (r= 0.310) between transformational leadership and result of 9th class in the annual examination of BISE, Malakand in the year 2021.
3. It was found that there is positive non-significant weak relationship (r= 0.120) between transformational leadership and result of 9th class in the annual examination of BISE, Malakand in the year 2022.
4. It was found that there is positive non-significant weak relationship (r= 0.243) between transformational leadership and result of 10th class in the annual examination of BISE, Malakand in the year 2020.
5. It was found that there is positive non-significant weak relationship (r= 0.241) between transformational leadership and result of 10th class in the annual examination of BISE, Malakand in the year 2021.
6. It was found that there is positive significant moderate relationship (r= 0.406*) between transformational leadership and result of 10th class in the annual examination of BISE, Malakand in the year 2022.

Discussion

The main aim of the research was to investigate the impact of transformational leadership on job satisfaction and job performance. The main objectives of the study were to make Comparison

between the perceptions of principals and teachers regarding transformational leadership, job satisfaction and job performance, to find out the Relationship between transformational leadership, job satisfaction and job performance and also to find out Relationship between transformational leadership and Students' results.

Transformational leadership is all about changing and transforming people. Transformational leadership style gives staffs opportunities in their daily work. It inspires and motivates subordinates to change their mind and manners on dealing with problems so that they can produce more and better innovative ideas (Gumusluoglu & Ilsev, 2009). Under this kind of leadership style, staffs will feel more comfortable and receive more freedom in their work. If subordinates get more authority and freedom, their innovative behavior will be positive influence (Scott & Bruce, 1994). The transformational leadership will also make employees more passionate about their work and increase their interest in teamwork. Transformational leadership inspires respect from employees and makes them collaborate better. I addition, transformational leader always considers the different demands of the employees and discuss the future with them, in a positive light. Finally, Transformational leadership employees to achieve their goals and to use new methods in their daily work (Bass. A & Pietere, 2010). The result of this research will provide help to secondary and higher secondary school heads to be aware of how to encourage, how to motivate, how to praise and inspire the follower to achieve the organizational goal in a better way.

This study has successfully explored that the transformational leadership have positive impact on teacher job satisfaction and job performance and also found that there is no significant difference between the perception of principals and teachers regarding transformational leadership. This study has supported by Burns, (1978) According to him School leadership research has found that transformational approaches have positive effects on teachers. The essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals. In contrast, transactional leaders accomplish organizational goals without attempting to elevate the motives of followers or the human resources of the organization. Bass (2000) also noted that leaders in the education sector should practice transformational leadership in an effort to provide inspiration, intellectual stimulation and individual consideration towards educators, students and parents. His research showed that teacher graduates who later became school leaders were able to enhance cooperation and commitment among educators by practicing transformational leadership. The needs of the educators and the target of educational institutions should be met simultaneously to maintain the quality and competitiveness of educational institutions. On the other hand, preliminary study by Myers and Pickeral (1997) had stressed that transformational leadership should be practiced widely in teachers training colleges as an initial step in the process of reforming the national education system. This evident the great need of transformational leadership in teacher education.

Gang, w (2011) the current meta-analytic study showed that transformational leadership was positively related to individual-level follower performance across criterion types, with a stronger relationship for contextual performance than for task performance across most study settings. In addition, transformational leadership was positively related to performance at the team and organization levels. According to Ana. S. E, (2014) Transformational leadership is found to significantly influence job satisfaction and job performance on the leaders as indicated by the

significance value of < 0.05.Many researches give the evidence that transformational leadership has a great impact on innovation (e.g. Basu & Green, 1997; keller, 1992; Basu, 1991).

It was concluded that the value of co-efficient of correlation "r" is (0.358) at 0.01 level of significance, which shows that there is positive significant moderate relationship between transformational leadership and job performance. This study has supported by Jeevan. J & Sonia. B (March 2020) which have found that the relationship between independent variable (TL) and dependent variable (JP) should be significant (SRW=0.40).

Conclusions

Following conclusions were drawn on the basis of findings;

1. It was concluded that both of Heads and Teachers have positive perceptions about transformational leadership style, job satisfaction and job performance.
2. It was concluded that there is no significant difference were found between the perceptions of Heads and Teachers about transformational leadership style, job satisfaction and job performance. Therefore, H_{01} "there is significant difference between the perceptions of male and female students regarding transformational leadership style, job satisfaction and job performance" was rejected and alternate hypothesis H_{I1} "there is no significant difference between the perceptions transformational leadership style, job satisfaction and job performance" was accepted.
3. It was concluded that Transformational leadership style has statistically significant relationship with job satisfaction and job performance. Therefore, H_{02} "Transformational leadership style has no statistically significant relationship with job satisfaction and job performance" was rejected and alternate hypothesis H_{I2} "Transformational leadership style has statistically significant relationship with job satisfaction and job performance" was accepted.
4. It was concluded that Transformational leadership style has positive effect on job satisfaction and job performance. Therefore, H_{03} "Transformational leadership has no effect on job satisfaction and job performance" was rejected and alternate hypothesis H_{I3} "Transformational leadership has positive effect on job satisfaction and job performance" was accepted.
5. It was concluded that there is positive non-significant weak relationship between transformational leadership and result of 9th class in the annual examination of BISE, Malakand in the years 2020, 2021and 2022.
6. It was concluded that there is positive non-significant weak relationship between transformational leadership and result of 10th class in the annual examination of BISE, Malakand in the years 2020 and 2021 but there is positive significant moderate relationship between transformational leadership and result of 10th class in the annual examination of BISE, Malakand in the year 2022.

REFERENCES

Ärlestig, H. (2007, September). Principals' Communication Inside Schools A Contribution to School Improvement. In The Educational Forum (Vol. 71, No. 3, pp. 262-273). Taylor & Francis Group. Retrieved from: http://eric.ed.gov/?id=EJ763216.

Churchill, A. G., Jr., Ford, M. N. and Walker, C. O. 1976.Organizational climate and job satisfaction in the sales force. *Journal of Marketing Research.* 13(4): 323-332.

Dess, G. G., Picken, J. C., & Lyon, D. W. (1998). Transformational leadership. Journal of Managerial Issues, 10, 30-44

Ezenwekwe, M. (2013).Teacher-Principal communication pattern as correlate of effective school administration in public secondary schools in Onitsha Educational Zone of Anambra State. Unpublished M. Ed Thesis, Department of Educational Foundations, University of Nigeria, Nsukka.

Gill, A. S., Flaschner, A. B. and Shacha, M. 2006. Mitigating stress and burnout by Implementing transformational-leadership. *International Journal of Contemporary Hospitality Management*. 18(6): 469-481.

Gulick, L. H. 1937. Notes on the Theory of Organization in Papers on the Science of Administration. Eds. Luther H. Gulick and Lyndall F. Urwick. New York: Harcourt.

Hall, J., Johnson, S., Wysocki, A., & Kepner, K. (2008). Transformational Leadership: The transformation of Managers and Associates. University of Florida, Florida.

Henkin, A. B. and Marchiori, D. M. 2003. Empowerment and organizational commitment of chiropractic faculty. *Journal of Manipulative and Physiological Therapeutics*. 275-281.

Keyton, J. (2011). Communication and organizational culture: A key to understanding work experience. Thousand Oaks, CA: Sage.

Kuchler, W. J. (2008). Perceived leadership behavior and subordinates' job satisfaction in Midwestern NCAA division 3 athletic departments. The Sport Journal, 11(2).

Lasswell, H. D. (2007). The structure and function of communication in society. The communication of ideas, 37, 215-228.

Lu, H., While, A. E. and Barriball, K. L. 2005. Job satisfaction among nurses: A literature review. *International Journal of Nursing Studies*. 42:211-227.

Luthans, F. 2007. Organizational Behavior. New York: McGraw-Hill.

Myers S. E. (2001). The principal as a key factor in teacher job satisfaction: elementary teacher's perceptions of leadership behaviors and their effect on teacher job satisfaction. *the College of Education: Georgia State University.*

Nakpodia E. D. 2006. Educational administration: A new approach. Warri: Jonokase Nigeria Company.

Sefan H. (2003). Development of school administration in primary education in the light of total quality management in United Arab Emirates *(Master's Thesis, faculty of the University Graduate School in partial fulfillment of the requirements for the degree Master of education, Ain- Shams University)*

Spector, P. E. 2003. Industrial and organizational psychology – Research and practice (3rded.). New York: John Wiley & Sons, Inc.

Stanton, N. (2009). Mastering communication. Palgrave Macmillan.

Staw, B. M., & Ross J. 1985. Stability in the midst of a change: a dispositional approach to job attitudes. *Journal of Applied Psychology*. 6(70): 469-480.

Stephen C. 2011. Research methodology in business and social sciences, Owerri: Canon.

Stup, R. E. 2005. Human resource management and dairy employee organizational commitment. The Pennsylvania State University, PENNSYLVANIA.

Washington. Joey L. (2007). Teacher's perception of the principal's communication style and its effect on teacher moral and satisfaction. *Doctor's dissertation. Retrieved from: http://media.proquest.com.ezproxy.uaeu.ac.ae*

Whaley, K. W. (1989). Perceptions of school principal communication effectiveness and teacher satisfaction on the job. *Master's thesis*. Paper 3120. Retrieved from: http://media.proquest.com.ezproxy.uaeu.ac.ae