



Head Teachers Leadership Style and Teachers' Job Satisfaction: A Comparative Analysis in Public and Private School

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ARTICLE INFO

Article History:

Received: September 02, 2025
Revised: September 27, 2025
Accepted: October 13, 2025
Available Online: October 25, 2025

Keywords

Head Teacher's, Teacher's, Job Satisfaction

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ABSTRACT

This study investigates the relationship between head teachers' leadership styles and teachers' job satisfaction, offering a comparative analysis between public and private schools. Recognizing the pivotal role of leadership in shaping school environments, the research examines how different leadership approaches namely transformational, transactional, and laissez-faire impact teacher morale, motivation, and overall job contentment. The study is grounded in the belief that effective leadership not only influences academic performance but also determines the well-being and professional satisfaction of teachers. Data were collected through structured questionnaires and interviews from a sample of teachers and head teachers in both sectors. The findings reveal notable differences: transformational leadership, more commonly observed in private schools, is strongly associated with higher levels of teacher satisfaction due to its emphasis on vision, support, and professional growth. Conversely, public schools exhibited a mix of transactional and bureaucratic leadership styles, which often correlated with lower satisfaction levels due to limited autonomy and recognition. The study also identifies factors such as administrative support, workload, communication, and opportunities for professional development as significant mediators between leadership style and job satisfaction. The research underscores the need for targeted leadership training and policy reforms aimed at enhancing teacher satisfaction and retention across all types of educational institutions.



Introduction

School leadership is significant anywhere in the globe. The process of leading a school is quite a sensitive and complicated task which requires a lot of thoughts and consideration of outstanding accomplishments by common individuals. It is important to develop leadership approaches that are flexible to meet the requirements of different situations and the members of an organization. Good leaders even choose their method based on circumstances that affect and motivate them to achieve goals and aims.

Every school should not necessarily possess good school leadership but in its absence they would never achieve the possibility of operating good school culture and heightening levels of the existing performance of the students. Leadership in schools contributes to the overall mood at school, the sense of community and the shaping of a student to succeed with his or her policies and programs. Leadership of the head teacher is one of the factors that make the leadership of school to become effective. The head teacher can be influential associate in terms of satisfaction levels of the teachers, motivation and overall performance of the school as a whole (Sudadi et al., 2023).

Different leadership styles may be categorized into three general categories, i.e., autocratic, democratic, and laissez-faire styles. Democratic is defined by including the input of the teachers and staff in the collective decision which is made but in the autocratic approach of leadership, decisions is actually taken by the head teacher on the staff. Laissez-faire leadership refers to the lacking leadership style of leadership; a case whereby the head teacher leaves teachers to be initiative and in the decision making process. Nevertheless, lately, transformational, transactional, and laissez-faire forms of leadership are emerging to obtain more frequency of reference and interests among learning experts and trainers in both the developed and developing world. resting on this claim, the study in consideration has selected transactional, transformational, and laissez-faire leadership styles (Makundi, et al.,2024).

Leadership constitutes the solution to the sustainability and development of any organization whether an enterprise or an institution. It is superb necessity in educational governance because of its far-ranging influence on school goal accomplishment and fulfillment of education intent. Another feature of what teachers think about their occupation is teacher empowerment. It denotes professional development, professional prestige, independence, personal self-sufficiency, influence (the perceptions of the teachers on their power to influence the life in the school), and participation in the determination of decisions directly affecting their practice (Ayanwale, et al., 2023).

The areas of responsibilities of School head teachers are that they offer leadership within the schools though it is not universally accepted that the position of head teachers offers such functions. The roles of the head teacher involve the management of the school money and business, the students, staff, school curriculum, physical resources and community relationships (Fullan, 2023).

Leadership style affects the way that a leader motivates and directs others to achieve mutual goals in the organization (Al Khajeh, 2018). However, each ruler possesses some talent. No one should have all the required leadership characteristics. The school heads that have been able to succeed established the career of becoming a leader who develops robust leadership in order to have a progressive purpose of the vision and mission of schools (Mahmood, 2024).

Job Satisfaction is the level of satisfaction or pleasure in a job Satisfaction of teacher is supreme in teaching performance. Another factor that encourages the teachers to demonstrate this performance of work is the high level of their job satisfaction in training of the heads of school and job security. School head guidance negatively affects the teaching performance of the teachers; job security positively affects work performance of teachers (Saine, et al., 2023).

The analysis will be based on assumption that it is because of the leadership style of the head of the schools that the job satisfaction aspect is observed of the teachers working in the public schools. The researcher has the motive of carrying the research to establish the fact that a connection exists between job satisfaction of the teachers and school leadership styles. Educational management, educational administration, curriculum, and instructional periods are among issues to be encountered by teachers in schools as curriculum implementors and contribute to the increasing problem of job satisfaction. Students of this population should, therefore, have the school leaders be more proactive in eliminating the barriers and complexity they encounter in this fashion into ways of attaining high job satisfaction levels (Hale, 2023).

This is due to the fact that schools are populated with a happier teacher who can provide high quality instructions and lead the students towards success. It is hoped that this plot will be used to determine the correlations which will exist between the job satisfaction and the quoted prospective variables of pay, promotion, positive affectivity/ encouragement, job involvement, and potential of rest-day/ off- day relations with co-workers, health facility, relations with supervisor, training and education facility, autonomy, and physical facility, and reconciliation role of supervisor, procedural justice, tangible aids, and office tools, and extent of plainness of role, participation in rule making, supervisor management style and training education facilities. Teaching is one of the most critical occupations and has been experiencing continuous evolution (Iqbal & Ali, 2024).

The researches have shown that those who are happier or satisfied with their careers are also less prone to leaving the profession or acquiring other jobs. There are several factors that may occasion occupational satisfaction of teachers. This can range with but not limited to terms of service, remuneration, relations with his fellow colleagues, students, other parties and helpful management. One of the biggest issues of job satisfaction occurs with employees is leadership. It, to a considerable extent, influences the commitment, motivation, and engagement of the staff. Descriptions of leadership style and job satisfaction association in other fields and environments have been reported but there is no much research on the association of the differentiation of basic education (Memon, et al., 2023).

As well, the satisfaction of their work and work motivation depend on how the head of the school guides the rest of personnel. Internally within the school settings, the democratic kinds of leadership would be good as it regards the job satisfaction of the teacher themselves and their motives towards work, very eloquent indication to the development of an individual and the performances of the rest in the school in general. The Leadership style of Head Teacher influence on the Job Satisfaction and Motivation of the Teacher (Sudadi, 2023).

The various aspects of the leadership discipline led to the various forms and legacy of leadership that depict that leadership is a personal matter and advances due to varied characters, behavioral approach in which the leadership activities can be instructed in the latter; the modern model which is very much of human associations in the company arrangement; and contingency model where the various circumstances led to the different kinds of behaviors of leadership. It has also been found out that the style that a leader takes would influence their level of motivation and

satisfaction to work and their approach in building a learning environment, staff management and delivery of change in schools (Chowdhury & Freeman, 2024).

Statement of the Problem

In this case the statement of the problem would be work load, absence of head teacher support, job stress, low salary, lack of communication, lack of motivation lack of policies, high class size. Researchers have discovered that effective management and job satisfaction amongst employees are the two components which have been considered critical towards organizational success. Thus, an organization that lacks effective leadership cannot convert its input resources in a competitive advantage. Good school leadership can bring energy with which aspirations and job satisfaction of teachers can be boosted.

The teaching career happens to be among the most significant careers and is also that which has been experiencing a continuous change. It has been found that the teacher or educator who was more satisfied or more pleased with the work performed, was also more committed to the career and may even be unlikely to change employment. The level of occupational satisfaction of teachers can be elicited by several factors. These might encompass, but not be restricted to a state of jurisprudence, compensation, dealing with colleagues, students, additional stakeholders and encouraging administration.

Schools that are transformative, observe, are an example one can follow, and the example triggers the courage to act, self-confidence, and commitment to providing action in the best interest. Children and transformational leaders establish trust, respect and admiration to those they work with and are willing to give that extra mile. Leadership styles either formally or informally influence job satisfaction which causes the reaction of an individual regarding the job experience because numerous things come into play in the domain of job satisfaction. These factors are important because they all affect the way a person feels about the job.

The type of the leadership styles that the heads of the schools are practicing needs hence to be considered in order to determine the level at which this influences the teachers in regard to job satisfaction and work motivation. During this period of competition, firms are becoming global and experiencing various challenges to attain their goals.

Therefore, leadership will be a major part of achieving these goals and providing incentive towards worker performance by satisfying them with what they do. Equally, in Pakistan educational institutions the official nature of teaching, curriculum, resources, teacher recruitment, schools, rapid technological change, parental participation and the political pressure of obtaining higher levels of excellence, diffusion of knowledge, competition and differences in the characteristics of supportive tools and internationalization are all factors driving complex nature in education. Precisely, it is the crucial reason of ailing education system of Pakistan specifically poor management and poor governance.

Objective of the Study

The following were the objectives of the study.

1. Analyze the perception of head teacher's leadership at Primary Level.
2. Analyze the perception of Teachers regarding their Job Satisfaction at Primary Level.
3. Find out the relationship between Head Teachers Leadership styles and Teacher job Satisfaction at Primary Level.

Research Questions

The following questions were to be.

1. What Leadership styles do basic school head teachers employ in their schools?
2. What is the relationship between Head Teachers Leadership styles and teacher job satisfaction at primary level?
3. Whether the Public Sector Employees are Satisfied than Private Sector Employees?

Significance of Study

To address the research questions, the present study was intended to explore the perception of teachers in different types of schools (public and private) that curriculum control (policies) influenced their job satisfaction as a control over all other factors related to work and personal backgrounds. In particular, the purpose of the research proposal was to answer the question regarding the role of leadership styles used by head teachers at the basic school level and their impact on the extent of satisfaction among the teachers. The most salient goals were to determine the leadership practices in use by the head teachers in basic schools, the level of job- satisfaction to the teaching staff at this level and to determine the correlation between the leadership styles in use by the head teachers to the staff at this level (job satisfaction).

Methodology

Research Design

For this study, a quantitative design was used. A correlation research design was applied which facilitates gathering and analyzing numerical data, making it easy to follow the research objectives logically and objectively. We decided to use a quantitative approach to examine if there was any direct correlation between teachers of public and private schools.

Population of the Study

Public and private male female teachers of D G Khan only

Table 1

Sr #	Districts Name	Public/Private Teachers	PrimaryMale Teachers	Female Teachers
01	D.G Khan	Public Teachers	2852	2426
		Head Teachers	20	25
		Private Teachers	4512	2926
		Head Teachers	30	25
		Total District wise	7414	5402
02	Taunsa	Public Teachers	2969	3039
		Head Teachers	15	22
		Private Teachers	4770	3541
		Head Teachers	45	10
		Total District wise	7799	6612
3		Public Teachers	2200	2105
		Head Teachers	12	13

	Private Teachers	2500	2215
	Head Teachers	35	20
	Total District wise	4774	4353
04	Public Teachers	1972	1708
	Head Teachers	10	7
	Private Teachers	2173	1910
	Head Teachers	217	191
	Total District wise	2201	1908
	Total	23964	18275

G Total $23964+18275= 42221$

Sample of the Study

The study sample will be only primary public and private schools of D G KHAN Only. The researcher will carry out his study only in these schools; the teachers who will be teaching within the schools at primary level will constitute the selected sample of study and all the teachers who are teaching within these schools especially at primary level will also form a sample of study.

Table 2

Sr. #	District	Public/Private Teachers	Male Teachers	Female Teachers
1	DG. Khan	Public Teacher	45	22
		Private Teachers	15	10
		Total	60	32
2	Taunsa	Public Teacher	45	25
		Private Teachers	15	10
		Total	60	35
3	Kot Chutta	Public Teacher	15	20
		Private Teachers	45	15
		Total	60	35
4	Kohen Suleman	Public Teacher	45	24
		Private Teachers	15	15
		Total	60	39
G. Total			240	141

$240+ 141= 381$

Development of the Research Tool

In this research two scales will be administered and they will be divided in two questions namely head teacher leadership style and second one is teachers job satisfaction at the primary level. The survey questionnaires will be developed by researcher: according to the need of the study analysis. The data is collected on a 5- point frequency rating scale (1 = Strongly Disagreed, 2 = Disagreed, 3 = No idea, 4 = Agreed, 5 = Strongly Agreed).

Data Analysis and Discussion

The data shall be recorded and loaded in the SPSS using excel sheet. The recurrent frequency responses will be coded to tables, where the various tools of description and interpretation statistical activities will be taken up. And, to begin with, mean and standard deviation will be

determined and the researchers will find out independent t-test and ANOVA statics. The independent t-test of mean difference of factors will be done on all the demographic factors and all the descriptive as well as inferential statistics will be done on all the statements of the questionnaires to get the result of the findings. To ascertain the correlation between spiritual and teacher's wellbeing in place of work would be determined by doing Pearson Correlation statistics.

Table 3

Relationship between the Head Teacher Leadership Style and Teacher Job Satisfaction

Variables	Correlation	HTLS	TJS
Head teacher leadership style	<u>Pearson Correlation</u>	<u>1</u>	<u>0.583</u>
(HTLS)	Sig. (2-tailed)	.000	
Teacher job satisfaction (TJS)	<u>Pearson Correlation</u>	<u>0.583</u>	<u>1</u>
	Sig. (2-tailed)	.000	

Table 3 shows the correlation between Head Teacher Leadership Style and Teacher Job Satisfaction that was calculated using Pearson's correlation coefficient method. The value of „r“ for all cases were between (0.583 and .000) which indicated strong degree of positive relationship between the Head Teacher Leadership Style and Teacher Job Satisfaction at primary level. These values of „r“ between both the variables indicated moderate to higher degree of relationship between Head Teacher Leadership Style and Teacher Job Satisfaction at primary level.

Table 4

ANOVA for tehsil-based differences in job satisfaction and environment

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	212.10	3	70.70	2.97	.032
Within Groups	7036.63	296	23.77		
Total	7248.73	299			

Table 4 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in job satisfaction and environment.

Table 5

ANOVA for tehsil-based differences in students' interaction and classroom environment

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	96.10	3	32.04	1.232	.298
Within Groups	7695.03	296	26.00		
Total	7791.13	299			

Table 5 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in students' interaction and classroom environment.

Table 6

ANOVA for tehsil-based differences in workload

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2332.37	3	777.46	14.295	.000
Within Groups	16098.62	296	54.39		
Total	18430.99	299			

Table 7 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in workload.

Differences between Perceptions of Head Teachers Leadership Style

This section shows the differences between the Perceptions of head teachers’ leadership style at primary level. Analysis was performed by using independent sample t-test and ANOVA

Table 8

Independent sample t-test of Perceptions of head teachers’ leadership style at primary level on the basis of subject

Variable	Subject	N	Mean	SD	Df	t-value	p-value
Science		125	43.13	4.87	236	17.43	.000
	Autocratic	113	25.08	10.22			
Democratic	Science	125	21.66	2.98	236	15.43	.000
	Arts	113	13.33	5.09			
Laissez faire	Science	125	21.22	2.77	236	15.77	.000
	Arts	113	12.64	5.25			
Transformational	Science	125	21.91	2.58	236	17.51	.000
	Arts	113	12.44	5.32			
Transactional	Science	125	21.45	2.87	236	16.28	.000
	Arts	113	12.64	5.17			

Table 9 shows an independent sample t-test that was applied to Perceptions of head teachers’ leadership style at primary level on the basis of subject scores. With respect to subject, statistically there was a significant difference for autocratic of science teachers (Mean=43.13, SD=4.87) and

arts teachers (Mean=25.08, SD=10.22), $t=17.43$, $p=.000$ (two tailed). There was also a significant difference in results for democratic of science teachers (Mean=21.66, SD=2.98) and arts teachers (Mean=13.33, SD=5.09), $t=15.43$, $p=.000$ (two tailed). There was also a significant difference in results for laissez faire of science teachers (Mean=21.22, SD=2.77) and arts teachers (Mean=12.64, SD=5.25), $t=15.77$, $p=.000$ (two tailed). There was also a significant difference in results for transformational of science teachers (Mean=21.91, SD=2.58) and arts teachers (Mean=12.44, SD=5.32), $t=17.51$, $p=.000$ (two tailed). There was also a significant difference in results for transactional of science teachers (Mean=21.45, SD=2.87) and arts teachers (Mean=12.64, SD=5.17), $t=16.28$, $p=.000$ (two tailed).

Table 10

ANOVA for tehsil-based differences in autocratic

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25031.51	3	8343.84	208.29	.000
Within Groups	9373.72	234	40.06		
Total	34405.23	237			

Table 10 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in autocratic.

Table 11

ANOVA for tehsil-based differences in democratic

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5406.85	3	1802.28	150.06	.000
Within Groups	2810.44	234	12.01		
Total	8217.30	237			

Table 11 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in democratic.

Table 12

ANOVA for tehsil-based differences in laissez faire

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5971.17	3	1990.39	183.62	.000
Within Groups	2536.57	234	10.84		
Total	8507.73	237			

Table 12 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in laissez faire. Figure 4.14 also displays the same in graphical form along with the reporting of results.

Table 13

ANOVA for tehsil-based differences in transformational

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6581.14	3	2193.71	179.68	.000
Within Groups	2856.93	234	12.21		
Total	9438.07	237			

Table 13 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in transformational.

Table 14

ANOVA for tehsil-based differences in transactional

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5934.16	3	1978.06	166.01	.000
Within Groups	2788.16	234	11.92		
Total	8722.32	237			

Table 14 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure tehsil level based differences in transactional.

Table 15

ANOVA for qualification-based differences in autocratic

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3086.42	3	1028.81	7.69	.000
Within Groups	31318.82	234	133.84		
Total	34405.23	237			

Table 15 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure qualification level based differences in autocratic.

Table 16

ANOVA for qualification-based differences in democratic

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	617.89	3	205.96	6.34	.000
Within Groups	7599.40	234	32.48		
Total	8217.29	237			

Table 16 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure qualification level based differences in democratic.

Table 17

ANOVA for qualification-based differences in laissez faire

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	690.28	3	230.09	6.89	.000
Within Groups	7817.46	234	33.41		
Total	8507.31	237			

Table 17 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure qualification level based differences in laissez faire.

Table 18

ANOVA for qualification-based differences in transformational

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	865.61	3	288.54	7.88	.000
Within Groups	8572.46	234	36.63		
Total	9438.07	237			

Table 15 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure qualification level based differences in transformational.

Table 19

ANOVA for qualification-based differences in transactional

Tehsil Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	646.93	3	215.64	6.25	.000
Within Groups	8075.39	234	34.51		
Total	8722.32	237			

Table 19 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure qualification level-based differences in transactions.

Summary/Conclusion

The main objective of this quantitative correlational design study was to analyze strength of relationship between head teachers' leadership style and teachers' job satisfaction at primary school levels. Furthermore, this study analyzed overall differences in teachers' perception of their leadership style and job satisfaction at primary school levels. Finally, this study analyzed differences in teachers' perception based on their various demographic characteristics.

To achieve these objectives, researcher used two questionnaire which includes two sections each i.e., demographic section meant for collecting teachers' personal information and scales/subscales for assessing teachers' leadership style and teachers' jobs satisfaction. All the school students, enrolled at primary level, in all the public and private primary schools of district D. G. Khan constituted the population in this study.

Researcher collected data from 300 (Public = 161 and Private = 139) sample school from primary levels of schooling from both the public and private institutions. Sample was selected using

stratified random sampling technique. Collected data were analyzed using both the descriptive and inferential statistical techniques (i.e., Mean, SD, Independent samples t-test and ANOVA). Results depicted that perception of majority teachers at primary levels was positive about their leadership style and jobs satisfaction. As regards correlation analysis, the values of „r“ indicated high degree of positive relationship between teachers“ leadership style and jobs satisfaction at primary level.

Recommendations

1. The findings of this study recommend that school teachers at all levels, especially at the primary level, should focus on improving leadership style behaviors. Teachers“ leadership style and attention can enhance teachers“ job satisfaction, which may lead to better engagement in teaching tasks.
2. It is further recommended that educational policymakers and school managements ensure the provision of appropriate resources and better environments to support teachers in promoting leadership style.
3. There is a need to emphasize teacher professional development across all levels of schooling to equip them with modern instructional strategies aimed at leadership style. Teachers should be trained to identify teachers“ needs and apply differentiated strategies accordingly.
4. The study also recommends that school leaders and head teachers should collaborate with teachers to create a culture that nurtures learning in classrooms. Leadership support is essential for consistent teacher motivation, reflective practice, and equitable student engagement.

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