Article

Impact of Transformational Leadership Style of Headmasters on Job Satisfaction of Primary School Teachers in District Mohmand

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Abstract

The purpose of this research study was to examine The Impact of the Transformational Leadership Style of Headmasters and the Job Satisfaction of Teachers of Government Primary Schools in District Mohmand and explored the different dimensions and their impact on the performance of primary school teachers. The four dimensions of Transformational leadership were taken into consideration ideal influence, inspirational motivation, intellectually stimulating and individual consideration. The respondents were consisted of two hundred and ten (210) teachers who were selected from 1398 teachers working in (466) schools. The data obtained was analyzed by using Statistical Package for Social Sciences SPSS program version 26.0, correlation and simple regression. This research study found that there was a statistically significant strong positive association between Transformational leadership and Job satisfaction because this study states that Transformational leadership has almost 40% impact on Job satisfaction of teachers while the rest of 60% variation can be associated to other factors. Headmasters demonstrated a very high level of Transformational leadership. The findings of this research paper put new insight into Transformational leadership and Job satisfaction to enhance leadership effectiveness, job performance, loyalty and commitment to the organization for the leadership, the teachers, researchers and policymakers.

Keywords: *Transformational Leadership, Job Satisfaction, Headmasters, Government, Teachers*

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Introduction

Transformational leadership builds a strong and trustworthy relationship with followers based on trust, respect, and values and transforms their patterns of thinking, behaviour, and actions and make themselves accountable for inspiring and motivating followers, establishing a common vision, fostering their achievement and professional excellence and keeping high ethical and moral standards. Successful, visionary, vibrant, and dynamic Transformational leadership plays an important role in motivating and satisfying their faculty members as well as their students, promoting their best interests, establishing cordial relationship without the use of abusive power to use their maximum potentials to get organizational as well as their optimum objectives in a very effective and efficient manner (Lin & Sun, 2019; Fletcher, 2001; Northouse, 2001; Dvir et al., Dahlen, 2002; Waldman et al., 2001; Brerggren &Severinsson, 2003).

The competency, satisfaction level and results of the employed staff/teachers are hugely dependent upon the leadership effectiveness of that institute (Fayzhall, Asbari, Purwanto, Goestjahjanti*et al*., 2020; Waruwu et al. 2020). High-performing school excellence, teacher job satisfaction, job commitment, understanding, student learning outcomes, teachers motivation, schools' excellence in all areas related to management, academics, communications, character building, school leadership to achieve the organizational goals efficiently and effectively are dependent on the best leadership quality of school leaders (Arif and Akram, 2018; Maaitah, 2018; Jiang et al., 2017). The existing study aims to find the impact of Transformational leadership styles on Job satisfaction of employees/teachers, acceptance of leaders, and job expectancies of teachers working in public sector schools in District Mohmand.

In Pakistan, most educational institutes have adopted Transformational leadership which has made the organizations success-oriented. The leadership style adopted by school leaders greatly influences the success of school (Ibrahim et al., 2014; Hussein, 2005; Aydin, Savier, and Uysal, 2013). Transformational leadership is used as a powerful tool to enhance personal development, growth professional competence of teachers, school development, bringing clarity and unity in the purpose of life and education, establishing a shared vision, interpersonal competence of teachers, through the application of educational, technical and human forces.

Transformational leader provides direction, discovers the School's destiny, and motivates teachers/employees. In this context, effective, efficient, dynamic, innovative, and vibrant leadership as well as efficient, satisfied, and technically skilled employees are the cry of the day. In the

organizational framework, successful leadership is the main source of employee Job satisfaction through motivation and fulfillment of other needs and wants which they consider very important (Dimmock, 2003; Al-Omari, 2008; Simkins, Sisum and Memon, 2003). For this purpose, leadership professionals and scholars propose effective directions in associations for pushing the organizations towards better results (Marn, 2012; Razikand Swanson, 2010).

The competency and satisfaction level of the employed staff is hugely dependent upon the leadership effectiveness of that institute (Yang, 2014; Shaw and Newton, 2014; Lin and Tseng, 2013; Fernandez, 2008). Educational leaders help employees in fulfillment of their dreams as well as in achieving organizational objectives and goals by exercising executive as well as managerial coaching and to achieve organizational effectiveness and School organizational health. Parents and students give priority to school reputation, staff competency, and methods employed in educating the nation. Organizations have to be competed very toughly to get a competitive edge in the 21st century (Ward, Bacon and Mackie, 2003). Schools and other educational institutes gravely face the problem of unsatisfied and unmotivated faculty and other employees to cope with the challenges of the modern world (RD Fantilli, DE McDougall, 2009). Their productivity is greatly affected by unsatisfied employees. Research studies conducted in the 21st century reveals that the Transformational leadership style of headmasters has been very instrumental and pivotal in promoting teachers' professionalism, classroom instructional improvement, and morale of teachers. School organizational success depends on effective leadership and employees' Job satisfaction.

The sole purpose of this research study is to help the institutes how to boost the motivation level of their employees by exercising effective leadership in this respect. A lot of research has already been done to find the impact of the Transformational leadership style or behaviour on the Job satisfaction of teachers in different sectors and different parts of Pakistan and of the world (Geijsel, Sleegers, Leithwood, &Jantzi, 2003; Leithwood, Tomlinson, &Genge, 1996; Leithwood et al., 1999) but no such research was conducted in the context of District Mohmand. So, this research will prove a significant contribution to increasing Job satisfaction of government primary school teachers in District Mohmand through applying the Transformational leadership style or behaviour of school leaders/headmasters.

2. Research Objectives

This research examines the following objectives:

1. To analyze the relationship between the Transformational leadership style of headmasters and Job satisfaction of teachers of government primary schools.
2. To plan recommendations regarding how Job satisfaction of teachers/subordinates of government primary schools can be increased through enhancement of teachers'/employees' Job satisfaction by exercising effective leadership.

3. Research Questions

This research study bears the following research questions:

- Is there a significant relationship between Transformational leadership style and the Job satisfaction of employees?

4. Literature Review

Leadership is a systematic process used to enhance the capabilities and capacities of the followers through motivation and inspiration to achieve organizational goals efficiently and conveniently (Mohammed et al., 2020; Demir et al., 2019; Ali et al., 2020; Torlak and Kuzey, 2019).

5. Transformational Leadership

Burns (1978) coined the concept of Transformational leadership as an extension of transactional leadership. Burns stated that it is the process whereby leaders promote the motivation of their followers to pursue and accomplish higher goals and the collective interest of the group. The concept of the Transformational educational leadership style got very extensive popularity during the 21st century. Idealized influence attributed, Idealized influence behaviours, Inspirational motivation, Intellectual stimulation, Individualized consideration are five dimensions of Transformational leadership (Mesterova et al., 2015; Avolio, Bass, 1997; Howell and Avolio, 1993; Judge and Piccolo, 2004).

Transformational leadership holds himself or herself accountable for inspiring and motivating followers; establishing a common vision; fostering their achievement; keeping high ethical and moral standards, encouraging creativity and innovation; using effective communication; providing guidance, counseling, coaching and mentoring for followers. Burns (2003) and Bass (2008) stated that the purpose of Transformational leadership is to 'transform' people and organizations, by changing their perspective; deepening their understanding; broadening their vision; clarifying their purposes; making their behavior congruent with beliefs, principles, or values of the organization; and bringing about permanent and durable

changes. Burns (1978) stated that Transformational leadership happens when leaders and followers heave one another to higher levels of values and motivations, and these results in a change effect on both leaders and followers. Transformational leadership converts followers into leaders through the power of trust, mutual inspiration, positive and cordial social relationships to path their destiny. Sergiovanni (1992) stated that the focus of Transformational leadership is on arousing human potential, satisfying higher needs, and raising expectations of both leaders and followers to motivate them to higher levels of commitment and performance. Based on different studies that have explored that Transformational leadership is a more successful and effective style than other styles to increase job satisfaction, promote cooperation, enhance organizational commitment and arise the capabilities of the employees (Arif and Akram, 2018; Matwally and El Zarka, 2017; Jiang et al., 2017; Thor and Ogunlana, 2009; Savery, 1994; Manshadi et al., 2014).

Extensive research was conducted through experimental studies of instructional leadership in the field of education in the 1980s and 1990s. The main contributors who extended the impact of Transformational leadership on the Job satisfaction of subordinates are Halpin (1963), Lipham (1964), Pitner (1988), Hallinger and Heck (1998). The leadership behaviour of school leaders has always been instrumental to drive the organization and the concerned teachers to the future of hope, progress, and development through strong channels of personal experience, knowledge, beliefs, and values. Transformational leaders understand the problems, needs, and concerns of their subordinates and can motivate, stimulate, guide, help and lead them to solve their problems and satisfy their needs to achieve shared objectives and goals. Bennis (1985) concluded that leadership behaviour has been defined as the capacity to create and communicate desired affairs that induce commitment among those working in the organization. Leadership behaviour can translate a transformation effort through their efforts and commitment to bring Job satisfaction and to exceed expectations in subordinate's behaviour. Bar (1990) stated that there is no more important work than helping create and then employing an inspiring and useful leadership behaviour.

In the context of Pakistan, headmaster acts as a central source of Transformational leadership influence of government primary schools. 'Transformational leadership practices, considered as a composite construct, had a significant direct and indirect effect on progress with school-restructuring initiatives and teacher-perceived student outcomes' (Leithwood, 1994). The headmaster promotes the professional learning of teachers as well as the academic learning of students, achieves

organizational goals, improves organizational performance, and helps in problem-solving to bring a positive change in the learning of the students. Easton (2004) stated that Transformational leaders/ headmasters help prepare educators to understand and appreciate all students, create supportive learning environments for them, and have high expectations for their achievement; help deepen educators content knowledge and ability to provide instruction and assessment so students can meet high academic standards, and help provide educators with knowledge and skills to appropriately involve stakeholders outside the classroom.

Primary schools' teachers get inspiration, motivation, and guidance from their leaders in school concerning matters. In this dynamic and complex world, investment in leadership promotion, development, and enhancement is the best teacher education promotion plan (Rukspollmuang, 2014; Ross et al., 2011; Gregory, 1996). Teachers provide proper and appropriate feedback to their leaders in all school administration as well as learning matters. On one side teachers proved encouragement, support, feedback, and necessary information to the leaders while on the other side they resist inappropriate and unjustified roles, behaviour, decisions, and actions of the headmaster/leader. Transformational leadership promotes teamwork to achieve organizational goals objectively and successfully. So, in a nutshell Transformational leadership is the source of improving group performance (Resick et al., 2009; Ling et al., 2008), providing future vision (B. M Bass and Riggio, 2014), increasing job satisfaction, promoting cooperation, enhancing organizational commitment (Arif and Akram, 2018; Matwally and El Zarka, 2017; Jiang et al., 2017), improving capabilities, self-esteem and achieving higher goals (Vecchio, 1995; Kanungo, 2001; Leithwood, 1992).

6. Job Satisfaction

Job satisfaction is a positive effective emotional response of the people to what they receive from their jobs and what rewards they perceive to be received from their jobs. Job satisfaction of employees is associated with favorable actions about their current working position, conditions, supervisors, coworkers as well as other financial and non-financial benefits and privileges. Job satisfaction is an employee's attitude towards the organization with a sense of value associated with a positive work environment (Donni, 2016; Davis, 2014; Gill et al., 2012; Phillips and Gully, 2012; Ross-Grant, 2016; Springer, 2011). Job satisfaction is a psychological process through which employees systematically analyze the situation to ascertain that different working and other concerned needs are full filled by the organization or not. Pay, promotion, company norms, and values, good

relationships with supervisors, good relationships with co-workers, learning and career development, fringe benefits, communication, contingent reward, nature of work, good work-life balance all are the elements of Job satisfaction.

Job satisfaction of a teacher in the field of education describes the relationship between what he/she perceived to get from the job and what he/ she is getting. Papanastasiou and Zembylas (2005) stated that both factors of Job satisfaction and Dissatisfaction affect the Job satisfaction of teachers in all administrative jobs. When employees can fulfill their requirements, they perform their jobs well and remain happy as their skills and abilities are matched then the performance of satisfied workers remains high as compared to less satisfied because it is an enviable aspiration of organizations (Brkich, Jeffs, and Carless, 2002; Singh and Greenhaus, 2004; Chambers, 1999). Major sources of dissatisfaction were sacrifices in personal life, difficulties with existing policies, lack of achievement and opportunities for growth, limited autonomy, problems with higher authorities and central office personnel (Merrill and Pounder, 1999).

7. Relationship between Transformational Leadership and Job Satisfaction

Transformational leadership style has a huge impact on the Job satisfaction of employees (Aslan, 2019; Wan Omar & Hussin, 2013; Munir et al., 2012; Albion and Gagliardi, 2011; Berson and Avolio, 2004; Balgobind, 2002; Scandura and Williams 2004; Nemanich and Keller, 2007).

Transformational leadership transforms the fundamental framework of the follower's thinking, learning, perception, and action for the establishment of a common shared vision, goals, objectives, and shared norms of practice. When the subordinates are satisfied, their productivity automatically increases. This increase in their productivity has a positive effect on the whole performance of the organization (Stone & Patterson, 2005). This satisfaction on the part of people leads them towards positive attitudes and this positive change in people was developed after proper analysis and evaluation (Hellriegel, Jackson, and Solcum, 2005). Extensive research has revealed that a very large number of variables can create Job satisfaction or Dissatisfaction. Employees who work under Transformational leadership enhances their psychological state in which employees feel satisfied with their organizations, furthers Job satisfaction and improves their willingness to perform at an optimum level to enhance organizational performance (Yi-Feng, 2016; Bakotica, 2016; Jacobson, 2011; Lavigna, 2014; Mahmoud, 2008; Hamidifar, 2010; Alarcon and Lyons, 2011).
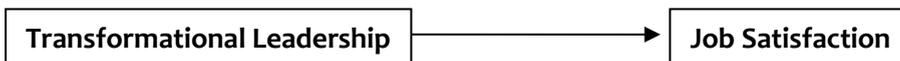
The Transformational leadership style of the headmasters displays a charismatic behaviour of confidence, devotion, sympathy, and compassion to meet their psychological needs and influence their teachers/followers to achieve organizational goals as well as their personal goals easily. Such behaviour of Transformational leadership increases the Job satisfaction level of subordinates/teachers. The Job satisfaction of teachers was influenced by the behaviour of leaders (Bogler, 2001; Dinham and Scott, 2000; Ostroff, 1992). The Job satisfaction of teachers has focused on the effects of exogenous variables like the leadership style of principals, decision-making strategies, and burnout (Kirby, Paradise, and King, 1992; Koh, Steers, and Terborg, 1995; Silins, 1992). Many researchers argued that a high level of satisfaction of subordinates shows positive behaviour towards their organization to achieve the collective target goals for better performance of organizations (Stumpf, 2003; Chen et al., 2005; Aziri, 2011).

8. The hypothesis of the Study

H: Transformational leadership style of headmasters of primary schools has a significant relationship with the Job satisfaction of teachers of primary schools.

9. Theoretical Framework

The Theoretical Framework of the research study was based upon two variables only, i.e., Independent variable and Dependent variable. The researcher took Transformational leadership as an Independent variable while Job satisfaction as a Dependent variable.

| Transformational Leadership | → | Job Satisfaction |

10. Research Methodology

Quantitative Statistical Techniques were used by the researcher to analyze and interpret the Data collected from the concerned questionnaires and to test the hypothesis of the study to get the objectives of the research. The researcher used descriptive analysis statistics, Pearson correlation, and t-test (independent test) and regression for data analysis and interpretation.

10.1 Nature of Study

The nature of the study is Quantitative using the framework, principles, and techniques of quantitative research methods to find the facts in the light of existing realities and truth.

10.2 Population for the Study

The population for the study consisted of all Teachers of seven Tehsils of District Mohmand. At the time of the study, 466 headmasters were acting as Transformational leaders and 1398 were teachers acting as followers in all government primary schools in District Mohmand.

10.3 Samples for the Study

For conducting a fair, transparent, and unbiased research study the researcher took all the Tehsils of District Mohmand as a sample of his research study. The sampled Tehsils of District Mohmand were: Tehsil Upper Mohmand, Tehsil Halimzai, Tehsil Safi, Tehsil Baran Khel, Tehsil Paindiali, Tehsil Ambar, and Tehsil Yakaghund.

10.4   Sample Procedure

Firstly, ten (10) schools were taken from every sample Tehsil to collect Data conveniently. Total (70) schools were taken for the sampling. Secondly, two hundred and ten (210) teachers were selected from those seventy (70) schools of District Mohmand, three teachers from each school. A simple random sampling technique was used by the researcher to collect accurate data. The teachers of the concerned schools were requested to fill the Multifactor Leadership Questionnaire (MLQ) and Job Satisfaction Survey (JSS).

11. Operational Definitions

11.1 Transformational Leadership

Transformational leadership is the type of leadership in which the leader builds a strong and trustworthy relationship with followers based on trust, respect, and values and transforms their patterns of thinking, behaviour, and actions and makes them achieve a common goal.

11.2 Job Satisfaction

Job Satisfaction is the feelings, attitudes and affective orientation consists of both emotional and cognitive elements of individuals about what they receive from their jobs and what rewards they perceive to be received from their jobs as well as their job experience (Donni, 2016; Turcan, 2011; Gibson, Ivancevich, and Donnely, 2010; Edwards, Bell, Arthur, and Decuir, 2008; Robbins, 2006; Greenberg and Baron, 2000).

12. Research Instrument

To get accurate and reliable Transformational leadership ratings and Job satisfaction scores this research study used two sound, well-established standard questionnaires with acceptable content and construct validity including the Multifactor Leadership Questionnaire 5x (MLQ 5x), which

consisted of 15 items, designed by Avolio & Bass (2004) and the Wood Faculty Job Satisfaction/Dissatisfaction Scale (WFJSDS), consisted of 15 items, designed by Wood (1976).

The Five-point Likert rating scale was designed to evaluate the Transformational leadership impact of the headmasters on the Job satisfaction of government primary schools Teachers:

a) Strongly Agree (SA) = 1
b) Somewhat Agree (A) = 2
c) Neither Agree nor Disagree (UD) = 3
d) Somewhat Disagree (DA) = 4
e) Strongly Disagree (SDA) = 5

13. Data Collection Techniques

The researcher collected the data from the respondent teachers through two closed-ended questionnaires: Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Survey (JSS).

13.1 Data Analysis Technique and Description of the Sample (Descriptive Statistics)

After collecting questionnaires from the respondents of the research through the focal persons, the researchers analyzed the data to test the hypothesis of the research by using Statistical Package for Social Sciences SPSS (26), statistical methods such as standard deviation, t-test, mean, and Pearson correlation.

13.2 Pearson Correlation

To find the direction and nature of the linear relationship between two variables i.e., Transformational leadership as Independent variable while Job Satisfaction as Dependent variable, the Pearson Correlation approach was used by the researcher in the research study.

13.3 Reliability of Research Instrument

For conducting the research study, the reliability of the Leadership Styles Measurement Questionnaire and Job Satisfaction Scale for Transformational leaders and Teachers was found to be 0.760. If the Cronbach alpha is 0.70 or higher then it meets the conventional standard and the scale will be considered internally reliable (Nunnally and Bernstein 1994).

13.4 Validity of the Instruments

For conducting the research study, the validity of the two instruments, Leadership Styles Measurement Questionnaire and Job Satisfaction Scale for Teachers were validated independently by the experts in the field and

were passed through the pilot tests and thus verified their face and content validity.

14. Analysis and Finding

This portion contains 'Analysis and Interpretation of the Data' to find the impact of Transformational leadership on the Job satisfaction of primary school Teachers in District Mohmand.

Table 1: Correlations

		J.S	T.L
Pearson Correlation	J.S	1.000	.629
	T.L	.629	1.000
Sig. (1-tailed)	J.S	.	.000
	T.L	.000	.
N	J.S	161	161
	T.L	161	161

Table 1 shows that there was a statistically moderate positive association found i.e.,0.629 between Transformational leadership and Job satisfaction of government primary schools Teachers in District Mohmand.

Table2: Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.629[a]	.396	.392	5.41388

a. Predictors: (Constant), T. L

Table 2 shows the – R Square (0.396) means that the Independent variable i.e., Transformational leadership has an almost 40% impact on the Dependent variable i.e., Job satisfaction of Teachers of government primary schools, while the rest of the 60% variation in our Dependent variable can be associated to other factors.

Table3: ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3050.397	1	3050.397	104.073	.000[b]
	Residual	4660.299	159	29.310		
	Total	7710.696	160			

a. Dependent Variable: J. S
b. Predictors: (Constant), T. L

Table 3 shows that our hypothesis is significant at 5% since the significance level is 0.000 which is quite less than 0.05. Hence, we conclude that there is a significant effect of Transformational leadership on the Job satisfaction of Teachers of government primary schools in District Mohmand, KP.

Table4: Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.923	2.394		7.904	.000
	T.L	.589	.058	.629	10.202	.000

a. Dependent Variable: J.S

Table 4 shows the beta coefficient for Transformational leadership is 0.589, which means that a change in the Independent variable (Transformational leadership) by 1 unit will bring about a positive change in the Dependent variable (Job satisfaction) by 0.589. So, at 5% significance, we accept our hypothesis.

15. Conclusion

The main purpose of this research was to examine the relationship between Transformational leadership styles of leaders/headmasters and the Job satisfaction of Teachers/Subordinates of government primary schools in District Mohmand. The research study found that there was a statistically significant strong positive association between Transformational leadership and Job satisfaction. This study states that Transformational leadership has almost a 40% impact on Job satisfaction of Teachers of government primary schools the rest of the 60% variation in Job satisfaction can be associated with other factors.

The findings of the research support similar types of research conducted in other parts of the world objectively. This research study was supported by many research studies which may include but not limited to research studies conducted by Aslan, 2019; Wan Omar and Hussin, 2013; Munir et al., 2012; Bushra, Usman and Naveed, 2011; Albion and Gagliardi, 2011; Mohammad, Al-Zeaud, and Batayneh, 2011. The findings of the research study exhibit that government primary school Teachers having different levels of Job satisfaction concerning certain points ranging from high-level Job satisfaction to middle-level Job satisfaction and even to the low level of Job satisfaction. Headmasters showed a high level of the attributes of Transformational leadership. Some Headmasters got high marks and so ranked high. Beyond some exceptional cases in most of the cases, the teachers who were performing their jobs under the Transformational leadership of their headmasters were satisfied and their job performance was enhanced while in a few cases their Job satisfaction was low. The Job satisfaction level among the teachers was found at a moderate level. Teachers declared their headmasters 'Transformational leadership style effective and efficient, friendly and cooperative. They were highly satisfied with receiving recognition and reward for the accomplishment of their

tasks, cooperativeness of their subordinates, and specific and realistic organizational goals and objectives. However, their satisfaction level was low regarding receiving the equitable amount of benefit packages as other organizations offer, lacking some fundamental rights of the workers and the restrictions imposed by the burden of their jobs on their social activities.

Through computing the Pearson correlation coefficient (r) (with a value=0.6) a statistically significant, positive, and stronger relationship was found between the Transformational leadership style and Job satisfaction. All the alternative hypotheses contributed to show the relationship between all attributes of Transformational leadership and Job satisfaction and found that all of them were correlated with Job satisfaction.

Transformational leadership demonstrated a high level of Transformational leadership while Teachers showed a moderate level of Job satisfaction. This study implies that leaders should promote a deep sense of responsibilities, principles, and values in all organizational matters and decisions to ensure their high-performance leadership to raise the level of teachers' satisfaction and motivation.

The findings revealed that Transformational style was the most useful instruments to enhance and keep consistent the Job satisfaction of the teachers to improve their performance and to achieve the organizational goals successfully. Transformational leadership develops and creates emotional relationships, through communicating and inspiring a common vision, hope, faith and using emotional intelligence to motivate teachers, enhance their performance and promote their job satisfaction.

15.1 Research Implications for Headmasters

The results of the research study have demonstrated some valuable implications towards the headmaster's Transformational leadership practiced. This research study finally concludes in a nutshell that school headmasters should play a role of effective and efficient Transformational leadership and should be role models and ideal figures for the teachers to follow and get inspiration and motivation from them. They should promote a deep sense of responsibility, principles, and values in all organizational matters and decisions. They should delegate authority with a great sense of responsibility to the teachers to achieve organizational goals in a proper fashion and manners. The headmasters should play the role of participative Transformational leaders, sharing and helping the teachers in solving their problems and other organizational issues to achieve the organizational goals conveniently.

16. Recommendations

All stakeholders like the governments, policymakers, administrators, educators, reformer trainers and school headmasters must play an important role to recommend that the teachers should be provided with all necessary resources so that they may use their intellect, wisdom, and potentialities to the optimum level to achieve organizational goals. They should be provided with the opportunities to be involved in all concerned policy and decision-making matters. Teachers should be given all their fundamental rights. The headmasters should play the role of effective and efficient Transformational leadership and should be role models and ideal figures for the teachers to follow and get inspiration and motivation from them. The headmasters should play the role of Participative Transformational leaders. Such training programmes, sessions, and workshops should be designed that can develop, promote and enhance school leadership knowledge and skills and help them in goal-setting, assessment and accountability, motivating subordinates, building confidence in decision making, strengthening their responsibilities in curricular decision making, enhancing their strategic financial and human resource management skills, teacher monitoring and evaluation to achieve school goals and performance standards according to the changing environment.

16.1 Applicability and Generalizability

As there have never been conducted research studies with the title 'The Impact of Transformational leadership on the Job satisfaction of government primary school Teachers', so this research study stands unique and will be helpful and fruitful for future research studies in Pakistan. This research can be applied and generalized to all other types of educational and non-educational institutes in Pakistan and all over the world by using other constructs of work-related behaviors linked with employee organizational effectiveness and best results like organizational citizenship behaviour and employee job commitment while other variables like Transactional leadership, and Charismatic leadership as moderator, predictor and extraneous variable.

16.2 Limitations and Direction for Future Research

Due to some limitations, this research study provides future directions for researchers to conduct a sound research study to address these limitations in this area in other institutions. The following limitations should be addressed by future research: First, this research study is delimited to government primary schools of District Mohmand in Pakistan. In the future

researchers may include other government high schools, government higher secondary schools as well as private schools of other districts of Pakistan and the world. Second, the leadership questionnaires were filled out only by the followers to evaluate their leaders and not by their leaders to make their self-assessment. So such evaluations made by the employees could be biased in the interpretation of results. In the future researchers may engage leaders to make their self-assessment with their employee evaluations. Third, this research analyzed the Impact of Transformational leadership on General Job satisfaction. In the future researchers may examine the impact of Transformational leadership on extrinsic and intrinsic satisfaction separately.

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