



RESEARCH PAPER

Relationship of Head Teachers' Effectiveness with Teachers' Job Satisfaction at Secondary School Level

¹Dr. Muhammad Irfan Malik*, ²Dr. Abdul Hameed Qamar and ³Muhammad Rustam Zaman

1. Lecturer, Department of Education, The Islamia University of Bahawalpur, Bahawalnagar Campus, Punjab, Pakistan
2. Lecturer, Department of Education, The Islamia University of Bahawalpur, Bahawalnagar Campus, Punjab, Pakistan
3. M. Phil Scholar, Department of Education, The Islamia University of Bahawalpur, Bahawalnagar Campus, Punjab, Pakistan

*Corresponding Author: mirfan.malik@iub.edu.pk

ABSTRACT

The study aimed to find out the relationship of head teachers' effectiveness with teachers' job satisfaction at secondary school level. Head teachers' effectiveness is stated as the expected or intended effect of the work of head teachers (Stronge et al., 2013), while teachers' job satisfaction stated as person's attitude towards their profession (Graham et al., 2014). Data were collected from 500 secondary school teachers of district Pakpattan through using multi-stage sampling technique. Teachers' perceptions of head teachers' effectiveness were examined by using HTEQ developed by Akram and Malik (2021), while teachers' job satisfaction was measured through job satisfaction scale (JSS) developed by Spector (1997). The study found that head teachers' effectiveness was an above average, while teachers' job satisfaction was also found an above average. Significant and positive relationship was revealed between effectiveness of head teachers and teachers' job satisfaction ($r=.59$), while 36 % variance in job satisfaction of teachers could also be explained through head teachers' effectiveness. The smaller sample size was the limitation of the study which involved one district (Pakpattan) and future studies might be conducted by involving all districts of Punjab.

KEYWORDS Instructional Leadership, Teacher Evaluation, School Climate, Communication & Community Relations, Organizational Management, Head Teachers' Effectiveness, Teachers' Job Satisfaction

Introduction

The study at hand aimed to examine the relationship of head teachers' effectiveness with job satisfaction of secondary school teachers. The school principal, known as head teacher, performs various leadership and management roles to enhance the school effectiveness (Niqab et al., 2015). The effective head teacher is required to manage the instructional process and use knowledge to recognize the abilities of teachers which is essential to ensure the quality education (Ontai-Machado, 2016). An effective head teacher develops such school learning culture which maximize academic performance and equality within the institution (Malik & Akram, 2020), and further provides leadership, vision, and directions to their team to ensure the objectives of school are obtained (Malik et al., 2022a). Moreover, a various of studies also revealed that through focusing on the policies and practices, head teachers ensure the use of resources effectively (Jones et al., 2018), develop supportive environment to achieve the school targets (Robinson et al., 2008), and develop leadership through creating the shared decision making to maximize the overall school performance (Malik & Akram, 2020; Salfi, 2011).

Job satisfaction is also most important construct to enhance the work performance of teachers and student achievement (Fitri et al., 2024; Grisson, 2011). Job satisfaction of teachers involved unique feeling of teachers towards their profession which must be positive to enhance the efficiency of teachers (Graham et al., 2014). For the teachers' job satisfaction, it is essential to give them handsome pay (Shore et al., 2022), provide fairly and equally chances of promotion (Jahro et al., 2021), ensure good relationships with co-workers (Shore et al., 2022), and develop supportive environment to feel comfortable with their work itself (Liu et al., 2021). The various of studies confirmed that teachers' job satisfaction maximizes the student learning which is most required for school effectiveness (Munte et al., 2022; Lie et al., 2021).

There were also various of studies that informed the importance of both head teachers' effectiveness and teachers' job satisfaction and its association to enhance the quality education of educational institutions (Beladas & Callo, 2023; Ilgan et al., 2015). It has been revealed that both these variables were highly associated which further maximize the student results and school effectiveness (Kauts & Sharma, 2017; Shore et al., 2022). Birhasani and Sulaiman (2022) confirmed that effective leadership and school performance is interlinked through the indirect effect of teachers' job satisfaction. In another study, Unseld-Hopkins (2022) found that student learning much depends on the teachers whose are most satisfied with their profession. Similarly, Munte et al. (2022) found through qualitative study that effective leadership is essential for teachers' job satisfaction which enhance work commitment and student outcomes.

Head teachers' effectiveness is stated as the expected or intended effect of head teachers' work (Grissom & Loeb, 2011; Stronge et al., 2013). Head teachers' effectiveness is being examined through using of the quality standards or practices in different countries: Turkey, China, Canada, UK, and USA to maximize the student learning ((Bouchamma, 2012; Karatas, 2016; Mendels, 2012; Zheng et al., 2017). While head teachers are being evaluated based on the PER in Pakistan which is usually problematic measures in terms of validity and reliability. If we want to compete with other countries, then it is most essential to use the quality standards to evaluate the leaders to improve the quality of education and school effectiveness.

There were several studies which were conducted globally through taking these important constructs such as head teacher effectiveness and job satisfaction of teachers that confirmed the association of both these variables, and found the head teachers' effectiveness as the predictor of teachers' job satisfaction (Muzaffar, et. al., 2017; Adams, 2016; Braly & Ye, 2018; Cayak, 2021; Dou et al., 2017; Grissom, 2011; Hartono, 2019; Munte et al., 2022; Yangaiya & Magaji, 2015), but there might be no study which were being conducted by taking these important variables such as head teacher effectiveness and teachers' job satisfaction through using these particular models in Pakistan, which might also further fulfill the prevailing gap in the existing literature.

However, in Pakistan, there were some important studies that were conducted to evaluate head teachers' effectiveness through using the Akram and Malik (2021) Model based on the quality practices or standards. Malik and Akram (2020) conducted most valuable study in Pakistan through investigating the effect of head teachers' effectiveness by using teachers' rating and revealed that school performance was correlated and predicted through head teachers' effectiveness (Muzaffar, & Javaid, 2018). In another study, Akram and Malik (2021) developed the most reliable and valuable tool to evaluate the leaders through involving the quality practices. In Pakistan context, previous literature lacks in examining the relationship between both head teachers' effectiveness

based on quality practices and teachers' job satisfaction at secondary school level. Further, there might be no single study that examine the relationship between both these variables through testing the Akram and Malik (2021) model in Pakistan, the study at hand might fulfill the existing gap in the literature. Therefore, the study examined the association of head teachers' effectiveness with teachers' job satisfaction at secondary level in Pakistan.

Literature Review

Head Teachers' Effectiveness and Its Importance

In the context of academic achievement, effectiveness pertains to the execution of tasks accurately, which is paramount. The knowledge, expertise, capability, and leadership talent of the leader have a main impact on the effectiveness of the school. Achieving effective leadership requires the application of acquired skills or abilities and knowledge (Ibukun et al., 2011). Effectiveness of a head teacher is the result or anticipation of the leader's efforts (Goldring et al., 2009). The effectiveness of a head teacher is determined by a process that assesses qualities, actions, or behaviors in accordance with the head teacher's performance standards. Frequently exhibiting quality performance standards within their institutions is a prerequisite for effective leader (Stronge et al., 2013). Moreover, measurement of effectiveness also reveals the disparity between the present state and the intended state of the desired objectives (Bullock, 2006).

Hintz (2014) stated that the effectiveness of head teachers pertains to distinct qualities or attributes such as vision, evaluation of learners, development of curriculum, communication, and improvement of school which empower them to successfully guide their school. Quality leaders are able to identify and meet the expectation of all students by adhering to all quality practices including fostering relationships, quality teaching, creating good conditions, utilizing of data in their decision, and making deliberate change. Similarly, Alajmi (2015) designed and implemented the instrument to assess the competency of leaders through feedback of teachers which identified the organizational development, organizational environment, and educational reform qualities of head teachers as a means to assess the effectiveness of head teachers.

In another study, the impact of the effective leadership qualities on student learning was assessed. An assessment of leaders' effectiveness could potentially be predicated on the following leadership practices or qualities: implementation of a vision, enhancement of teacher instruction, establishment of an educational environment within the school, fostering leadership development among staff, and management of personnel, data, and processes (Mendels, 2012). The competence of leaders is defined as the application of quality professional practices by head teachers that have an impact on student learning. Management of instructional and organizational resources, internal and external relations, and administration were among the quality practices of leaders identified in their study (Grissom & Loeb, 2011).

Head Teacher Effectiveness and Quality Practices

The study reviewed various models of head teacher evaluation such as Colorado Head Teacher Quality Standards (2013), Pennsylvania Framework for Leadership (2014), Tennessee Educator Acceleration Model (2017), and School Leader Impact Model (2018). But the given study found that Akram and Malik (2021) model, is more comprehensive and appropriate for examining the effectiveness of head teachers in the context of

Pakistan than the other models. Additionally, the study also revealed that effective head teachers must possess five critical competencies to be considered valuable in their positions. Moreover, these qualities serve as the basis for assessing effectiveness of head teachers in an effective manner. In the following section, the study has given a comprehensive description of these qualities of leaders in detail.

Instructional Leadership

Instructional leadership is an energetic form of leadership in which leader collaborates with teachers to shape institutions through the fostering a culture of collaboration among staff, offering learning opportunities; and maximizing the commitment of stakeholders. In addition to administrative duties, instructional leaders devote the majority of their time to curriculum and instructional matters. To enhance pupil learning, an instructional leader collaborates with teams to improve instruction (Fullan, 2010). King (2002) stated that leaders must operate in a culture that enhance the student learning through fulfilling the extraordinarily diverse needs. Instructional leaders are anticipated to demonstrate progress in their educational institutions despite having limited resources, enhance the quality of instruction, maintain secure learning environments, and involve faculty, parents, and other stakeholders in the learner communities.

Through an examination of various studies, Strong et al. (2008) identified some quality practices that affect student outcomes. School vision, leading learning communities, shared leadership, data collection and evaluation, and curriculum and instruction monitoring were the practices that leaders employ to provide instructional leadership in their schools. Effective heads of school are committed to establishing a distinct vision and set of objectives for student learning, and are certain that they can be attained within the time (Leithwood & Riehl, 2003). Head teachers' who facilitate collaboration in order to meet instructional objectives are more likely to succeed in doing so (Marks & Printy, 2003). Through active engagement, the head teacher fosters a sense of community among students, which has the potential to cultivate trust, promote collective accountability, and enhance academic progress. The discrepancies and inconsistencies between required results and current status are addressed by the head teacher through making the data analysis (Fullan, 2005; Leithwood & Riehl, 2003). Moreover, head teachers also enhance instruction by devoting sufficient time to oversee, assess, and promote the implementation of effective pedagogical methods in their schools (Fink & Resnick, 2001).

School Climate

School climate refers to how teachers perceive the level of kindness and friendliness exhibited by school administrators (Duff, 2013). The school climate refers to environment or sentiment that is perceived by the students of a given institution (Akram et al., 2018; Nichols, 2019). Strong et al. (2008) identified the practices of quality leaders to create a positive school climate such as establishing and maintaining an optimistic school climate, addressing internal and external dynamics in the workplace, emphasizing value of expectations, and involving students in decisions. Climate of the school fosters internal consistency that facilitates the learning of students, teaching of instructors, and participation of the stakeholders in the instructional process, all of which contribute to institution's improved outcomes. The leader enhances effectiveness of school by fostering a positive learning environment through community engagement (Marzano et al., 2005). An institution must cultivate a culture of trust; head teachers who

establish and maintain such trust are more capable of accomplishing learning objectives, collaborating more effectively to resolve issues, and assisting teachers in attaining higher levels of achievement. Positively influencing the school environment, effective leaders demonstrate concern, support, and regard for their students (Choudhry, et. al., 2016; Rapti, 2013). Similarly, trust is fostered through shared leadership, wherein the head teacher facilitates the way for staff input to maximize the overall school improvement (Kouzes & Ponser, 2017).

Teacher Evaluation

The evaluation of teachers is being made to assess the effectiveness of teachers. Evaluation of teachers entails the application of objective criteria to assess the teachers' work (Darling-Hammond, 2015). Teacher evaluation is most important in order to guarantee instructional excellence, student learning, adherence to objectives, instructional growth, and accountability for one's teaching (Phillips et al., 2014). Strong et al. (2008) was found some practices of leader in conducting teacher evaluations. A head teacher is responsible for assisting their teachers' development and ensuring positive outcomes, and a teacher evaluation system that reflects both accountability and professional development is crucial for achieving the goals of teacher evaluation. Teacher evaluation is most effectively carried out in an environment characterized by mutual trust and open dialogue. Moreover, comprehensive information can be captured and the validity of the evaluation process can be enhanced through the use of documentation of teacher performance. In addition, teachers are informed of criteria, standards, and processes that involves the teacher evaluation to produce the better results (Stronge, 2018).

Organizational Management

The role of head teacher entails overseeing the organization and management of the entire workforce to ensure a secure and efficient learning environment. Head teacher develops the workforce's capacity to utilize resources efficiently by fostering teamwork in order to accomplish objectives. The oversight and modification of the organizational framework, encompassing the allocation and execution of tasks, efficient use of resources and time, and effective utilization of physical space, are the primary concerns of school leaders. Achieving objectives requires structure, and leaders must guide structural modifications that foster a positive environment for instructional process (Leithwood & Riehl, 2003). In addition to other stakeholders, head teachers are anticipated to influence the conduct of students and employees in order to achieve the goals of their respective schools. By engaging the teachers and all stakeholders in decisions, head teachers can efficiently oversee and utilize resources, provide guidance to teachers regarding the execution of the curriculum, and develop the professionals (Muzaffar, 2016; Muraina, 2014). Moreover, efficient management is critical for improving educational standards, optimizing resource utilization, directing personnel, fostering motivation of teachers (Sisungu, 2002), and supervision of staff in order to achieve the objectives (Jacobson, 2011).

An examination of various studies led to the conclusion that head teachers employ an effective method for organizational administration (Strong et al., 2008). The master schedule plays a critical role in ensuring the continuity and quality of instruction, facilitating the operation of the school, optimizing instructional time, reducing disciplinary concerns, and improving student outcomes (Friend, 2008). In order to recognize students' requirements after analyzing different types of data, facilitate

discussions about their progress, and implement necessary actions, head teachers engage the staff in the development of effective strategies and overall school improvement program to maximize the results. Utilizing budget development discussions with faculty and staff, the head teacher determines how to best allocate resources in order to improve overall academic achievement (King, 2002). Similarly, in addition to enhancing student-teacher interaction, cooperative learning, and problem-solving abilities, the appropriate application of technological resources in education has a positive impact on student results. Moreover, students who learn through using computer achieve better results, including improved conduct, decreased absenteeism, and better academic results (Wenglinsky, 2005).

Communication and Community Relations

Head teachers establish and disseminate goals, while also motivating their teams to strive towards achieving those goals through communication (Wahed & El-Sayed, 2012). Leaders disseminate information regarding the profession, its policies, and its achievements through two-way communications, while teachers communicate their professional challenges and concerns (Muzaffar, et. al. 2020; Habaci et al., 2013). Head teachers who possess strong communication abilities are able to provide effective support to their teachers, execute their responsibilities with efficiency, appeal positively to stakeholder, and increase chances of success (Leithwood & Riehl, 2003). In order to foster stronger community relations, effective leadership actively participates in interactions with both the internal and external school community. Similarly, all stakeholders are engaged in the planning and execution of the development initiative, which the head teacher imparts to other schools. Moreover, in order to enhance the school outcomes, head teachers also actively engage the community in the decisions (Leithwood & Riehl, 2005).

Teachers' Job Satisfaction and Its Importance

Hartono (2019) stated that an employee's positive and negative thoughts about their work are reflected in their level of job satisfaction. Graham et al. (2014) defined job satisfaction as a person's attitude or sentiments toward his work or profession. Cayak (2021) stated that a person's unique feelings toward their work and other facets of their career are referred to as job satisfaction. Grissom (2011) found that positive and constructive state which arises from the evaluation of one's work and work-related experiences is referred to as job satisfaction. Further, it refers to teacher's general state of being positively affected by their occupation (Trace, 2016; Khan, et. al., 2020). There are various domains which affect the job satisfaction of teachers such as advancement, pay, relationship with colleagues, school environment, profits, and recognition which further affect the student learning. Further, if teachers might be satisfied with one factor, there is also possibility to not be satisfied with other dimensions of job satisfaction (Lie et al., 2021). Similarly, Munte et al. (2022) further provided three main dimensions such as intrinsic reward, external reward and ancillary reward of teachers' job satisfaction, in which intrinsic reward involved teachers' judgement about their work, external reward involved to earn money, status, and authority, and ancillary reward involved the objective traits of their work.

Teachers' Job Satisfaction and Its Important Factors

Teachers' job satisfaction is most valuable variable because it is required to maximize the work performance of teachers and student outcomes. The study used

important model which was developed by Spector (1997) involved the important factors to measure the teachers' job satisfaction. Further, the details of all these factors were being provided in the following.

Pay Satisfaction

Pay satisfaction can be stated as the extent to which an individual experiences favorable emotion in relation to their salary. Clearly, suitable pay package is essential for teachers' job satisfaction which improves their performance (Chepngeno, 2019). Similarly, Shore et al. (2022) also revealed that job satisfaction of teachers could be predicted through pay satisfaction. Further, higher job satisfaction is also frequently correlated with the teachers feeling that they are fairly compensated for their efforts and contribution (Hahn, 2013). It further also promotes a positive attitude towards their work and strengthens their commitment to their profession (Adams, 2106). Moreover, teacher morale can be strongly impacted by the belief that salaries are fair. Pay disparities among teachers can also cause feelings of frustration, which in turn can affect their job satisfaction. This is especially true when compared to other professions that require the similar levels of education and expertise (Khaira et al., 2022).

Promotion Satisfaction

The most significant determinants of satisfaction are the promotion process, the appropriateness of desired position, and the associated duties (Shore et al., 2022). In terms of promotion, there are significantly more responsibilities and a great deal of difficulty. If an employee is satisfied with the promotion process, he or she will prefer to remain at the current position and not be considered for advancement (Jahro et al., 2021). Teachers who have received promotions have greater job satisfaction than those who have not been promoted (Ilgan et al., 2015). Teacher job satisfaction in the educational sector is heavily influenced by the possibility of promotion and career advancement. Possibilities for advancement and growth are strong inducements for teachers and are a major factor in their general job satisfaction (Sungu et al., 2014). A feeling of purpose and professional growth are fostered in teachers when they perceive clear paths for the promotion within their organization (Lie et al., 2021).

Co-Workers Satisfaction

Teachers' attitudes and conduct are significantly impacted by their coworkers. Job satisfaction can be increased through improved communication between supervisors and colleagues (Trace, 2016). According to Fathi et al. (2021), as a result of collaborating with students and peers, teachers experience greater fulfilment. Another study also found the positive relationships between leaders and teachers as a main source of job satisfaction. A sense of job satisfaction is generated by recognition, assistance, and regard from colleagues and superiors (Graham et al., 2014). In the classroom, coworkers have a most significant impact on the teachers' job satisfaction. Teachers' perceptions about their roles and job satisfaction are greatly influenced by supportive colleagues and positive relationships (Adams, 2016; Shore et al., 2022). Similarly, a more agreeable and supportive work environment results when teachers have a feeling of rapport and connection with their peers (Fitri et al., 2024). Moreover, building collaborative relationships makes it easier to share resources, ideas, and instructional techniques, which promotes professional development. In the similar way, positive workplace culture is also being influenced by a network of supportive coworkers (Munte et al., 2022).

Work Itself Satisfaction

Katitas et al. (2022) determined that both work and teachers' job satisfaction were highly associated. Employees prefer positions that align with their skills and areas of expertise, and reward them for their outstanding performance. Ideal conditions resulted in the happiness and satisfaction of the employees (Kauts & Sharma, 2017). Assisting employees and fostering the growth of learners can increase the job satisfaction. It has been determined that teaching students, interacting with other staff members, improving school discipline, and providing students with more opportunities for personal growth are universally satisfying aspects of the profession, rather than being influenced by national factors (Beladas & Callo, 2023). Teacher job satisfaction is greatly influenced by the nature of their work. The fundamental elements of their jobs such as the assignments they complete, the classroom setting, and the influence they have on pupils, have a main impact on how teachers view their profession and their job satisfaction level (Liu et al., 2021). It is the significance of their work that gives teachers satisfaction. Teachers' job satisfaction is increased when they believe their roles are meaningful and help students grow and develop (Jahro et al., 2021). Moreover, high workloads and other obstacles that make it difficult for teachers to interact with students and provide high-quality instruction may also cause the stress and lower teachers' job satisfaction (Grissom, 2011).

Supervision Satisfaction

Jahro et al. (2021) found that teachers are more satisfied with supervisor who encourage their involvement in decision-making. Beladas and Callo (2023) found that optimal supervision improves inspiration, motivation, and teaching performance of teachers. In the educational settings, supervision has the most substantial influence on the job satisfaction of teachers. Providing helpful criticism, acknowledging successes, and promoting professional growth are all components of effective supervision that help teachers feel valuable and accomplished (Chepngeno, 2019). Fostering an environment of trust and respect among teachers depends on impartial and capable supervision. Work satisfaction is positively impacted by supervisors who exhibit fairness, transparency, and expertise in their guidance, as this cultivates a culture of respect and professionalism (Graham et al., 2014). Teachers may become dissatisfied with their supervision if it is ineffective or unsupportive. job satisfaction can also be greatly increased by supportive leadership that recognizes the issues and seeks the solutions (Fathi et al., 2021).

Relationship of Head Teachers' Effectiveness with Teachers' Job Satisfaction

The study reviewed various of following studies that observed the relationship between head teachers' effectiveness and teachers' job satisfaction at school level. A study conducted to determine how head teachers' effectiveness correlated with teachers' job satisfaction at secondary school level. The study found that both two variables were significantly associated with each other which further also predicted the school performance that confirmed the importance of relationship between both variables to enhance school effectiveness (Yan-Li & Hassan., 2018). Braly and Ye (2018) observed association of leadership capacity and teachers' job satisfaction, and revealed the moderate relationship between both variables and suggested to sustain the high quality of leadership by leaders to enhance the teachers' job satisfaction.

Hartono (2019) observed the link between head teachers' managerial activities and job satisfaction of their teachers. The study explored the moderate relationship between them which further affect the teachers' overall performance. Graham et al. (2014)

determined that how leadership can contribute to enhance job satisfaction of teachers. The study found the strongest link between both variables which further maximized work commitment of teachers. Ilgan et al. (2015) observed the impact of leadership about instruction on teachers' job satisfaction, and found that job satisfaction of teachers could be determined through effective leadership of head teachers. Grissom (2011) found that principal effectiveness was linked with teachers' job satisfaction, and effectiveness of leader determined the teachers' job satisfaction.

Jahro et al. (2021) conducted their study to observe the impact of leadership effectiveness on teachers' job satisfaction, and explored a substantial association between them. Trace (2016) also examined the association between both the variables through using the quantitative approach. The study revealed that principal effective support was strongly related to the job satisfaction of teachers and further suggested of effective support by the principal to maximize the teachers' job satisfaction. Similarly, Fathi et al. (2021) found the positive impact of instructional leadership on job satisfaction of their teachers which confirmed that teachers might be more satisfied if their head teachers might demonstrate their leadership effectively.

Sungu et al. (2014) revealed that job satisfaction of the teachers was higher in those schools, in which head teachers were being demonstrated instructional supervision effectively. Similarly, Kauts and Sharma (2017) determined that head teachers' effectiveness is most crucial for better job satisfaction of teachers which further mainly contributed in school effectiveness. Fitri et al. (2024) also revealed that effective leadership influence the teachers' job satisfaction. Similarly, Cayak (2021) also observed the association between these constructs and revealed that quality leadership was the predictors of teachers' job satisfaction.

Abidin and Alias (2022) also revealed that there was a moderate relationship among both these valuable constructs. In another study, Unseld-Hopkins (2022) also examined the association of the quality leadership and the job satisfaction of teachers by employing the quantitative approach. The study found the association between both these variables. Hahn (2013) conducted the study on effective practices of head teachers and teachers' job satisfaction by using questionnaires to gather the data. The study revealed that practices of head teachers was the predictor of teachers' job satisfaction. Lie et al. (2021) also examined the role of principal supervision in teachers' job satisfaction though using quantitative approach. The study revealed the significant effect of principal supervision on their teachers' job satisfaction.

Adams (2016) found through mix method analysis that job satisfaction was much influenced by the quality practices of head teachers. Munte et al. (2022) also observed the role of head teachers' leadership on the job satisfaction and work commitment of teachers. The study explored that leadership of head teachers enhance the job satisfaction level of teachers which further maximize their work commitment. Similarly, Dekawati et al. (2021) also determined the impact of head teachers' role on the job satisfaction and revealed that both head teachers' role and work motivation are the main forecasters of the teachers' job satisfaction. To summarize, it has been found through reviewing of different studies that quality head teachers are essential to maximize the teachers' job satisfaction which further improve the student outcomes. The study also reviewed various models and revealed that head teachers' effectiveness is being evaluated by using quality practices of head teacher globally. In Pakistan, PER is being used to evaluate head teachers which is not reliable and valid document and do not assist to recognize the effective leaders that further not contribute to enhance teachers' job satisfaction level.

Further, in Pakistan, there might be no study that was tested Akram and Malik (2021) head teachers' effectiveness model based on the quality practices to correlate and predict the job satisfaction of teachers at secondary school level. Therefore, the study at hand might also help to fulfill the prevailing gap through examining the relationship between head teachers' effectiveness based on the quality practices and teachers' job satisfaction in Pakistan.

Conceptual Framework of the Study

Five quality practices were used to examine head teacher effectiveness based on Akram and Malik (2021) Model. Nine dimensions were used to examine job satisfaction of teachers based on Spector (1997) Model. Based on conceptual model, it was believed that effectiveness of head teachers would predict and correlate with teachers' job satisfaction at secondary level.

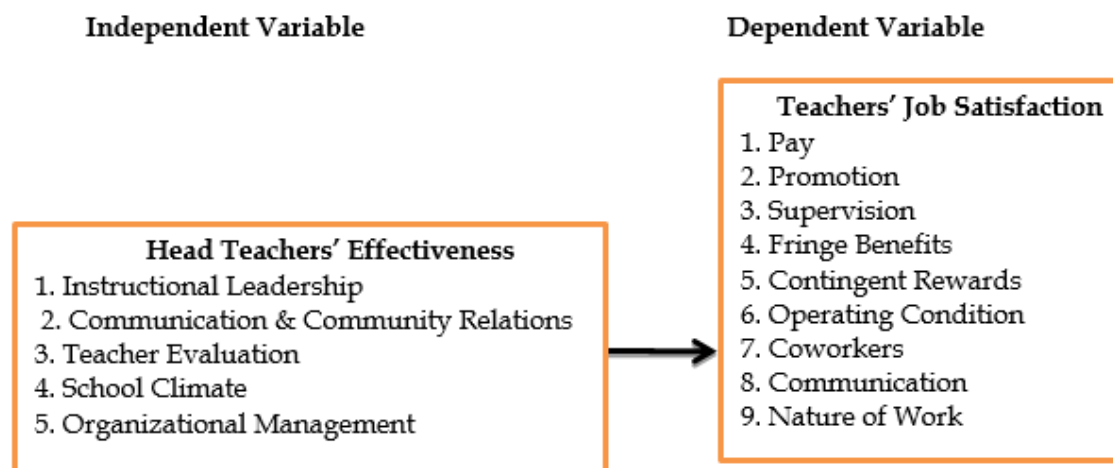


Figure 1 Conceptual Model of the Study

Material and Methods

The study was a descriptive in nature and used the survey method to collect the data. The study used co-relational research design where the researcher examined the relationship between head teachers' effectiveness and teachers' job satisfaction at secondary school level.

Population and Sample

There are three districts of division Sahiwal (Sahiwal, Okara, Pakpattan). The secondary school teachers (SSTs) of Sahiwal division were the population of the study. By using the multi-stage sampling technique to select the sample, initially, one district (Pakpattan) was selected randomly from the Sahiwal division. After that, 500 SSTs involving male and female teachers were selected randomly from the selected district as a sample of study. Among them, 320 were male teachers, while female teachers were 180 in the selected sample of study.

Instrumentation

There were two scales which were being used in the given study. Head teacher effectiveness scale developed by Akram and Malik (2021) was used to measure the head teacher effectiveness which consists of five aspects related to head teachers' effectiveness.

There are 83 items in scale that cover all aspects and measure on 5-point rating scale ranging from 1 (Ineffective), 2 (Less effective), 3 (Moderately Effective), 4 (Effective), and 5 (Very effective). job satisfaction scale (JSS) developed by Spector (1997) was used to examine the teachers' job satisfaction which consists of nine factors. There are overall 36 items in this scale that cover all aspects of teachers' job satisfaction and measure on 6-point Likert-type scale ranging from 1 (disagree very much), 2 (disagree moderately), 3 (disagree slightly), 4 (agree slightly), 5 (agree moderately), and 6 (agree very much). For pilot study, the questionnaire was distributed among 50 SSTs and asked them to fill it. The researcher collected the data to ensure the reliability and validity to finalize the questionnaire. Crown Batch α was run through using the SPSS and .83 reliability was found which is appropriate for social sciences. To ensure the validity, feedback was received from SSTs and weaknesses of scale were removed accordingly.

Data Collection

Through involving the scale, the data were assembled from the secondary school teachers (SSTs). The researcher visited the sampled schools of the district Pakpattan and data were assembled from 500 SSTs after getting the consent from teachers. Questionnaire forms were distributed among 540 teachers and 500 teachers were filled the questionnaires. 95 % was the response rate for the study which is appropriate in social sciences. The study also ensured all the ethical concerns of research and responses of teachers would also be kept confidential.

Results and Discussion

By using the quantitative research design, the data were being analyzed by using the SPSS version 25. The details of the data analysis were being given in the following section.

Table 1
Head Teacher Effectiveness

Factor	N	Min	Max	Mean	SD
Instructional Leadership	500	4.09	4.91	4.5017	.18747
School Climate	500	3.83	5.00	4.5158	.25235
Teacher Evaluation	500	3.76	5.00	4.5047	.25666
Organizational Management	500	3.86	5.00	4.5049	.24718
Communication & Community Relations	500	3.80	5.00	4.5096	.32255
Overall Head Teacher Effectiveness	500	3.89	4.96	4.5073	.22784

Table 1 revealed that most demonstrating factor of head teachers' effectiveness was school climate ($M=4.5158$, $SD=.25$), followed by communication & community relation ($M=4.5096$, $SD=.32$), and organizational management ($M=4.5049$, $SD=.25$), whereas the least demonstrating factor was instructional leadership ($M=4.5017$, $SD=.19$). Overall, teachers rated their head teachers' effectiveness as above average across all five factors ($M=4.5073$, $SD=.23$).

Table 2
Teachers' Job Satisfaction

Factors	N	Min	Max	Mean	SD
Pay	500	2.75	4.00	3.5745	.27409
Promotion	500	3.50	4.50	3.7720	.24359
Supervision	500	3.00	4.00	3.5621	.27306
Fringe Benefits	500	3.25	4.25	3.5640	.25451
Contingent Rewards	500	1.75	3.75	3.5502	.27954

Procedures	500	2.25	3.75	3.5415	.34425
Coworkers	500	2.75	4.00	3.5420	.25443
Work itself	500	3.50	4.50	3.9840	.23206
Communication	500	2.25	3.75	3.5340	.30917
Teachers' Job Satisfaction (Overall)	500	3.25	3.58	4.2136	.07823

Table 2 showed that on a 6-point Likert scale, work itself had the highest mean score ($M=3.9840$, $SD=.23$), followed by promotion ($M=3.7720$, $SD=.24$), fringe benefits ($M=3.5640$, $SD=.25$), and supervision ($M=3.5621$, $SD=.27$), whereas the lowest demonstrating factor was communication ($M=3.5340$, $SD=.31$). Finally, the overall teachers' job satisfaction mean score ($M = 4.2136$, $SD = .078$) was also found an above average in the given study

Table 3
Relationship between Head Teachers' Effectiveness and Teachers' Job Satisfaction

Factors	P	Pro.	S	FB	CR	Proc.	C	W	Co.
IL	.224*	.284*	.410*	.225*	.215*	.575*	.249*	.229*	.432*
SC	.265*	.364*	.409*	.213*	.265*	.312*	.224*	.371*	.351*
TE	.282*	.319*	.482*	.235*	.265*	.391*	.289*	.454*	.404*
OM	.239*	.274*	.232*	.481*	.472*	.377*	.384*	.266*	.542*
CR	.297*	.308*	.266*	.244*	.403*	.431*	.322*	.253*	.257*
Overall Relationship=0.594*									

IL=Instructional Leadership SC=School Climate

TE=Teacher Evaluation

OM=Organizational Management CR=Community Relation P=Pay Pro.=Promotion
S=Supervision FB=Fringe Benefit CR= Contingent Rewards Proc.=Procedures
C=Coworkers W=Work itself Co.=Communication

Table 3 found that there were positive and significant relationship between all five factors of head teachers' effectiveness and all nine factors of teachers' job satisfaction. Finally, in overall, positive and significant association was also found between the overall head teachers' effectiveness and overall teachers' job satisfaction ($r = .59$) at secondary school level.

Table 4
Multiple regression Analysis: Predicting Teachers' Job Satisfaction through Head Teachers' Effectiveness

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	1.111	5	.222	56.487	.000a
Residual	1.943	494	.004		
Total	3.054	499			

Table 4 demonstrated that all five head teachers' effectiveness factors predicted the teachers' job satisfaction ($R^2=.36$, $F(5, 494) = 56.487$, $p=.000$). The R square value demonstrated that all the five factors about effectiveness of head teachers could also be explained the 36% of the variance in the teachers' job satisfaction significantly at school level.

Table 5
Factor Wise Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
(Constant)	4.222	.072			58.42	.000
IL	.023	.030	.156		-.782	.002
SC	.183	.048	.290		-3.815	.000
TE	.067	.041	.221		-1.649	.004
OM	.108	.024	.342		4.567	.000

CR	.009	.014	.139	-.652	.003
IL=Instructional Leadership	TE=Teacher	Evaluation	SC=School	Climate	
CR=Communication & Community Relation OM=Organizational Management					

Table 5 showed that all five head teachers' effectiveness factors separately predicted the teachers' job satisfaction as *school climate* ($\beta=.290$, $p=.000$), *instructional leadership* ($\beta=.156$, $p=.002$), *teacher evaluation* ($\beta=.221$, $p=.004$), *communication & community relation* ($\beta=.139$, $p=.003$), and *organizational management* ($\beta=.342$, $p=.000$) at secondary school level.

Discussion

The study observed the relationship of head teachers' effectiveness with teachers' job satisfaction at secondary school level. The study found the descriptive level of both head teachers' effectiveness and teachers' job satisfaction as an above average. The study revealed that head teachers' effectiveness and teachers' job satisfaction was positively correlated, and also in line with various of previous studies (Dou et al., 2017; Hartono, 2019; Yan-Li & Hassan., 2018), confirmed the importance of head teachers' effectiveness for better teachers' job satisfaction at school level. The study further also explored that head teachers' effectiveness predicted teachers' job satisfaction significantly which is also in line with multiple of previous studies (Cayak, 2021; Fathi et al., 2021; Fitri et al., 2024; Ilgan et al., 2015; Munte et al., 2022), also confirmed the role of head teachers' effectiveness in their better teacher' job satisfaction. Overall, the results of the given study also confirmed the previous findings and models that head teachers' effectiveness predict and correlate with teachers' job satisfaction at school level.

A study conducted to determine how head teachers' effectiveness correlated with teachers' job satisfaction at secondary school level. The study found that both two variables were significantly associated with each other which further also predicted the school performance (Yan-Li & Hassan., 2018). Braly and Ye (2018) also found the moderate relationship between both these valuable constructs and recommended to sustain the high quality of leadership by leaders to enhance the teachers' job satisfaction at the school level. Yangaiya and Magaji (2015) also revealed that teachers' job satisfaction was also predicted through the leadership of their head teachers. All these studies were in line with the given study.

Graham et al. (2014) determined that how leadership can contribute to enhance the job satisfaction of teachers. The study found the strongest link between both the variables which further maximized the work commitment of teachers. Ilgan et al. (2015) observed that job satisfaction of teachers could be determined through effective leadership of head teachers. Grissom (2011) conducted a study through linking principal effectiveness to teachers' satisfaction, and found that both variables were associated with each other and effectiveness of leader determined the teachers' job satisfaction. All these studies were in line with the study.

Jahro et al. (2021) conducted their study to observe the impact of leadership effectiveness on teachers' job satisfaction, and explored a substantial association between them. Fathi et al. (2021) found the positive impact of instructional leadership on the job satisfaction of their teachers which confirmed that teachers might be more satisfied if their head teachers might demonstrate their leadership effectively. Beladas and Callo (2023) observed the effect of effective leadership and supervisory skills on job satisfaction. The study found the relationship between them and further effective

leadership was predicted the job satisfaction of teachers. Moreover, Liu et al. (2021) also observed that head teachers' leadership positively and directly correlated with the teachers' job. All these studies were also in line with this study.

Munte et al. (2022) observed that leadership of head teachers enhance the job satisfaction level of teachers which further maximize their work commitment. Similarly, Dekawati et al. (2021) found that both head teachers' role and work motivation are the main forecasters of the teachers' job satisfaction. Chepngeno (2019) determined that job satisfaction of teachers could be determined through leadership practices. Moreover, Katitas et al. (2022) also revealed the direct and indirect impact of school leadership on teachers' satisfaction. All these studies were also in line with the given study which further also strengthen the idea that head teachers' effectiveness is most essential to maximize the overall teachers' job satisfaction.

Conclusion

The study revealed that teachers rated their head teachers' effectiveness were an above average, while job satisfaction level of teachers was also found an above average. The study also revealed that there was positive and significant relationship between both head teachers' effectiveness and teachers' job satisfaction, while head teachers' effectiveness could also be explained the variance in teachers' job satisfaction significantly at the secondary school level.

Recommendations

The recommendations of the study at hand were being given in the following.

- The study revealed the very important results which strengthen the ideas that how head teachers' effectiveness maximize the teachers' job satisfaction that mainly contribute to improve the school outcomes. Therefore, the policymaker and district authorities should arrange the trainings of head teachers to improve the quality of head teachers based on Akram and Malik (2021) model which was being used in the given study to maximize the teachers' job satisfaction and overall school results in Pakistan.
- The study found that standard based head teachers' effectiveness strongly influences the teachers' job satisfaction, therefore the district authorities might ask to use these quality standards to evaluate head teachers as an alternate PER, because existing PER is not valid and reliable document which is being employed in school to evaluate them effectively in Pakistan.
- The study used the smaller sample size which involved one district (Pakpattan) Of Punjab, Pakistan, so the future studies might be conducted through involving all districts of Punjab, Pakistan for gaining the deep understanding about the association of both head teachers' effectiveness and teachers' job satisfaction.
- The study involved quantitative approach, qualitative approach would also be appropriate which might involve interviews and observation to collect the data and determine the vivid picture of association between both these variables in Pakistan.

References

- Abidin, N. Z., & Alias, B. S. (2022). Principal collaborative leadership and level of job satisfaction among primary school teachers. *Ascarya: Journal of Islamic Science, Culture, and Social Studies*, 2(1), 32-40.
- Adams, C. A. B. (2016). *Teacher professional capital: The relationship between principal practice and teacher job satisfaction* (Doctoral dissertation, Loyola Marymount University).
- Akram, M., & Malik, M. I. (2021). Development and validation of head teacher effectiveness questionnaire. *Journal of Educational Science and Research*, 8(2), 138-161.
- Akram, M., Shah, A. A., & Rauf, A. (2018). Head teachers' instructional leadership practices and school climate at secondary schools. *Journal of Arts and Social Sciences*, 2(5), 1-35.
- Alajmi, M. (2015). *The impact of a pilot program aimed at developing effective school leadership in Kuwait*. (Doctoral dissertation, The Pennsylvania State University, Kuwait).
- Beladas, J. P., & Callo, E. C. (2023). Effective leadership and supervisory skills of principal: Predictors of job satisfaction among public elementary school teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(12), 4363-4378.
- Bouchamma, Y. (2012). Leadership practices in effective schools in disadvantaged areas of Canada. *Education Research International*, 2(2), 1-16.
- Braly, B., & Ye, Y. (2018). The Relationship of teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok. *Scholar: Human Sciences*, 10(2), 122-122.
- Bullock, R. K. (2006). *Theory of effectiveness measurement*. (Doctoral dissertation, Air Force Institute of Technology, Ohio).
- Cayak, S. (2021). The effect of sustainable leadership behaviors of school principals on teachers' organizational commitment and job satisfaction. *Discourse and Communication for Sustainable Education*, 12(1), 102-120.
- Chepngeno, R. (2019). *Influence of principals' governance practices on job satisfaction among public secondary school teachers in Narok West Sub-County, Kenya*. (Doctoral dissertation, University of Nairobi)
- Choudhry, I. A., Muzaffar, M., & Javaid, M. A. (2016). School Environment and Political Awareness at Secondary Level: A Case Study of Pakistan, *Pakistan Journal of Social Sciences*, 36(2), 991-1000
- Colorado Department of Education. (2013). *A common vision of great school leadership*. The Colorado principal quality standards.
- Darling-Hammond, L. (2015). *Getting teacher evaluation right: What really matters for effectiveness and improvement?* Teachers College Press.
- Dee, T. S., & Wyckoff, J. (2015). Incentives, selection, and teacher performance: Evidence from IMPACT. *Journal of Policy Analysis and Management*, 34(2), 267-297.

- Dekawati, I., Pujiyati, W., & Sitoresmi, S. (2021). The influence of principal's role and work motivation to teachers' job satisfaction. *International Journal of Educational Management and Innovation*, 2(1), 100-115.
- Dou, D., Devos, G., & Valcke, M. (2017). The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educational Management Administration & Leadership*, 45(6), 959-977.
- Duff, B. (2013). *Differences in assessments of organizational school climate between teachers and administrators*. (Doctoral dissertation, Liberty University, Lynchburg, Virginia).
- Fathi, J., Ahmadnejad, M., & Salehi, M. (2021). An investigation of the relationship among principal instructional leadership, collective teacher efficacy and teacher job satisfaction: A structural equation modeling approach. *School Administration*, 9(2), 1-25.
- Fink, E., & Resnick, L. B. (2001). Developing principals as instructional leaders. *Phi Delta Kappan*, 82(8), 598-610.
- Fitri, R., Lian, B., & Rahman, A. (2024). The effect of leadership effectiveness and school's culture on teacher's job satisfaction. *Journal of Social Work and Science Education*, 5(1), 245-253.
- Friend, M. (2008). Co-teaching: A simple solution that isn't simple after all. *Journal of Curriculum and Instruction*, 2(2), 9-19.
- Fullan, M. (2005). *Leadership & sustainability: System thinkers in action*. Corwin Press.
- Fullan, M. (2010). The awesome power of the principal. *Principal*, 89(4), 10-15.
- Goldring, E., Cravens, X. C., Murphy, J., Porter, A. C., Elliott, S. N., & Carson, B. (2009). The evaluation of principals: What and how do states and urban districts assess leadership? *The Elementary School Journal*, 110(1), 19-39.
- Graham, K., Hudson, P., & Willis, J. (2014). How can principals enhance teacher job satisfaction and work commitment? In *Proceedings of the 2014 International Conference of the Australian Association for Research in Education (AARE)* (pp. 1-13). Australian Association for Research in Education.
- Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record*, 113(11), 2552-2585.
- Grissom, J. A., & Loeb, S (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research*, 48(5), 1091-1123.
- Habaci, I., Celik, E. E., Habaci, M., Adiguzelli, F., & Kurt, S. (2013). Effective communication in educational administration. *US-China Education Review*, 3(9), 690-702.
- Hahn, H. M. (2013). *Principal practices and their impact on teacher job satisfaction*. (Doctoral dissertation, St. Cloud State University).

- Hartono, B. (2019). The influence of principal managerial activities, job satisfaction, and organizational culture on the performance of elementary school teachers in Hampang Sub-District. *Journal Of K6 Education and Management*, 2(2), 166-173.
- Hintz, C. M. (2014). *Principal effectiveness* (Doctoral dissertation, Martin Luther College).
- Ibukun, W. O., Oyewole, B. K., & Abe, T. O. (2011). Personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. *International Journal of Leadership Studies*, 6(2), 247-262.
- Ilgan, A., Parylo, O., & Sungu, H. (2015). Predicting teacher job satisfaction based on principals' instructional supervision behaviours: a study of Turkish teachers. *Irish Educational Studies*, 34(1), 69-88.
- Jacobson, S. (2011). Leadership effects on student achievement and sustained school success. *International Journal of Educational Management*, 25(1), 33-44.
- Jahro, L., Harapan, E., & Tahrur, T. (2021). The effect of leadership effectiveness and interpersonal communication on teacher job satisfaction. *Journal of Social Work and Science Education*, 2(3), 219-226.
- Jones, C. J., Gilman, L., & Kimball, S. (2018). *Measuring the effectiveness of Wisconsin principals: A study of Wisconsin framework for principal leadership ratings*. University of Wisconsin Milwaukee.
- Karatas, İ. H. (2016). Professional standards for school principals in Turkey. *Journal of Education and Training Studies*, 4(5), 51-63.
- Katitas, S., Yıldız, S., & Dogan, S. (2022). The effect of shared leadership on job satisfaction: the mediating role of teacher self-efficacy. *Educational Studies*, 1-20.
- Kauts, A., & Sharma, G. (2017). Leadership effectiveness and teacher's job satisfaction in relation to school effectiveness at secondary stage. *MIER Journal of Educational Studies Trends and Practices*, 2(1), 1-13.
- Khaira, N., Yusrizal, Y., & Niswanto, N. (2022). Teacher job satisfaction viewed from the perspective of work motivation and principal performance. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 4883-4890.
- Khan, I. U., Yaseen, Z., & Muzaffar, M. (2020). Exploring The Role Of Employees impediment In Determining The Employees Performance, *Academic Journal of Social Sciences* 4 (2), 173-186
- King, D. (2002). The changing shape of leadership. *Educational Leadership*, 59(8), 61-63.
- Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge workbook revised*. John Wiley & Sons.
- Leithwood, K. A., & Riehl, C. (2003). *What we know about successful school leadership*. Nottingham, UK: National College for School Leadership.

- Leithwood, K. A., & Riehl, C. (2005). What do we already know about successful school leadership? In W. A. Firestone & C. Riehl (Eds.), *A new agenda: Directions for research on educational leadership*. New York, NY: Teachers College Press.
- Lie, D., Sherly, S., Dharma, E., Wakhyuni, E., & Sudirman, A. (2021). Reflections on teacher job satisfaction: The role of principal supervision, organizational culture, motivation, and compensation. *Jurnal Organisasi dan Manajemen*, 17(2), 234-248.
- Liu, Y., Bellibas, M. S., & Gumus, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430-453.
- Malik, M. I., & Akram, M. (2020). Effect of head teacher's effectiveness on school performance at secondary school level. *Journal of Educational Sciences*, 7(1), 76-97.
- Malik, M. I., & Akram, M., & Qamar, A. H. (2022b). Linking head teachers' effectiveness measured through self-evaluation with the school performance. *Global Educational Studies Review*, 7(1), 488-501.
- Malik, M. I., Akram, M., & Iqbal, Z. (2022a). Comparing head teachers' effectiveness and school performance through teachers' ratings. *Pakistan Social Sciences Review*, 6(2), 1133-1146.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision & Curriculum Development.
- McCullough, M., Lipscomb, S., Chiang, H., & Gill, B. (2016). *Do principals' professional practice ratings reflect their contributions to student achievement? Evidence from Pennsylvania's framework for leadership*. Working paper 46. Cambridge, MA: Mathematica Policy Research
- Mendels, P. (2012). The effective principal. *Journal of Staff Development*, 33(1), 54-58.
- Munte, R. N., Siagian, E. M., Sihombing, D. R., & Susanti, D. (2022). Role of principal leadership engagement, organizational climate, job satisfaction on teacher organizational commitment. *Dinamika Pendidikan*, 17(1), 1-11.
- Muraina, M. B. M. (2014). Principals' managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. *Global Journal of Management and Business Research*, 14(3), 51-57.
- Muzaffar, M. & Javaid, M. A. (2018). Curriculum and Political Socialization: a Case Study of Secondary Schools in Pakistan, *Journal of Political Science and International Relations*, 4(2), 21-31

- Muzaffar, M. (2016). *Educational Institutions and Political Awareness in Pakistan: A Case of Punjab*, Unpublished Ph. D Dissertation, International Islamic University Islamabad, Pakistan
- Muzaffar, M., Hussain, B., Javaid, M. A., Khan, I. U., & Rahim, N. (2020). Political Awareness in Educational Policies of Pakistan: A Historical Review, *Journal of Political Studies*, 27(1), 257-273
- Muzaffar, M., Javaid, M. A., & Sohail, F. (2017). Role of Pakistan Studies in Promoting Political Awareness at Secondary Level in Pakistan, *Bulletin of Education and Research*, 39(3), 57-74
- Nichols, T. M. (2019). *The relationship between school climate and academic achievement of high schools in the commonwealth of Virginia*. (Doctoral dissertation, Virginia Polytechnic Institute and State University).
- Niqab, M., Sharma, S., Ali, N., & Mubarik, M. S. (2015). Perception based principal leadership measurement: Does it work in Pakistan? *International Education Studies*, 8(4), 29-39.
- Ontai-Machado, D. O. M. (2016). *Teachers' perceptions of elementary school principals' leadership attributes and their relationship to school effectiveness*. (Doctoral dissertation), Walden University.
- Phillips, K., Balan, R., & Manko, T. (2014). Teacher evaluation: Improving the process. *Transformative Dialogues: Teaching & Learning Journal*, 7(3), 1-22.
- Rapti, D. (2013). School climate as an important component in school effectiveness. *Academicus International Scientific Journal*, 4(8), 110-125.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.
- Salfi, N. A. (2011). Successful leadership practices of head teachers for school improvement: Some evidence from Pakistan. *Journal of Educational Administration*, 49(4), 414-432.
- Shore, R., Younis, M., Kudlats, J., LaSerna, J., Watson, J., & Cox, K. (2022). Relating principals' invitational leadership to teacher job satisfaction and principal effectiveness in high-poverty rural elementary schools: Invitational leadership. *Journal of Applied Educational and Policy Research*, 7(1), 1-23.
- Sisungu, Z. W. (2002). *Head teachers' and teachers' perceptions on the influence of management skills practice on school climate in secondary schools in western province of Kenya*. (Doctoral dissertation, Egerton University Kenya).
- Spector, P. (1997). *Job satisfaction*. Thousand Oaks, CA: Sage.
- Stronge, J. H. (2018). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision & Curriculum Development.

- Stronge, J. H., Richard, H. B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Stronge, J. H., Xu, X., Leeper, L., & Tonneson, V. (2013). *Principal evaluation: Standards, rubrics, and tools for effective performance*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sungu, H., Ilgan, A., Parylo, O., & Erdem, M. (2014). Examining teacher job satisfaction and principals' instructional supervision behaviours: A comparative study of Turkish private and public-school teachers. *Alberta Journal of Educational Research*, 60(1), 98-118.
- Tennessee Department of Education. (2017). *Tennessee educator acceleration model (TEAM) administrator evaluation evaluator handbook*.
- Trace, N. E. L. (2016). *The relationship among teacher job satisfaction, trust in the principal, and principal support* (Doctoral dissertation, The College of William and Mary).
- Unsold-Hopkins, L. R. (2022). *Principal leadership and teacher job satisfaction in Bilingual elementary schools* (Doctoral dissertation, St. Thomas University).
- Wahed, A., & El-Sayed, M. (2012). *Effective communication of urban and rural school principals* (Master thesis, The American University, Cairo).
- Wenglinsky, H. (2005). Technology and achievement: The bottom line. *Educational Leadership*, 63(4), 29-32.
- Yangaiya, S. A., & Magaji, K. (2015). The relationship between school leadership and job satisfaction of secondary school teachers: A mediating role of teacher empowerment. *People: International Journal of Social Sciences*, 1(1), 1239-1251.
- Yan-Li, S., & Hassan, D. (2018). Leadership behavior on job satisfaction in Malaysian national secondary schools: Motivation and hygiene satisfaction. *MOJEM: Malaysian Online Journal of Educational Management*, 6(3), 48-67.
- Zheng, Q., Li, L., Chen, H., & Loeb, S. (2017). What aspects of principal leadership are most highly correlated with school outcomes in China? *Educational Administration Quarterly*, 53(3), 409-447.