

The Effects of Head Teacher (Educational Leaders) Vision on Teachers Jobs satisfaction

BasharatHussainSehar, basharathussain131@gmail.com¹

¹Faculty of Humanities and Social Sciences Lahore, Leads University Lahore

UzmaNazir, un31740420@gmail.com²

²Institute of Agriculture Extension, Education and Rural development, University of Agriculture
Faisalabad Campus

Akhtar Abbas, akhtarabbas028@gmail.com³

³Institute of Agriculture Extension, Education and Rural development, University of Agriculture
Faisalabad Campus

BadarZaman, Zamanbadar645@gmail.com⁴

⁴ Institute of Agriculture Extension, Education and Rural development, University of Agriculture
Faisalabad Campus

Fahad Bin Khalid, ibnakhalid@gmail.com⁵

⁵ Institute of Agriculture Extension, Education and Rural development, University of Agriculture
Faisalabad Campus

INTRODUCTION

Head teachers generally related to a specific formal position in any educational institute. Educational leaders are principals, and head teachers in schools. Other educational leaders are deputy and assistant head teachers, principals, heads of departments, subject leaders, and heads of the year (Sellami *et al.*, 2019). Head teachers casts its influence on the existing situation and tries to bring the best outcome. A leader goes beyond their duties to bring change and protects the interest of the employees and customers in the organization (Cherry, 2022).

Vision is known as the ability to think about any thing or plan future activities with great wisdom and imagination. The visions and values cannot be completely changed if leaders cannot work with the team and never take any interest in the identification of guiding and inspiring others (Davies, 2021). Through vision, leaders can manage effective change to communicate in a charismatic way, inspire others with empathetic support, and then unifies the vision to exceed expectation. The visions and values cannot be completely changed if leaders cannot work with the team and never take any interest in the identification of guiding and inspiring others (Holbert,

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2019). A decision-making style is a habitual or habit-based pattern which an individual utilizes while formulating decisions. Decision-making style is a typical manner of an individual to perceive and respond to decision-making task.

This study focused on four decision-making styles i.e., (a) autocratic: where managers do not consult any member of their organization and make final decision alone (b) consultative: where managers get advice from the members of their organization, take it into consideration and make final decision alone (c) democratic: where leader gives up the ownership and control of the decision allowing the group in majority to decide the action, (d) consensus: where the leader gives up total control of the decision; whole group of subordinates is involved in decision-making process and everyone must agree and “buy in” on the decision

Objectives

Keeping in view the effects of head teacher (educational leaders) vision on teachers jobs satisfaction. This study has been planned with the following objectives:

- To identify the demographic characteristics of respondents
- To find out the school heads ' as perceived by teachers
- To assess the job satisfaction and performance of school teachers

REVIEW OF LITERATURE

Guen (2011) defined the vision is known as the ability to think about any thing or plan the future activities with great wisdom and imagination. The visions and values cannot be completely changed if leaders cannot work with the team and never take any interest in the identification of guiding and inspiring others.

Bush and Glover (2014) defined that through vision, leaders can manage the effective change to communicate with charismatic way, inspire others with empathetic support and then unifies the vision to exceed the expectation. Canpolat (2011) defined that autocratic leaders, also known as authoritarian leaders. In this leadership style leaders have full and complete control on their team members and only leader has the power, authority, and responsibility. The team or group members just like in the educational field teachers seldom have influence or make decisions; instead, team members are entrusted with carrying out the leader's decisions and choices. Koedelet *al.* (2015) explained that in democratic leadership, all or most of the group members are able to engage in decision-making processes, which is also known as participatory



leadership.

Jamali and Heidari (2014) narrated that when you lead with a consultative style, you take a "think about it" approach. People are a reservoir of talent for a leader who trains. The coach method is used by a leader who wants to help individuals reach their full potential. Faiza et al. (2015) reported that term "people come first" is frequently used to characterize this kind of leadership. The allied leadership method is the most intimate and up-close of all the leadership approaches. A leader who uses this approach pays attention to and supports team members' emotional needs.

MATERIALS AND METHODS

This chapter deals with methods and procedures through which the research becomes accomplished. This section of thesis explains the design of research on which research is based, targeted population, sampling technique, instruments used for collection of data, validity, reliability, procedure of data collection method of analysis of data and ethical consideration. The research area of the present study was tehsil Jaranwala district Faisalabad. *There are total 61 secondary boys schools in the Tehsil Jaranwala.* The population of present research work was the teachers of secondary boys schools. *Among these total schools 10 schools were selected conveniently. In these 10 schools total 183 teachers were working and these teachers were considered the population of this study. The sample size of the study was 109 secondary boys teachers which was drawn by using www.surveysystem.com with confidence interval 6 and confidence level 95.*

Table 1 List of schools and teachers (Population) with the percentage

Name of schools	Population	Sample	Percentage
Govt. Model Higher Secondary School Satiana	40	23	21
Govt. High School 433 GB	34	15	18
Govt. High School 34 GB	14	7	7
Govt. High School 32 GB	13	8	7
Govt. High School 33 GB Jaranwala	15	9	8



Govt. High School 29 GB	16	10	8
Govt. Higher Secondary School 72 GB	25	12	13
Govt. High School 118 GB	12	6	6
Govt. High School 22 GB	14	8	7
Govt. High School 24 GB	17	11	9
Total	183	109	100

RESULTS AND DISCUSSION

This chapter provides a detailed description of the results used in this descriptive study. This chapter contains an analysis and descriptions of the data. This chapter presents the collection of data along with its analysis. This chapter described the statistical results of the data. A researcher collects data from the teachers of high schools. The results of this chapter were obtained when the questionnaire was filled.

Table 2: Distribution of the school regarding the decision making style adopt by head teachers

Decision making style	Frequency	Percentage
Consensus	0	0
Consultative	2	0.9
Autocratic	29	15.6
Democratic	152	83.5
Total	183	100.0

Table 2 shows the distribution of decision-making styles among head teachers reveals distinct preferences in leadership approaches. Large majority 83.5% of head teachers adopt a democratic style, emphasizing a collaborative environment where staff participation in decision-making is encouraged. Less than one fourth 15.6% of head teachers prefer an autocratic style, where decisions are made independently by the head teacher, without seeking input from others. Only 0.9%, practice a consultative style, involving others in the decision-making process but retaining final authority. Interestingly, none of the head teachers opted for a consensus style, highlighting its absence in the schools surveyed



Table 3: Weighted score, Mean, Standard deviation and Rank order regarding the perception of teachers about their head (leader)

Certain characteristics are found in your school head	Weighted score	Mean	Standard deviation	Rank order
My school leader provide the proper guidance	468	4.29	.723	1
My school leader bring innovations for new environment	457	4.19	.886	2
My school leader is visionary	455	4.17	.814	3
My school leaders has charismatic personality	455	4.17	.858	4
Has the ability to accept the change	454	4.16	.866	5
My school leader is empowering	441	4.04	.885	6

Scale: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree

Six items (statements) were used in the table 4.2.1 to measure the teachers perception regarding the certain characteristics are found in their school heads. The result of the statement “my school leader provides the proper guidance” is ranked at first place with mean value 4.29. The mean value of this statement lies between agree to strongly agree and weighted score is 468. The statement “my school leader brings innovations for new environment” is at 2nd ranked with having mean value 4.19. The mean value of this statement lies between agree to strongly agree and weighted score is 457.

The table 4.2.1 also indicated that “my school leader is visionary” is at 3rd ranked with mean value 4.17. The mean value of this statement lies between agree to strongly agree and mean value is 4.55. This table also shows that the statement “my school leader has charismatic personality” is at 4th ranked mean value 4.17. The mean value of this statement lies in between agree to strongly agree and weighted score of this item is 455. “The ability to accept the change” is at 5th ranked with mean value 4.16. The mean value of this statement lies between agree to strongly agree and weighted score is 454. Table 4.2.1 also defines that the statement “my school leader is empowering” is at ranked 6th with having mean value 4.04. The mean value of this statement lies between agree to strongly agree and weighted score is 541. The overall results indicate that the respondents were agreed that their school head provide proper guidance and is a visionary



teacher.

Table 4: Weighted score, Mean, Standard deviation and Rank order according to the job satisfaction of school teachers due to job policies at secondary level

Job satisfaction of school teachers due to job policies at secondary level	Weighted score	Mean	Standard deviation	Rank order
Fair compensation provide job satisfaction	465	4.26	.845	1
Chances of promotion increases the job satisfaction	465	4.26	.909	2
Prospects for advancement provide job satisfaction	456	4.18	.668	3
Job security provide the job satisfaction	454	4.16	.726	4
Growth and learning opportunities provide the job satisfaction	447	4.10	.870	5

Scale: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree

Table 4.3.1 elaborates the results with 5 items (statements) regarding the policies which provide job satisfaction to the teachers that “fair compensation provide job satisfaction” is at 1st ranked with the mean value 4.26. The mean value of this statement in between the agree to strongly agree and weighted score of this statement is 465.

The table shows that “chances of promotion increases the job satisfaction” is at 2nd ranked with the mean value 4.26. The mean value of this statement in between the agree to strongly agree with the weighted score 465. Table 4.3.1 also shows that “prospects for advancement provide job satisfaction” is at 3rd ranked with the mean value 4.18. The mean value of this statement in between the agree to strongly agree and weighted score of this statement is 456. “Job security provides the job satisfaction” is at 4th ranked with the mean value 4.16. The mean value of this statement in between the agree to strongly agree with the weighted score is 454.

“Growth and learning opportunities provide the job satisfaction” is at 5th ranked with the mean value 4.10. The mean value of this statement in between the agree to strongly agree and weighed



score of this statement is 447.

FINDINGS

The findings reveal key insights into the perceptions of teachers regarding their school leaders and the factors contributing to job satisfaction. According to Table 2, teachers highly value their school leaders' guidance, with the statement "my school leader provides proper guidance" receiving the highest ranking, reflecting strong agreement (mean value 4.29, weighted score 468). Similarly, innovation and vision are highly appreciated traits, as indicated by the second and third-ranked statements, "my school leader brings innovations for a new environment" (mean value 4.19, weighted score 457) and "my school leader is visionary" (mean value 4.17, weighted score 455). Charismatic leadership (mean value 4.17, weighted score 455) and adaptability (mean value 4.16, weighted score 454) are also significant but slightly less emphasized, followed by the empowering nature of school leaders, which ranks sixth (mean value 4.04, weighted score 451). Regarding job satisfaction, Table 3 highlights that fair compensation and promotion opportunities are the most influential factors, both ranked first and second, with mean values of 4.26 and weighted scores of 465. Advancement prospects (mean value 4.18, weighted score 456) and job security (mean value 4.16, weighted score 454) are also crucial for teacher satisfaction, while growth and learning opportunities, though important, rank slightly lower (mean value 4.10, weighted score 447). Overall, the results indicate that teachers feel positively about their leaders' guidance and visionary qualities, and they strongly associate job satisfaction with fair compensation, promotion opportunities, and job security.

CONCLUSION

In conclusion, the study highlights that teachers highly value leadership qualities such as guidance, vision, and innovation in their school heads, while fair compensation, promotion opportunities, and job security are key drivers of job satisfaction. These findings emphasize the importance of effective leadership and equitable policies in fostering a positive and motivating work environment for educators.

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