

Principal's Leadership Style and Teacher's Job satisfaction during COVID-19: A correlational study of public and private secondary schools of District Jamshoro, Sindh, Pakistan

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Abstract: This quantitative research intends to study, identify and explore different leadership styles of school principals and find out its relationship with teacher's job satisfaction in their jobs during COVID-19 in public and private Secondary schools in District Jamshoro, Sindh Pakistan. Multifactor leadership questionnaire (MLQ-Short form) and Teacher's job satisfaction Questionnaire (TJSQ) were used for data collection. Correlation results are built on quantitative survey data from a sample of 149 teachers from 16 secondary schools. The respondents rate their principals as more of transformational leadership (M=3.34) than transactional leadership (M=2.59) and job satisfaction result (M=3.35) showed neutral satisfaction level during COVID-19 but when correlation test in different styles of leadership among school principals (principals) satisfaction of teachers in their work was performed it was proved that transformational style of leadership results have a high job satisfaction or positive correlation with teacher's job satisfaction while transactional style of leadership have low or negative correlation with job satisfaction of teachers. The study suggested that there Transformational style of Leadership in schools by the school principals is a significant contributing factor towards enhancement of overall teacher's job satisfaction during emergent situations like COVID-19.

Keywords: Leadership, Transformational Leadership Style, Transactional Leadership Style, Teacher' Job satisfaction, COVID-19

1. Introduction

World Health Organization (WHO) on 22 January, 2020 updated journalists regarding the evolving occurrence of a coronavirus, COVID-19, originated in China's province, Wuhan in December of 2019 [1]. On 30 January, World Health Organization recognized COVID-19 a Public Health Emergency of International Alarm (PHEIC), and on 11 March, a worldwide plague [2]. In February, the WHO released a tactical reaction plan for the COVID-19 that designed toward bound spread, caution for patients, end spread from animals, study how to combat the disease, transfer realities, counter misrepresentation and decrease the social and economic significances [3].

From other central sectors, education is also one of them which have an impact of this outbreak as till now 156 countries of the world has changed its educational policies from face to face to virtual. Pakistan also surely changed its education system like other countries, transforming its learning pattern of students from schools to higher education using virtual learning. For now virtual learning is constant policy still implemented during this pandemic.

Any educational set-up, particularly schools, greatly varies its overall environment based on the kind of leadership it gets, particularly during the times of crisis, like the one we faced in Pakistan during COVID-19. The general improvement in teachers' satisfaction levels with their work is dependent on that environment which is created as a result of the leadership roles applied. So now, when the entire world is in threatening worldwide health disaster of COVID-19, many consider transformational leadership style as a helpful for resuming institutional events by easing the workers and supporting

business tactics [4][5]. Significantly, when organizations are closed, and work is disrupted, such as during COVID-19, leaders' conduct is also affecting workers' confidence and job satisfaction. As the idea is, the features of transformational leaders are extremely strategic, enabling the employees' on every level and supporting them to cope with all the possible barriers with the existing challenges [6].

In era of COVID-19, Pakistan education is getting more serious from social limitations in accomplishing and consolidation the character of the Pakistan nation towards a decent society, we needs to pay more consideration to the essence of teaching and learning in science. Regardless the reality that Public and Private schools have conventionally applied greater leadership during COVID-19, very little research has been found on the leadership styles being practiced in the schools. Of certain significance, the achievement of the schools in terms of Principals' leadership has not been systematically studied, commonly when associated with teacher's satisfaction variables and whole achievement of the school as an institution during COVID-19. Moreover, many associations among leadership style's variables and methods of teacher's job satisfaction have been recognized worldwide and through bigger institutions during COVID-19. However, insufficient practical studies have associated with principal's leadership styles in terms of transformational and transactional against teacher's job satisfaction variable in the framework of educational system during COVID-19, as teachers observed. Educational studies supporters such as [7],[8],[9],[10],[11], and [12], consider that the role of principals in current society is undermined and not studied properly to understand, more research studies in this

area is needed if a wider conceptual consideration of the occupational role in all its realities is to be accomplished.

Generally, it is observed in the existing condition of COVID-19, teachers have no clear knowledge about their principal's style of leadership and how their leadership style affects their job satisfaction. Principals have no any clear idea about the various leadership styles and how they are associated to or distress their teacher's job satisfaction. Moreover, it is normally observed that they have no knowledge about which leadership style is more efficient for the productive school environment as well as the job satisfaction of their teachers especially this COVID-19 situation. Therefore, by keeping in view the ongoing challenges to school systems during COVID-19, and the potential properties of leadership, this study examined the relationship of relevant leadership style on teachers' job satisfaction at secondary level, relevant literature review was undertaken, research gap and research objectives were established. On the basis of literature review and set objectives conceptual framework was designed. Additionally, research methodology explained that was used to investigate research objectives. Furthermore, the sample size and tools of data analysis and testing are explained. Lastly conclusion and recommendations are illustrated.

1.2 Research Problem

Education is one of the leading sectors which were drastically hit by COVID-19 pandemic. The continuity of schools and education process is severely affected and even debated to weigh costs of health concerns against the learning gaps. School education witnessed a dynamic change as the option of in-person teaching is almost deleted, and only two options remained: remote education through screens and digital means (Where ever possible), or no education at all. These challenges tested education planners' abilities and school leadership's abilities to confront challenges and face consequences during this chaotic period. This research study aims to investigate and compare the different leadership styles that are being adopted by the school principals in the public and private secondary schools in the district Jamshoro of Sindh Province. The different leadership styles in the public and private schools was compared from the teacher's point of view and it was investigated that how these leadership styles are related with the job satisfaction of the teachers working in those schools during COVID-19.

1.3 Research Aim and Research question

1.3.1 Aim

The key aim of this research is to investigate regarding teacher's job satisfaction during COVID-19 in respect of leadership styles which were investigated from Teachers Perspectives along with that its association with Teacher's job satisfaction in secondary schools of Jamshoro, Sindh Pakistan.

1.3.2 Research Question

How the School principals' Approach of Leadership had relationship with satisfaction of teachers in their work during COVID-19, in government and private educational Secondary schools during the pandemic?

1.4 Research Objectives

To achieve the aim of this research, following objectives are designed as:

- To discover the connection between style of leadership adopted by principals with the job satisfaction that teachers feel at schools at Public and Private Secondary Schools level during COVID-19 at District Jamshoro
- To evaluate the relationship between style of Leadership style and satisfaction in jobs that teachers feel at Public and Private Secondary Schools level during COVID-19 in District Jamshoro.

1.5 Hypotheses

Based on the theoretical study and past research above, the research hypotheses of this study are as:

- H1: There is significant relationship between the style of leadership and satisfaction that teachers feel in their jobs during COVID-19.
- H0: There is not significant relationship between the style of leadership and satisfaction that teachers feel in their jobs during COVID-19.

2. Literature Review

2.1 Leadership

Leadership, like other difficult social activity, is hard to describe accurately or perfectly define. This isn't any decided meaning of the idea of leadership [13][7]. The numerous plentiful and rambling sub-groups of leadership suggest only narrow descriptions and unfinished examination in terms of the science and the art of leadership. In favour of this, Cuban [14], debate that various meanings of leadership having no perfect and unambiguous kind as to what differentiates leaders from others. Yet, given the extensively acknowledged importance of leaders for school efficiency and school development it is significant to create at minimum an occupied meaning of this compound idea to run a valuable setting of situation. Many researchers have debated the features regarding leaders. Ability to initiate the transformation, having self-confidence and optimism, and having anxiety for workers well-being are vital features for leaders [15][16][17].

In 2020, Yukl stressed that honesty, understanding, and respect of people's requirements and approaches are significant for leader's efficiency and effectiveness. Other features, like emotive intelligence, that help the growth of effective associations, as discussed by Nahavandi [18], are also the key for leader's effectiveness. Pandemic seems to be a definitive challenge for leadership across the globe [19]. Though some have risen to the event, others are hostile to accomplish this emergency of exceptional levels. Institutional leaders are depending on their characters and visions, delivered by human resource experts, to confirm their

institutional and workers sense reinforced. Broadcast and social means have showing us to in what way some leaders are deteriorating in their actions to protect institutions & jobs.

2.2 Transformational leadership

Transformational leadership makes optimistic and valued change in the assistants. Transformational Leadership also called as Relationship Theory, pay attention on the association among leaders and subordinates. This type of leader returns consideration to alter others by serving others to inspire, to look after one another, and to recompense consideration to the growth of institute as a whole. The innovative workings of Bass [20][21], stretched the effort of Burns [22] and he was impress by Maslow's Pyramid of Needs Theory [23], comprised 3 aspects of transformational behaviour: idealized impact, intellectual inspiration and individualize concern. An advanced review of the theory further add recognized and conduct methods of idealized impact as well as stimulating drive. Each aspect of transformational leadership is constructed on conduct dealings, which define a leader's level of impact, consideration, stimulation, motivation and inspiration as seeming by those assessing them.

2.3 Transactional Leadership

The Transactional Leadership also known as the Management Theory which recognizes leaders as sometime controlling, commanding, task-oriented and generally interested in looking out one's own self. The key aim of this leadership is to create an environment where the workers usually work to gain good remuneration. Transactional leaders improve the inspiration of the employees through offering contingent prizes. There can be bad results if job is not done properly [24]. Transactional leader develops institutional targets and objectives in order to gain achievement; they communicate clearly, and chain assets with workers teamwork to attain the goals, which ultimately inspire workers [25]. These leaders clearly define institutional objectives and its strong association between productivity and rewards to workers. Some transactional leaders focus attention to those who failed to meet expected results. In certain jobs [26], the transactional leader's role is only linked with management and the transformational leader's purpose is related with leadership. Productive transactions are linked with the management functions in an organization [27] and the productive transactions grown and other aspects occurred. Bass [20][21] considered 4 main features which cover style of transactional leadership, two from them are straight linked with constructive transactions. The features include: contingent reward, laissez-faire, management by exception (MbE)-active, and MbE-passive.

Transformational leadership is not centred upon prize and penalty. Transactional leaders believe on penalty or prize according to the performance of workers. This leadership carries essential variations in the behaviors and Principals of an institute. These leaders arouse the assistants to use their competences and skills [28]. Many Scholars reflect transformational leadership style the maximum suitable and efficient for an institute. This style of leadership is focused on a leader's personal and unique characteristics. McGregor coined the phrase "transformational leadership" in 1978.

Bernard Bass later expanded on it in a larger context. —At first, it was only accessible to politicians, army officials, and businessmen [21][22]. It was the first to use it in a classroom environment [29]. This strategy is based around the idea that if a leader can effectively encourage his or her supporters, he or she can effect improvement in the company. Through inspiring supporters and activating their desires, a transformational leader will effectively transform individual aspirations into mutual goals and vision to achieve outstanding results [30].

2.4 Job satisfaction

Keeping COVID-19 situation for teachers like talking about online classes, online assignments and tests and sending feedback to students, capture their all attention and they couldn't find time to spend with their family while living under same roof. All together the pressure on teachers has gone up now days effecting their job satisfaction [31]. There are diverse view point for job satisfaction which put stress on the circumstances of person or workers, institutions, their policies, directions and regulations and on the employment laws of any nation are whether appropriately applied or not. In fact job satisfaction is an emotional condition of happiness or mind which any worker feels, likes and takes inspiration for spending a peaceful life by undertaking and satisfying his responsibilities and duties to perform a part in the development and growth of his nation. Persons are linked with their families, institutions and finally to their nation. So, a nation's development is chiefly the development of the persons and the future generations.

3. Conceptual Framework

Figure 1 depicts the variables used in this analysis. The factors include school Principals leadership styles and teachers' Job satisfaction. The school Principals leadership style is the independent variable whereas Teacher job satisfaction is the dependent variable. The view of school administrators' leadership styles by Principals and teachers is critical because it influences teacher job satisfaction. Leadership types are expected to be linked to the realms of teachers' job satisfaction. The conceptual framework is designed as in Figure 1.



Figure 1: Conceptual Framework of Leadership style and Teacher's Job Satisfaction

4. Research Design

Mugenda [32] stated that, design of research is a plan offering how investigating issues are resolved. This study aims to identify the link between leadership styles of principals (Transformational and Transactional) with job satisfaction of teachers during COVID-19. The Multi-factor Leadership

Questionnaire (MLQ) used to collect and evaluate gathered data. Prominent social scientists have presented the MLQ approach as a quantitative instrument to measure the style of leadership [27]). The guide of MLQ instrument proved robust validity evidence for of the MLQ scores. Bass, Avolio, and Jung renowned that in 300 research studies, MLQ approach has been employed in Masters' and doctoral thesis. The approach has also been assessed by various rating agencies and approaches. All of those have indicated strongly towards strong soundness of this approach and suggested that this instrument of data collection and analysis can generate robust results. Others, like Antonakis, have also verified the soundness of this approach and have endorsed its reliable and steady analytical approach in many cases.

Additionally, overall uniformity of various calculations and reports made under this approach has been found to be sufficiently significant and highly applicable. Of more critical note, this approach has been applied to identify and measure impacts of two different styles of leadership: having either the characteristics of transactional and/or transformational leadership approaches.

Bass and Avolio claim that teachers' ratification levels in these two divergent styles can be measured significantly well using MLQ approach. Besides, Lester is of the view that a similar approach "Teacher's Job Satisfaction Questionnaire (TJSQ)" is effective in evaluating job satisfaction of teachers, and it can be noted that the same can be applied both in public and private schools in District Jamshoro. The prominent feature of this approach is that numerous aspects of such answer types can be measure with a wide choice of from "Strongly Disagree" to "Strongly Agree", using 5-point variation.

4.1 Data Analysis Procedure

At first phase, the data was categorized and recorded, and a measure of data consistency was evaluated to consider strength of data. It was found that the descriptive aspects of the data which were covered in terms of teachers' job satisfaction, teacher's responses, their relationship with the school principals' varying leadership styles, COVID situation, and much more, were recorded in such a way that their consistency was found reasonably high to use different analytical approaches.

In this study, data categorization has enabled measurement of Responses assess our key hypotheses. To start, reliability was found significant. Also, several measures which were counting qualitative responses were good for any analysis. Moreover, correlation was easily measurable about different leading styles in schools and how satisfied the teachers felt about their work in the schools. The analysis also undertook the test of Pearson's correlation in order to assess any association between the various variables that were analyzed. Direct and indirect, and inverse, correlations were also measured using appropriate methods. It is reasonable to mention that a less than 0.05 value for p- was found and thus lent credibility to relationship, and also gave insights into dependence of different variables.

4.2 Data Collection Method

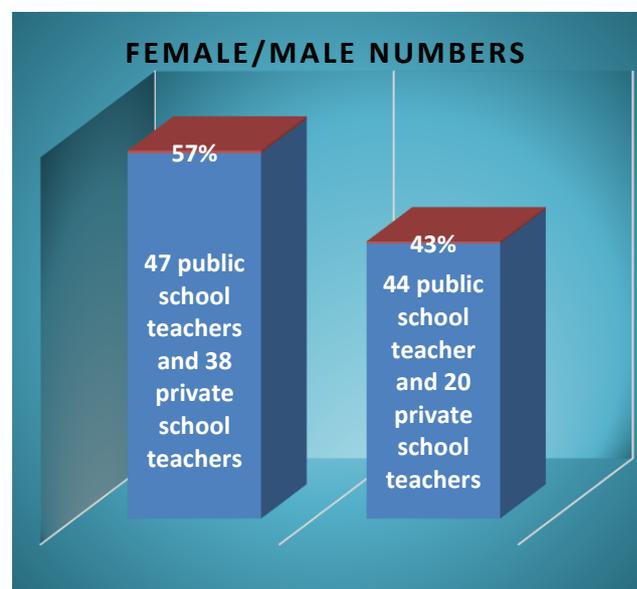
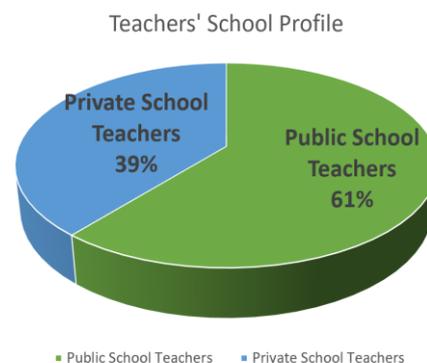
The research conducted for this paper collected data through MLQ, TJSQ and Demographic Information Sheet approaches. After collection of the information through these approaches, analysis exercise was conducted using SPSS and appropriate analytical tools were used to get deeper insights in relationships and dependence of different variables on each other, and make relevant judgement call about the hypothesis.

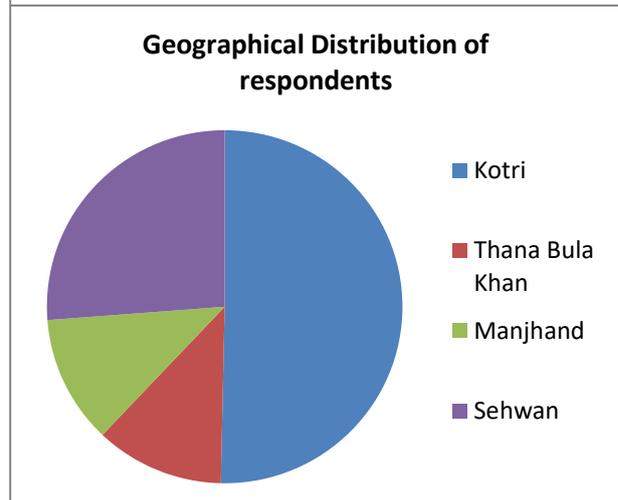
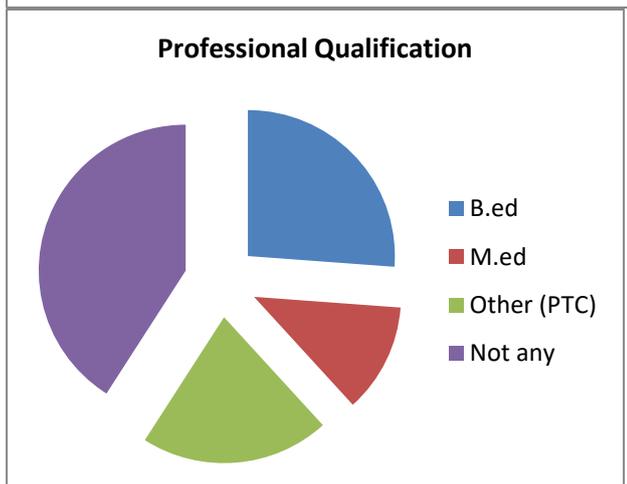
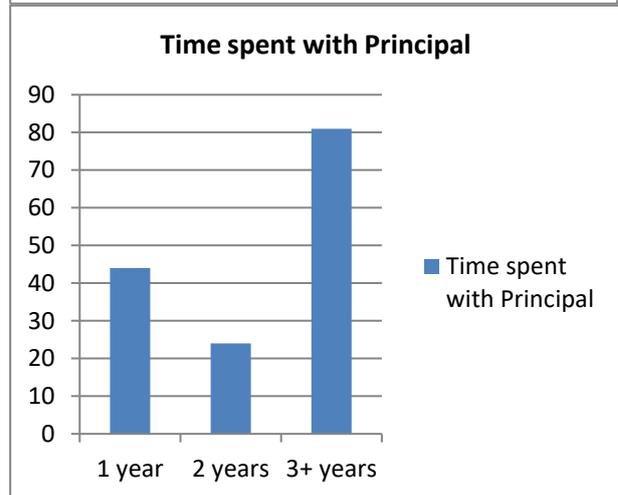
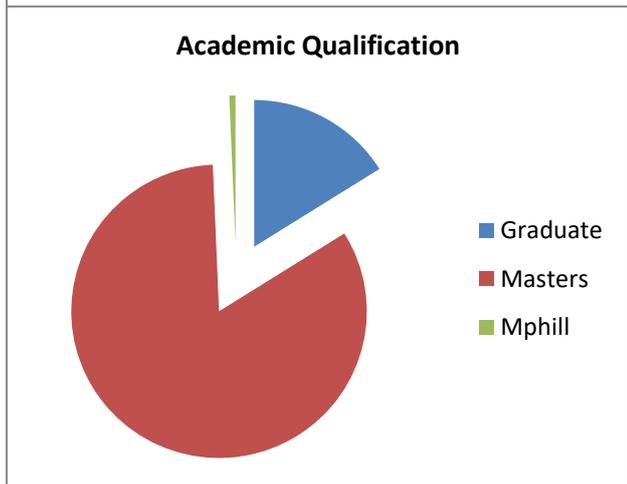
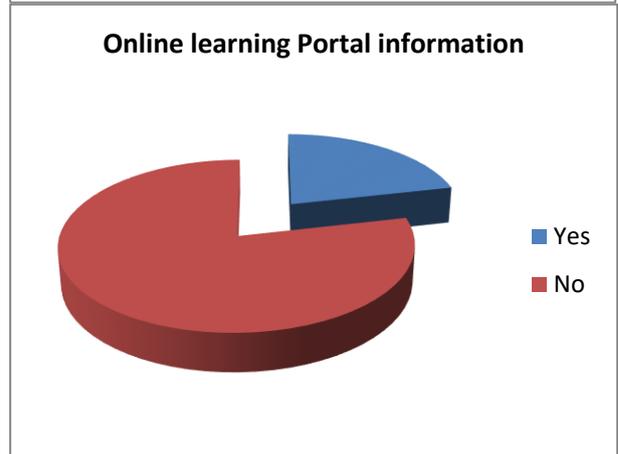
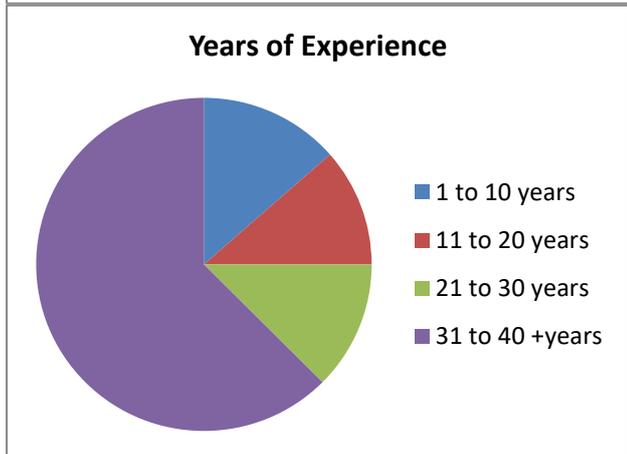
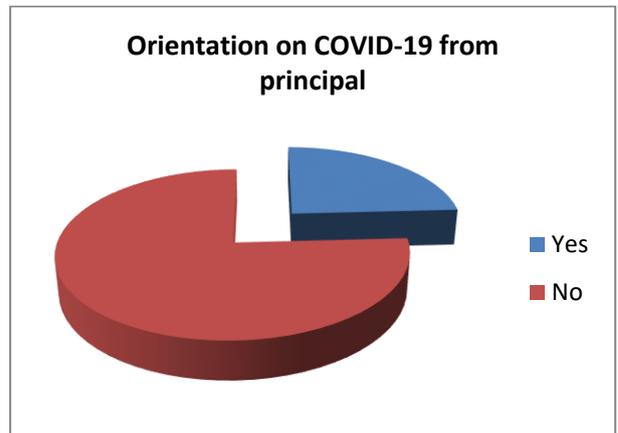
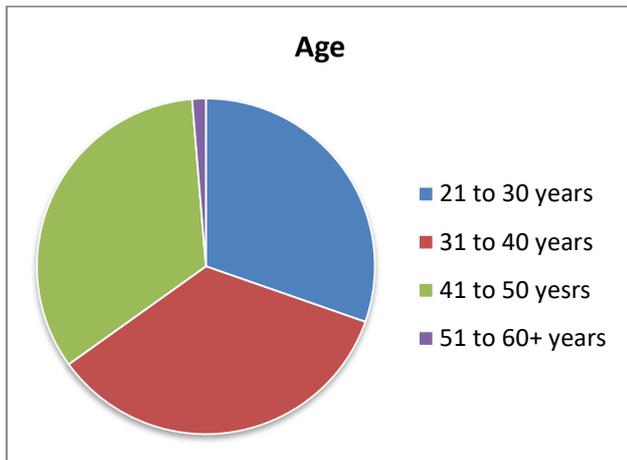
4.3 Sample size and sampling procedure

In this research study, a sample of 16 Schools will be selected through stratified random sampling technique. The researcher will visit 16 Schools, 4 Schools from each Taluka of Jamshoro (2 Public and 2 Private Schools) like Kotri, Sehwan, Tharo Bhula khan and Manjhand to collect data through questionnaire in person. The list of private and public secondary schools was taken from the office of the Directorates of Private Schools and ES&HS Schools Jamshoro in the form of their annual Gazette. It was observed that the number of private and public secondary schools varied in different strata. So stratified random sampling will be considered appropriate. Efforts will be made to select a sample of reasonable size representing secondary schools.

5. Results and Discussion

5.1 Demographics of respondents





5.2.1 Reliability Test

Alpha statistics secured from Cronbach approach represent the consistency in responses, as are also shown in the table above. Also, a very low significance of consistency, below 0.60, is found [33], and "satisfactory" level is found for 0.70, and then 0.80 is found to be good. The table which summarizes these and related data points show that range of consistency for the key variables is found between satisfactory to very good, which is encouraging.

Table 5.2.1

Reliability Statistics		
Description of Items	Cronbach's Alpha	N of Items
Transformational Leadership Style	.899	16
Transactional Leadership Style	.788	16
Leadership response in COVID-19	.788	5
Teacher's Job satisfaction	.981	28

Consistency results from the tests for the variables like Transformational style of leadership was found to be 0.899 and for Transactional style of Leadership was found to be 0.788), Leadership response in general during COVID-19 (LRCOVID) was found to be 0.788, whereas Job satisfaction among teachers (TJS) was found to be 0.98; these demonstrate the range of signifies for these variables from between very good and satisfactory.

5.3 Descriptive Statistics

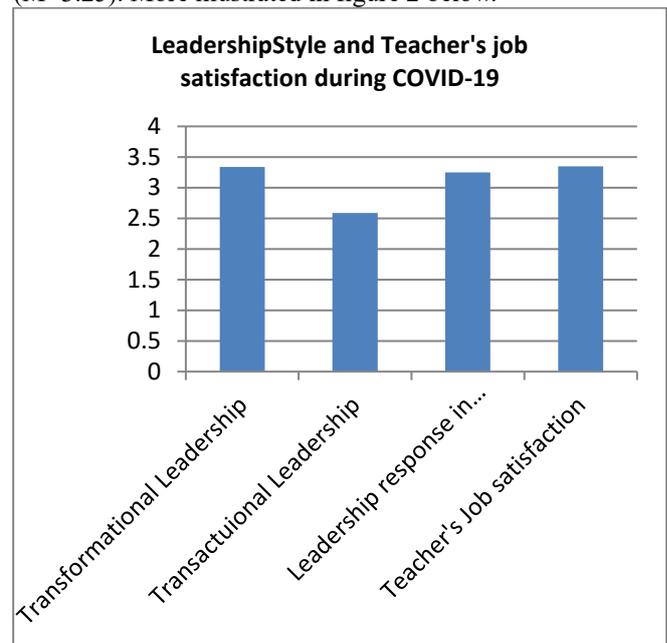
Descriptive statistics is used for participants' ratings from MLQ (short form) for transformational, transactional and leadership response in COVID-19. MLQ approach used undertakes fixed-response range between 1 and 5 (both inclusive). Job satisfaction of teachers, received through responses from TJSQ forms, provides descriptive data and is also based on the save 5-score range. The highlight is that the score is averaged at 3.2 cut-off point, above which it demonstrates higher satisfaction of teachers from their jobs whereas below 3.2 shows job dissatisfaction.

Table 5.3.2

Detail	Min	Max	Mean	Std. Deviation
<i>Transformational Leadership Style</i>	1.38	4.69	3.34	1.15
<i>Transactional Leadership Style</i>	1.38	3.81	2.59	0.78
<i>Leadership response in COVID-19</i>	1.60	4.75	3.25	0.89
<i>TJSQ</i>	1.68	4.54	3.35	1.10

The table shows the descriptive statistics regarding s principal's Leadership styles, leadership response in COVID-19 and job satisfaction of teachers. In the above table, the score's mean displayed that the majority of the teachers are satisfied in their jobs during COVID-19 ($M=3.35$). Maximum

score, as mentioned in the table above, of teachers in transformational leadership is ($M=3.34$) whereas on the lower side, under the transactional style of leadership, the score is ($M=2.59$). This lowest score is under the average score of 3. Leadership response in COVID was also considerable score ($M=3.25$). More illustrated in figure 2 below.



5.4 Discussion of Hypotheses

Hypothesis: 1

H1: There is significant relationship between the style of leadership and satisfaction that teachers feel in their jobs during COVID-19.

The hypothesis was tested with the help of a Spearman's correlation for the teacher rating principal's leadership style during COVID-19 at secondary level of school

Table 5.4.1

Leadership Style	Teacher's Job Satisfaction	
	Pearson Correlation	.640**
	Sig. (2 tailed)	.000
	N	149

From the above table, it has been proved that there is significant positive relationship of leadership style with teacher's job satisfaction during COVID-19 so hypothesis 1 is accepted as $r = .640^{**}$, and $p = .000$.

Hypothesis: 2

H0: There is no significant relationship between the style of leadership and satisfaction that teachers feel in their jobs during COVID-19.

To test this hypothesis Pearson correlation was performed in between leadership style's variables and Teacher's job satisfaction's variables.

Table 5.4.2

Transformational	Teacher's Job Satisfaction	
	Pearson Correlation	.938**

Leadership Style	Sig. (2 tailed)	.000
	N	149
Transactional Leadership Style	Pearson Correlation	-.952**
	Sig. (2 tailed)	.000
	N	149

From table 5.4.1 it is proved that there is significant positive correlation of transformational leadership style with teacher's job satisfaction and there is negative correlation of transactional leadership style with teacher's job satisfaction during COVID-19 so null hypothesis is rejected.

5.5 Research Findings

Findings of the study are as:

- The range of score for reliability of all variables is between satisfactory and very good.
- Results of descriptive statistics demonstrate that generally the teachers were satisfied with their jobs during COVID-19 in public schools.
- The results of leadership style proved that teacher's considered their principal as more transformational than transactional during COVID-19 situation.
- The Pearson correlation's result proved associate between leadership style of principals and job satisfaction of teachers during COVID-19 was significant
- The Pearson correlation's result proved that there is significant positive relationship between transformational leadership style and teacher's job satisfaction during COVID-19 while negative association of transactional style of leadership style with satisfaction levels of teachers with their jobs.

5.6 Discussion and Conclusion

The analysis from the information gathers assessed systematically, it is concluded that there is significant or positive association between the transformational styles of leadership by principals with job satisfactions of teachers during COVID-19. In this regard, [4] and [5] mentioned in their findings when the entire world is in threatening worldwide health disaster of COVID-19, many consider transformational leadership style as a helpful for resuming institutional events by easing the workers and supporting business tactics.

It is interesting and important to highlight that results of this research are aligned with the theory conceptualized by Bass's which emphasizes that leadership styles primarily fall into the two broad categories: transformational or a transactional [20]. Moreover, findings also support the research findings of [4] and [5] which have stressed that transformational leadership hold positive impact on institutional events. Besides, observation of Bogler [34] are also conform to the data analysis for the data from this research, which was also supported by Korkmaz [35], that positive correlation between job satisfaction of teachers and transformational style of leadership is found. The transactional approach of leadership points towards negative association with the measure of job

satisfaction of teachers. These results are aligned with the findings of Korkmaz [35] during the 2007 study as well as that of Nguni [36] which also clearly demarcated the connection of management-by-exception MbE (passive) and leadership approach under the Laissez-Faire with regard to satisfaction of teachers from their work.

7. Recommendations

After analysing the results from the research study, it is recommended that:

- National and Provincial Regulatory bodies like PEIRA (Private Educational Institutions Regulatory Authority) should be strengthened to provide conducive environment fit for teachers to work more effectively.
- Principals should be trained properly on emergency situations like COVID-19 to provide decent working environment to teachers to have more creativity and flexibility in their teaching.
- Government should make policy to ensure minimum salaries for teachers, even in private schools and PEIRA should monitor its implementation.
- Employment contracts for teachers should enforce capacity building to face unfavorable situations where learning became challenge.
- A forum to discuss teacher's issues should be established and its recommendations should be considered by government for enforcement with school owners and leaders.
- International models should be studies for best school leadership models and the learning from it should be applied in Pakistani school System through national and provincial coordination and implementation at district level.

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