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Impact of leadership style on teachers' attitude at secondary school level

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ABSTRACT

The purpose of the present study is to examine the effect of the leadership styles on the attitude of teachers in secondary schools in Dera Ismail Khan. It highlights, in particular, the transformational style of leadership. and discusses its relationship with the attitude of teachers towards teaching. The study is intended to be quantitative research investigation with descriptive survey design. The target group is teachers of public secondary schools of Dera Ismail Khan. A structured questionnaire with a five-point Likert scale was used to gather data. The collected data were analyzed using descriptive statistics, Pearson correlation and regression analysis. The findings of the study showed that there was a significant effect of leadership style on teachers' attitude.

Keywords: *Leadership style, teachers' attitude, secondary school, transformational leadership.*

INTRODUCTION

Background of the study

Education is fundamental tool for a country to promote social, economic and intellectual development. The quality of education is determined by various factors such as curriculum, teaching methods, institutional resources, ability of students and effectiveness of school leadership. Of these, leadership is one of the most critical factors to establishing a culture that promotes teachers' professional development and students' academic achievement.

School leadership is the influence, direction, motivation and facilitation of teachers and others in a school to achieve shared educational goals. As well as doing administrative work, a school principal has important leadership roles to play in setting goals for the school, disciplining students, resolving conflicts, encouraging collaboration and professional development.

Northouse (2021) defines leadership as an influence process which an individual uses to help a group accomplish a shared objective. This influence can be on teachers' perceptions, attitudes, motivation, and commitment in academic institutions.

Teachers are one of the key stakeholders in the education system. Attitude toward teaching, students, school administration, and professional responsibilities greatly affects the quality of teaching in the classroom. Positive teacher attitude is a key factor for good teaching, commitment of teachers, cooperation and good learning environment. On the other hand, negative attitudes can lead to dissatisfaction, decreased motivation, absenteeism, and lack of professional commitment.

The leadership of schools varies based on the personalities of the individual leaders, the demands of the institution, and the philosophy behind their leadership. This present study is related to the transformational leadership style.

Hence, it is imperative to examine the effect of leadership styles on the attitude of the teachers towards the understanding of how school leaders can develop a positive and productive school environment at the secondary school level.

Problem Statement

Teacher's attitude is one of the factors which determines the effectiveness of secondary education and such attitude of teachers towards their profession and their institutional responsibilities is important. But teachers in different schools could have different motivations, different levels of job satisfaction, professional commitment and administrative support.

A leadership style demonstrated by school principals and administrators is one potential reason for the differences.

Some principals make decisions without involving teachers, decreasing the role of teachers and their autonomy in some schools. In other schools' principals invite teachers to voice their opinions and to be involved in the school's decision making. Likewise, if leadership and supervision are not effective, it could lead to confusion and adversely impact the attitudes of teachers.

While it is acknowledged that leadership is one of the significant roles affecting the effectiveness of education, the association of various leadership styles with teachers' attitudes needs to be looked at specifically at the secondary school level.

Hence, the present study aims to explore the effect of transformational leadership styles among teachers on their attitude; especially for their motivation, job satisfaction, professional commitment and attitude towards teaching.

Research Objectives

- To investigate the correlation between the transformational leadership styles and teachers' attitudes.
- To examine the effect of transformational democratic leadership on teachers' attitudes to profession.

Research Questions

The following research questions were answered:

- How is transformational leadership related to teachers' attitude?
- Whether there is any effect of transformational leadership and attitude of teachers?

Research Hypotheses

The below are null hypotheses that are proposed:

H1: Teachers' attitudes at secondary school level are not significantly related to transformational leadership styles.

H2: The transformational leadership styles are not significant predictors of teachers' attitude at a secondary school level.

Significance of the Study

The study is important to the following stakeholders:

- School principals: The findings could provide principals with insights into the effect of their professional leadership on teachers' attitudes and experiences in the workplace.
- Researchers and educational administrators: The research may offer valuable information to help enhance the management and leadership practices of schools.
- Policymakers: The research could help in the formulation of leadership training programs for school principals by school educational policymakers.

Delimitations of the study

The study was delimited to the teachers of selected public secondary schools of Dera Ismail Khan, The transformational leadership only.

LITERATURE REVIEW

Concept of Leadership

Leadership is the ability to motivate people to achieve a common goal. It is related to communication, decision making, motivation, supervision, coordination and developing leader-follower relationship.

According to Northouse (2021) leadership is defined as influencing a group of people to reach a shared goal. Leadership is needed in schools because the principal has the responsibility for organizing teachers, students, parents, and other parties in the school to fulfil the aims set in the educational goals.

Influence of leadership within educational institutions.

Leadership style is the specific way a leader manages, motivates and influences employees. Teachers' responses may vary according to the institutional context, management, and teachers' professional expectations in different leadership styles.

Transformational Leadership Style

Transformational leadership emphasizes motivational, inspirational and developmental guidance of employees to reach organizational objectives.

Bass and Avolio (1994) developed a transformational model and transactional model of leadership. Transformational leaders inspire employees to think outside the box, grow their skills, and transcend their self interests and needs.

The four main elements of transformational leadership are:

- Idealized influence.
- Inspirational motivation.
- Intellectual stimulation.
- Individualized consideration.

Concept of Teachers' Attitude

Attitude of teachers is their thinking, feeling, perceptions and tendencies about their profession and working environment.

The attitude of teachers affects their behavior in class, their relationship with students, their duties as teachers, and their engagement in institutional activities.

RESEARCH METHODOLOGY

INTRODUCTION

Research methodology is the systematic procedures that are used for data collection, analysis and interpretation to answer research questions and test hypotheses. This section outlines the research design, population, sample, sampling technique, research instrument, and data analysis techniques that is proposed to be used for the study.

RESEARCH DESIGN

This study used a quantitative research method with descriptive survey and correlational research design. The descriptive survey design was used to identify the leadership styles used by Secondary School principals and the attitudes of teachers towards their duties. Correlational component will be used to explore the relationship between leadership styles and teachers' attitudes.

Population of the Study: The population of the study comprised of all teachers of the selected public secondary schools in Dera Ismail Khan.

Locality	**Gender**	**Teachers**	**Total**
Rural	Male	903	1439
	Female	536	
Urban	Male	246	406
	Female	160	
Grand Total			1845

Sample of the Study: A sample of 320 secondary school teachers was selected using stratified sampling technique.

Gender	**Locality**	**Teachers**	**Total**
Rural	Male	150	245
	Female	95	
Urban	Male	45	75
	Female	30	
Grand Total			320

Research Instrument

Data was collected through a structured questionnaire developed in accordance with the objectives and variables of the study. The questionnaire was consisted of three sections. Demographic information, transformational leadership and teachers' attitude.

Data Analysis Techniques

The collected data was analyzed using correlation and regression.

Data Analysis, Results and Interpretation

Table 1Relationship Between Leadership Styles and Teachers' Attitudes

Correlations			
		Leadership_Style	Teachers_Attitude
Leadership_Style	Pearson Correlation	1	.390**
	Sig. (2-tailed)		.000
	N	320	320
Teachers_Attitude	Pearson Correlation	.390**	1
	Sig. (2-tailed)	.000	
	N	320	320
**. Correlation is significant at the 0.01 level (2-tailed).			

The association between the transformational leadership style of school heads and teachers' attitude was checked in Table 1. The results of this analysis showed that r=0.390, p=000 < 0.05, thus, it can be seen that the relationship is weak. From these findings, it can be inferred that teachers do have a positive attitude in working with effective transformational leaders.

Table 2: Impact of leadership style on teachers' attitude

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390[a]	.152	.150	.26456
a. Predictors: (Constant), Leadership_Style				

Coefficients[a]				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	2.640	.161		16.362	.000
	Leadership_Style	.316	.042	.390	7.564	.000
a. Dependent Variable: Teachers_Attitude						

From Table 2, it can be seen that the model summary shows that the transformational leadership accounts for 15.2% of the variance in the attitude of the teachers (R2 = 0.152). This shows that there is a moderate effect of leadership style on the attitude of the teachers.

Standardized beta = 0.390 and the analysis of the coefficients shows that leadership style has positive and significant effects on teacher attitudes. It implies that there is an increment of 0.390 standard deviations in the attitude of teachers each time the leadership style is raised by one unit.

CONCLUSIONS

The result of the study indicate that there is a moderate effect of transformational leadership style on teachers; attitude towards teaching at secondary lebel in Dera Ismail Khan.

RECOMMENDATIONS

Based on the findings of the study, the author recommends that Education authorities and principals should facilitate and accept transformational leadership styles to improve teachers' attitude towards teaching.

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