Effectiveness of Leadership Styles, Motivation Factors and Performance Appraisal towards Teachers' Job Satisfaction at Secondary Level

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Abstract

The Pakistan education is altering in a self-motivated comportment and knowledge in the improvement of agreement with the modification of globalization. In modern era teacher no longer purely teach exacting theme in the classroom but with the determinant of indicators that enhance the job satisfaction. The objective of this paper is to investigate the effect of leadership styles, motivational factors and performance appraisal on job satisfaction. The population of the study was public secondary school teachers whereas, 457 respondents were selected as sample through stratified random sampling technique. The study was cross sectional based on quantitative research design. The data was collected through standardized questionnaires by using survey method. Smart PLS was computed in order to assess the proposed hypothesis in this study. The findings of this research revealed that teachers are moderately satisfied with their job. Furthermore, there was a positive and significant effect of leadership styles, motivation factors and performance appraisal on job satisfaction. The study is beneficial to adopt the new techniques and strategies for the development of secondary education.
Key Words: Leadership Styles; Motivation Factors, Performance Appraisal; Job Satisfaction

Introduction

Job satisfaction submits complete of awareness and approach to job (Troesh& Bauer, 2017). Saner and Eyupoglu (2015) firm so as to job satisfaction communicates to public have assessment of their job beside concern imperative to them. People's feelings are also worried in such valuation; therefore staff altitude of job satisfaction impact extensively on their individual, community and employment life, and therefore as well manipulates their behavior at job. These visions are shared by Spector (1994), Beck (1983), Buitendach and De Witte (2005) who have the same opinion that job satisfaction is attitudinal and affecting reactions that replicate how people are aware of concerning their jobs in general, because able-bodied as concerning diverse characteristic of the job. Ololube (2006) suggested that job satisfaction is the capability of the teaching job to get together teachers' needs and get better their Job satisfaction: whereas the prose present a lot of characterization of this explanation expression. Job satisfaction is the compilation of approach, to attitude and thoughtstowardresult of member of staff awareness of how glowing their job give those equipment that they are view as significant and necessary (Troesh& Bauer, 2017). Moreover, many variables have been intentional to conclude which variables have and manipulate on in general teacher job satisfaction (Salisu et al, 2015). Conversely, by all of the

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available research on the topic of teacher job satisfaction, there is an extraordinary lack of research obtainable about how certain variables influence job satisfaction for teacher, specifically how leadership style of the most important manipulate statement job satisfaction (Nisar et al., 2021). This in sequence would append a different deposit to the understanding of what causes a teacher to be satisfied in his or her job and the motivation to reside in the field of teaching as a career choice satisfaction (Muchtar, 2016). Thus, Job dissatisfaction, in contrast, can be due to a deficiency of work-life stability, a lack of improvement and prospect, non-supportive working surroundings, lack of support, lack of acknowledgment and stress. These factors also increase the employee proceeds rate (Doef et al. 2012). As a result, dissatisfied workers may reduce their levels of routine and effectiveness and may incapacitate the work or leave the job Drucker (2013). Dissatisfied employees leave the organization and may collapse other employees' motivation before they do. Squires, Hoben, Carleton and Graham (2015) path for their selected profession, teacher might experience underprepared for the realism of teaching. These collective motivations may lead to jobdissatisfaction.

LiteratureReview

Leadership defines a procedure which aims to achieve shared goals by aiding both character and combined goals and it comprise authority other people in order to establish the successful process of administrative elements (Bolman& Deal, 2017). Moreover, Leadership is the aptitude to move that encourage and manipulate people to be willing to take measures directed at achieve goals through the courage to take decisions about the

behavior that must be execute (Germain, 2012). Additionally, Leadership is the work done by someone with all the ability they have to manipulate, give confidence, lead and propel individuals so that they want to work with enthusiasm and self-confidence in accomplish the goals of the organization (Machumu&Kaitila, 2014). Transformational best present their group encouragement to attain high-levelwants such as self-actualization, development and collective goals (Srithongrung, 2011). On the other hand, high-level requirements cannot be encouraged under transformational leadership unless such goals are firm and rewards are approved (Rainey, 2009). This is why transformational leadership is careful a leadership relying on or increasing the move toward of transactional leadership (Oberfield, 2014). Transactional leadership, in turn, engage an exacting way of communication with followers in organize to settle on how to attain tasks and notify them about rewards based on their performance (Avolio, 1995). The laissez-faire measurement of the theory is regularly considered as non-leadership in which such leaders do not distress or act when the organization come upon with significant concern. The laissez-faire leadership refers to the non-existence of or detrainment from leadership (Judge & Piccolo, 2004;Northouse,2015).

Among a variety of motivational theories, Herzberg, (1959) has residential a theory about the feature connecting to job attitude and the consequence of these thoughts on work performance. In his book, states "In malevolence of educational differentiation, workers around the world be liable to make obvious an inclination toward contentment with job intrinsic, and dissatisfaction with extrinsic (Khalid, 2015). This proposition has been functional in much business nowadays.

Gleeson (2016) renowned that in order to motivate workers in corresponding and goal leaning way it must evaluate the remuneration and costs with admiration to intrinsic and extrinsic motivation factors. These confirmations demonstrate that intrinsic and extrinsic motivation has the most contact towards work presentation. Intrinsic and extrinsic inspiration will, therefore, be converse in the following section. Researchers describe intrinsic motivation in many ways. Intrinsic motivation is appreciated for its own sake and come into view to be self-sustained Farooq &Hanif, 2013; Naseem, 2018). Motivation is intrinsic if a movement is commence for one's immediate need satisfaction (Rheinberg&Engeser, 2018). Performance appraisal is a performance measurement toolkit, which is used to get performance in sequence of an individual and evaluate them with the already set values (Darehzereshki, 2013). Wahjono (2015) indicates performance appraisal as an organization's arrangement in which employees are given scores to demonstrate their act against their set target to bring change in job performance. (Mondy&Mondy, 2014) looks at performance appraisal mainly as to mean those behavior by which employees are evaluate in an organization in order to produce their capability, raise their performance and give reward(Basheer et al., 2017). Pradhan and Chaudhary (2012) state that performance appraisal as a mechanism assesses the employees' involvement in all levels of the organization during a certain performance period of time and they are intelligent to know their performance power and weak point. Performance appraisal also measures employees' performance and development on an explicit job and their prospective for future development (Selvarajan et al., 2011).

Theoretical Framework

The idea of transformation and transaction leadership was first establish by Burns (1978) to give explanation leader traits and additional prolonged by Bass (1985). In 1997, Bass and Avolio residential the Full-Range Leadership Theory (FLRT), which includes three leadership styles as transformational, transaction, and laissez-faire.; Transformational leadership covers firm performance; inspirational motivation, individualized influence, intellectual stimulation, and individualized consideration (Bass, 1985).

Hypothesis

i.   There is a significance effect of leadership styles on jobsatisfaction
ii. There is a significance effect of motivation factors on jobsatisfaction
iii. There is a significance effect of performance appraisal on jobsatisfaction

Methodology

This study treated leadership styles, motivation factors and performance appraisal as an independent variable and job satisfaction as a dependent variable. A Cross sectional, based on the quantitative research design was administered. The population of the study was public secondary school teachers in Punjab, Pakistan whereas, 457 respondents were selected as a sample of the study through stratified random sample technique and Krejie& Morgan (1970) model was used to select the sample size of this research. Standardized questionnaires were used according to extract data for different variables of the study such as; Leadership styles questionnaire was adopted from Avolio and Bass (2004), while motivation questionnaire was adopted from Herzberg (1996). The performance appraisal questionnaire was adopted from Goodman &Svyantak (1999) while job satisfaction

questionnaire was adopted from Lester (1987). 1. Strongly Disagree to 7. Strongly Agree seven points scale format was used to gather respondents' point of view on different variables through survey method. The content and face validity was ensured through the experts opinion and peer reviewers. Reliability of the questionnaires was assessed by using Cronbach'S Alpha coefficient. The result of the reliability was acceptable > 0.7 (Chin, 1998) during pilot test. The measurement model (internal consistency, convergent validity and discriminant validity) and structural model (path coefficient) was assessed to investigate the proposed hypothesis by computing Smart PLS-3.2 (Henseler et al., 2009). Moreover, f^2, R^2 and Q^2 were conducted by using Bootstrapping as recommended by Hayes(2012).

Findings

The descriptive statistics for all variables was computed through means and standard deviation. Seven point Likert response scale of 1). Strongly Disagree to 7). Strongly Agree was used to measure the indicators. The results of the descriptive statistics for all the main constructs are presented in Table 1. As shown in the mean values of all the four components such as; leadership styles 5.20, motivation factors 5.05, performance appraisal 5.10 and job satisfaction was 5.33. This suggested that the secondary school teachers are moderately satisfied with their job.

Table 1. *Descriptive Statistics*

Variables	Mean	Std. Deviation
Leadership Styles	5.20	.81
Motivation Factors	5.05	.80
Performance Appraisal	5.10	1.01
Job Satisfaction	5.33	.77

Assessment of Measurement Model

There are two major approaches (variance based SEM and covariance based SEM) have been identified to estimate the structural equation model (SEM), Partial Least Square (PLS) is a variance-based approach to SEM. To estimate the correlation between the variables, minimizing the error, the PLS-SEM is useful (Chin, 2010; Hair et al., 2014). Moreover, Ringle, Wende, and Will (2005) stated that PLS-SEM is the best approach to assess the theoretical model of the study. The PLS-SEM variance based approach was selected for this study because; 1. It is the best for developing the model; 2. Assumption the normal data appropriately; 3. Observed multiple variable analysis; 4. Appropriate for a complex model (Hair et al., 2010).

Internal Consistency Reliability and Convergent Validity

The degree to which all the items of sub scales assessed the similar approach is called internal consistency reliability (Sun et al., 2007) that was assessed through Cronbach'S Alpha coefficient as recommended > 0.7 (Chin, 1998). Whereas, Convergent validity refers defines the variance of proportion of each item of the variables indicator of a constructs. It relates to the what is actual expected to measure. The convergent validity of the constructs is assessed by AVE (Fornell&Larcker, 1981). AVE is the sum of square loadings of items allied with a construct divided by the number of indicators which is equivalent to the communality of a construct. The AVE value 0.5 or greater is considered the acceptable Convergent validity (Hair et al., 2014; Urbach&Ahlemann, 2010). As all the AVE value exceeded the minimum acceptable level of 0.5 proposed by

Bagozzi and Yi (1988).

Table 2. *Internal consistency and convergent validity*

Constructs	Alpha	CR	AVE
Leadership Styles	0.76	0.86	0.67
Motivation Factors	0.81	0.88	0.83
Performance Appraisal	0.89	0.83	0.79
Job Satisfaction	0.91	0.87	0.72

Discriminant Validity
Discriminant validity proposed differentiate among the constructs of the study (Duarte &Raposo, 2010), it means that a variable has distinct with other variables (Fornell&Larcker, 1981). Additionally, the discriminant validity was also determined using criterion provided by Chin (1998). The external consistency of the model was investigated by the discriminant validity (Fornell&Larcker, 1981). In this study, Fornell-Larcker Criterion was conducted to assess discriminant validity. According to the recommended criteria of Fornell-Larcker and cross loading, the value of latent construct should be greater than other (Hair et al., 2014; Urbach&Ahlemann,2010).

Table 3. *Fornell-Larcker Criterion*

Constructs	JS	LS	MF	PA
Job Satisfaction	**.689**			
Leadership Styles	.641	**.774**		
Motivation Factors	.514	.506	**.608**	
Performance Appraisal	.664	.578	.458	**.671**

Structural Model Assessment
According to Hair et al., (2014) in hypothetical model, structure model is the dependent relationships connecting the variables or constructs. That is, structure model is an essential demonstration of inter correlation among constructs. It enlightens the correlation between latent constructs (Chin, 1998). The hypothesized relationship between leadership styles, motivation factors, performance appraisal and job satisfaction in this study was tested through the structure model. For this purpose, the structure model was calculated for collinearity issues such as, effect size (f^2), predictive relevance (R^2) and cross-validated redundancy (Q^2). Moreover, path coefficient was conducted to determine the direct effects between the study variables by using Bootstrapping. As recommended by Hayes (2012) and Henseler et al (2009) it is comprehensive approach of PLS-SEM for testing the hypothesis based on multiple correlations among theconstructs.

Hypothesis Testing
As stated in this study, the structure model is the stage for testing the hypothesis formulated for this study. As pointed out by Ee, Halim, and Ramayah (2013); Sang, Lee, and Lee (2010) the structural model indicates the causal relationships between the constructs, for this purpose path coefficient was estimated. The t-value > 1.96 and p-value < .05 was carried out by following the guidelines provided by the eminent scholars in their recent studies (Hair et al., 2014; Hair et al., 2010; Henseler et al., 2009).
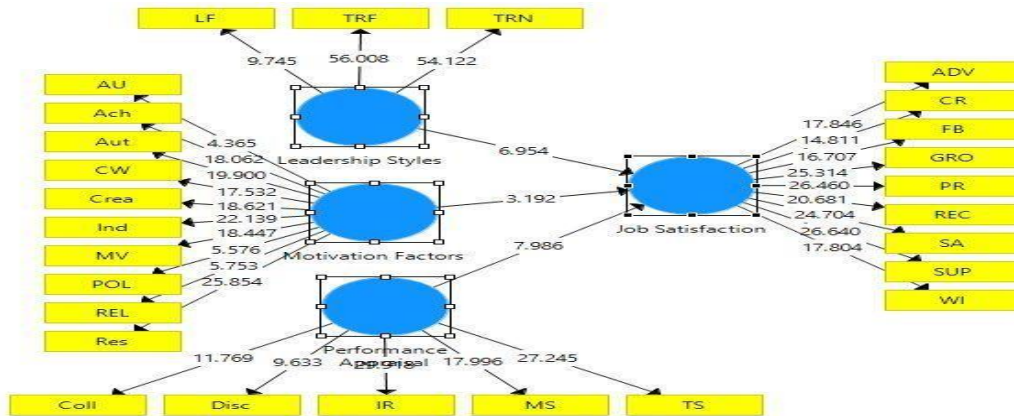
***Figure 1.* Structure Model**

Table 4. *Structure model assessment Path Coefficient (Direct Effect)*

Constructs	Beta	SD	T-Value	P-Value	Decision
LS → JS	.324	.047	6.954	.000*	Accepted
MF → JS	.171	.052	3.192	.002*	Accepted
PA→ JS	.399	.050	7.986	.000*	Accepted

Coefficient of Determination (R2)

Coefficient of Determination identifies the relationship among entire variables and suggest the strength of proposed model It also validates the ability of all the exogenous (independent variables) in predicting the endogenous (dependent variable) (Hair et al., 2014). The R2 value is acceptable that greater than 1 (Hair et al., 2010; Henseler et al., 2009; Elliott & Woodward, 2007). However, according to Falk and Miller (1992) R-square value of 0.10 is acceptable. Furthermore, according to Chin (1998) R^2 value of 0.67, 0.33 and 0.19 are adjudge to be substantial, moderate and weak respectively. As revealed in Table 5, the R2 value is 0.560 which can be adjudge to be moderate for job satisfaction. This means that leadership styles, motivation factors and performance appraisal collectively explain 56.0% of variance in teachers' job satisfaction. Thus, the model of this study has predictive accuracy and is adjudge to be a good model (Lei & Chu,2015).
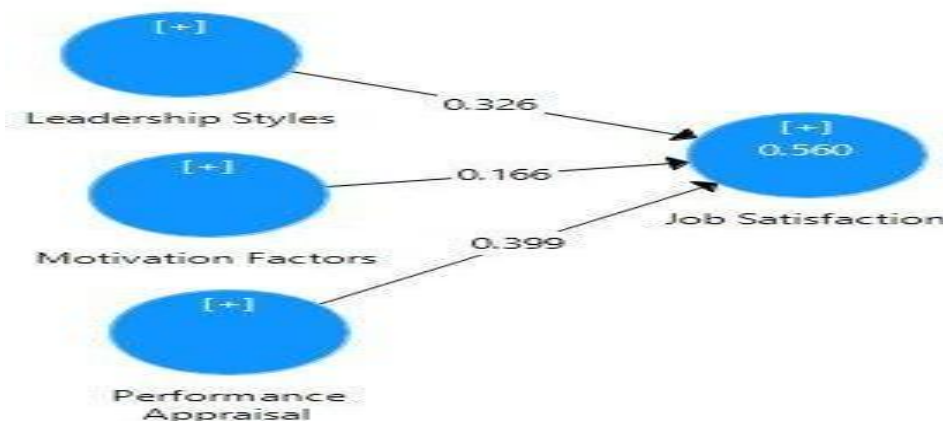

***Figure 2.* Coefficient of Determination (R2)**

Table 5. *Predictive relevance (R^2)*

Variables	R^2	Range
Job Satisfaction	0.560	Moderate

Relationship	f^2	Range
LS → JS	.15	Moderate
MF→ JS	.04	Weak
PA → JS	.22	Moderate

Table 6. Effect size (f^2)

Effect Size (f2)

Since to explore the R2 value, the change in R2 value when a particular exogenous variable is excluded from the model was also determined to recognise the effect size (f2) which is an extent of the impact of a specific exogenous construct on an endogenous construct (Gim, Desa, &Ramayah, 2015; Hair et al., 2014). Cohen (1988) suggested the f^2 values as 0.02 (weak), 0.15 (moderate) and 0.35(strong).

It is a degree that measures the relevance prediction of latent variables. It also defines the relative determination reflective variables (Hair et al., 2014). In table 7, the predictive relevance is shown in the column labelled 1-SSE/SSO, which means squared prediction error/squared observations. Any value in the column that is more than 0 are said to have predictive relevance suggested by (Chin, 1998; Henseler et al., 2009). Thus, the model is adjudged to have predictive relevance (Henseler, Ringle, &Sinkovics, 2009).

Capability of the Model (Q2)

Table 7. *Cross-validated redundancy (Q^2)*

Construct	SSO	SSE	$Q^2 = (1\text{-}SSE/SSO)$
Job satisfaction	4113.00	3115.835	0.242

>0

Conclusion

It was concluded that the secondary school teachers were moderately satisfied with their job. Moreover, there were significant and positive correlation between leadership styles, motivation factors and performance appraisal with job satisfaction. Additionally, the R2 value is 0.560 which can be adjudge to be moderate for job satisfaction. This means that leadership styles, motivation factors and performance appraisal collectively explain 56.0% of variance in teachers' job satisfaction. Thus, the model of this study has predictive accuracy and is adjudge to be a good model (Lei & Chu, 2015). The findings of this study was in line with

previous studies (Arzi&Farahbod, 2014; Farooq et al., 2013; Gleeson, 2016; Khalid, 2015; Machumu&Kaitila, 2014; Rheinberg&Engeser, 2018; Wahjono,2015).

Recommendations

This research work tried to enrich the literature for the improvement of secondary education. Theoretically, the conceptual framework of this research work was based on previous research evidences as well as literature review based on the different theories according to the variables of the study. This work also contributed methodologically by usage of partial least square structural equation modeling techniques to assess the

psychometric properties of each latent construct and composite reliability; discriminant validity as well as convergent validity. To identify the job satisfaction of the teachers with different variables is also a contribution of this study. Pakistan is a developing country in which the education standards are in progress. The public education sector in Pakistan is trying to formulate a new way to boost students to follow studies within the country, rather than having to go abroad. This strategy used to develop education sector as well as to encourage the education sector to meet the standards according to the quality education and needs of the country. In race of development, Pakistan tends to progress so; education is a basic key for this success. The future studies should be conducted at graduate and post graduate level and also other regions of the country with various variables that enhance the job satisfaction and job performance of the secondary schoolteachers.

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