

ABSTRACT

During Pandemic quality education remained one of major concern of educational planners and depends on various factors like Leadership style & Teacher's Job satisfaction There are different style of leadership, which have a different impact on job satisfaction of teachers, but many studies have only focused on two leadership styles i.e., Transformational and Transactional leadership due to its relationship theory and management theory. In Education Sector, very few researchers have measured the impact of leadership styles on teacher's job satisfaction. This study examines the relationship between different styles of leadership by school principals with satisfaction level of teachers in their jobs in public and private schools during COVID-19 of district Jamshoro Sindh. The study was undertaken with 149 teachers of 16 Secondary-level schools to identify each school principal's leadership style as either being transactional or transformational, and determine whether public and private schools have a significantly definitive leadership in one of the two styles. Multifactor Leadership Questionnaire and Teacher Job Satisfaction Questionnaires were used to secure responses of teachers and were translated into sindhi language for localization under the supervision and guidance of editor. Moreover, COVID-19 related questions were added to see leadership approaches during the pandemic and teachers' satisfaction levels. The data was collected through in-person surveys in the sample schools with all Secondary-level teachers in the selected schools; the schools were selected based on stratified random sampling, after permission from the School Department and principals. Descriptive statistics and inferential statistics were analyzed through SPSS packages and for comparison of differences between public and private schools, t-test was conducted. Pearson correlation analysis was performed to measure direction and strength of relationship between varying styles of leadership and teacher satisfaction with their jobs.

Findings from data analysis conclude that leadership style in public schools was significantly tilted towards transformational style whereas in private schools, the principals were applying transactional leadership approach with their teachers. The investigation also suggested that transformational approach was highly associated with job satisfaction measures including motivation, positive workplace relationships, remuneration, occupational development and more. On the other hand, transactional approach was associated with negative satisfaction levels among teachers, including workplace relationships, low capacity development, less job

remuneration, lower recognition and somewhat higher insecurities from school management (principals). Based on our findings, with some limitations that have been highlighted, it is recommended that school principals should be provided trainings in developing transformational style of leadership, school environment must be improved to give independence, value and better remuneration to teachers and that private school management should select independent school principals in order to avoid conflict between private management and supervision tier for teachers.

Keywords: *School Leadership, School Principals, Transformational Leadership, Transactional Leadership, Job Satisfaction of Teachers, Public Schools, Private Schools, COVID-19, Secondary School level*