

Analysis of the Impact of Principal's Service Oriented Leadership on Teacher's Organizational Support and Job Satisfaction

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Abstract: *In an effort to gain deeper insights into the level of commitment among teachers within an organization, this study focused on the role of job satisfaction as a mediating factor in the relationship between teachers' organizational commitment and different leadership styles: transformational, transactional, and passive-avoidant. The research involved 160 school teachers and twenty principals in schools under Thimphu Thromde, and a comprehensive analysis was conducted, which revealed partial mediation in the context of the negative correlation between the passive-avoidant leadership style and teachers' commitment to their organization. The findings of the study highlighted a significant connection between transformational leadership and organizational commitment, with job satisfaction acting as a mediator. Essentially, teachers who reported higher job satisfaction were more likely to demonstrate stronger commitment to their school, primarily due to the presence of transformational leadership. Similarly, in the case of transactional leadership, job satisfaction emerged as a full mediator between this leadership style and teachers' organizational commitment. This suggests that teachers who are highly satisfied with their job attribute their commitment to the organization to transactional leadership. Overall, this research contributes valuable knowledge regarding the impact of leadership styles on teachers' organizational commitments, with job satisfaction serving as an intermediary factor. It underscores the importance of higher education in reshaping the mindsets of pre-service teachers and future school principals, encouraging them to exhibit transformational and transactional leadership qualities. Therefore, leadership development and training during tertiary education play a crucial role in enhancing teachers' job satisfaction and commitment, ultimately benefiting the educational environment.*

Keywords: leadership, job satisfaction, organization, commitment

1. Introduction

The government of Bhutan aims to establish an educational setting that nurtures self-discipline, self-motivation, and the cultivation of competent members of society among students. While teachers play a critical role in augmenting school effectiveness, instructing in Bhutanese schools comes with various challenges. Educators must adjust to frequent changes in educational standards and grapple with the intricacies of addressing the needs of a diverse student body, each with distinct strengths, motivations, and observable behaviors. As a result, these educators frequently find it necessary to exert additional effort and dedication to enhance their teaching skills, with the ultimate goal of optimizing their students' performance.

Crucial for the organizational functioning and attainment of educational objectives, effective leadership plays a paramount role in schools. Academic achievement stands as a primary goal for any educational institution, with teachers and principals making pivotal contributions. According to Kucukalioglu and Tuluk (2021), school leaders possess a comprehensive understanding of how schools operate. Research indicates positive correlations between social inclusion, the roles undertaken by teachers and principals, and the overall school climate, all influencing students' academic performance. In the face of the challenges posed by inclusivity and the diverse ethnic composition of student populations, educational institutions seek solutions to improve overall school performance. Given that teachers hold the responsibility of imparting knowledge, it becomes imperative to examine whether their perceptions of principals and the exhibited leadership styles impact their effectiveness

in teaching. Furthermore, the study explores whether teachers' perceptions of their colleagues' behavior have an impact on students' academic achievements. Additionally, the research delves into the influence of teacher background variables, including qualifications, gender, and teaching experience, on students' academic performance.

This research will explore the leadership responsibilities of principals and their influence on teaching, consequently affecting students' academic accomplishments (Boyle et al., 2020). Given the current context, it is crucial to examine the factors determining the impact of principals' and teachers' roles, especially within the inclusive school environment in Bhutan. Significantly, the study underscores the importance of principals' and teachers' self-efficacy perceptions and exhibited leadership styles within the Bhutanese school climate, highlighting the scarcity of research in this specific domain in Bhutan.

Earlier studies have confirmed that the level of effort and commitment demonstrated by teachers in promoting high-quality teaching is indicative of their dedication to their profession. Research conducted in Malaita has specifically emphasized that teachers who exhibit high levels of commitment surpass expectations in propelling their schools toward their goals (Selamat et al., 2013). Additionally, Lai et al. (2014) proposed that the attainment of effectiveness in Malaysian schools is more achievable with committed teachers, while less committed educators may contribute to undesirable and adverse consequences that could be detrimental to the Malaysian education system.

Leadership styles in the field of education play a substantial role in influencing teachers' dedication (Alegado, 2018) and can also have an impact on their job satisfaction (Kunagaratnam, 2018). Recognized increasingly as the cornerstone for a profound transformation in education, effective school leadership has the potential to elevate ordinary schools to exceptional ones through the strategic application of appropriate leadership styles. Numerous studies have consistently shown that three specific leadership styles—transformational, transactional, and passive-avoidant—are positively and significantly correlated with both teachers' job satisfaction and commitment. Although the systemic factors shaping and motivating these leadership styles are still underexplored, scholars consistently stress the importance of gaining a deeper understanding of how these three leadership styles influence teachers' job satisfaction and commitment, particularly within the educational context of Bhutan. As noted by Yang (2012), there is a notable absence of empirical research concurrently examining leadership styles, job satisfaction, and organizational commitment within a shared framework.

Previous research has established linear connections between types of leadership, job satisfaction, and employees' commitment to their organizations (Abouraija & Othman, 2017). A recent study has indicated that job satisfaction serves as a mediator in the relationship between work-related stress factors and organizational commitment (Alsughayir, 2021). However, there has been no exploration of the role of job satisfaction as a mediator between leadership styles and teachers' organizational commitment. Therefore, the present study seeks to fill this research gap by investigating the mediating role of job satisfaction between leadership styles and teachers' motivation in Bhutanese schools. The findings of this research will be significant as they will provide valuable insights into the organizational commitment of local teachers and the factors influencing it.

2. Broad Overview of the Topic

The overarching theme of the discussion revolves around the educational landscape in Bhutan, with a focus on the government's vision for an educational environment fostering self-discipline and the development of competent individuals. The challenges faced by Bhutanese educators, including adapting to changing educational standards and addressing the diverse needs of students, are highlighted. The critical role of effective leadership, encompassing both teachers and principals, in achieving academic goals is emphasized.

The research delves into the intricacies of leadership styles and their impact on teaching effectiveness, specifically examining the perceptions of teachers towards principals and their leadership styles. The study also explores the influence of teacher background variables, such as qualifications, gender, and teaching experience, on students' academic performance. Notably, the scarcity of research in Bhutan on the self-efficacy perceptions of principals and teachers, as well as their exhibited leadership styles, is underscored.

The significance of teachers' commitment and dedication to high-quality teaching is discussed, drawing insights from previous studies in different contexts. The study identifies

three leadership styles—transformational, transactional, and passive-avoidant—and their positive correlations with teachers' job satisfaction and commitment. However, the systemic factors shaping these leadership styles within the Bhutanese educational context remain relatively unexplored.

The research background establishes the need to understand how leadership styles influence teachers' job satisfaction and commitment, filling a research gap in Bhutan. The study also aims to investigate the mediating role of job satisfaction between leadership styles and teachers' motivation. The anticipated findings hold potential insights into the organizational commitment of local teachers and the factors influencing it within the unique educational context of Bhutan.

3. Research Background

The government of Bhutan envisions establishing an educational environment that fosters self-discipline, self-motivation, and the development of competent members of society among students. Despite the critical role teachers play in enhancing school effectiveness, Bhutanese educators face challenges such as frequent changes in educational standards and the complexity of addressing the diverse needs of students. This necessitates additional effort and dedication from teachers to improve their teaching skills, ultimately aiming to optimize student performance.

Effective leadership is vital for organizational functioning and educational objectives. Academic achievement is a primary goal, and both teachers and principals contribute significantly. Many research indicates positive correlations between social inclusion, teachers' and principals' roles, and overall school climate, impacting students' academic performance. In the context of inclusivity challenges and diverse student populations, there is a need to explore the impact of teachers' perceptions of principals and leadership styles on teaching effectiveness and students' academic achievements.

4. Literature Review

Over the last five decades, considerable research attention has been directed towards school leadership, as highlighted by Yukl (2012). Scholars widely agree that leadership styles play a crucial role in shaping organizational functioning, as underscored by Nguni et al. (2006). Additionally, research, such as that conducted by Ross and Gray (2006), has revealed that the leadership of school principals significantly impacts teachers' commitment. According to Erben et al. (2019), effective leaders have the capacity to improve job satisfaction among their subordinates and create a more favorable work environment. This pattern has been observed across various industries, including finance, healthcare, and education, where studies exploring the connection between leadership styles and job satisfaction have been conducted, as highlighted by Abd Rahman et al. (2013).

Extensive research within educational institutions, as evidenced by Pawirosumarto et al. (2017), has established significant correlations between school leadership styles and the degree of teacher commitment. Within educational

contexts, the leadership styles demonstrated by managers—such as providing guidance, implementing strategies, and inspiring individuals—have proven to have positive effects on staff morale and performance, organizational fairness, school culture and environment, and job satisfaction. Concurrently, these leadership styles have been identified as effective in reducing stress, burnout, and the intention to leave, as emphasized by Mahmud et al. (2019) and Yilmaz & Altinkurt (2012). In the meantime, Avolio and Bass (2004) have classified leadership styles into three primary categories: transformational, transactional, and passive-avoidant.

(i) Transformational leadership

Transformational leaders seem to establish conditions that contribute to teachers' job satisfaction. Bogler (2001) discovered that teachers who felt that their work provided them with a sense of self-esteem and opportunities for self-development were also more content with their jobs. The way teachers perceived their work was influenced by the leadership style of the school principal. Transformational leaders more frequently boosted the self-esteem of teachers, provided them with a sense of accomplishment, and allowed them to participate in shaping school practices (Silins & Mulford, 2002). Consequently, they indirectly influenced teachers' job satisfaction, in addition to the direct impact of the principal's leadership style on teachers' job satisfaction.

Transformational leadership involves harnessing the existing energy within followers with the primary objective of cultivating a sense of collective success among employees (Currie & Lockett, 2007; Muda & Fook, 2020). This leadership style is distinguished by four fundamental elements: idealized influence, inspirational motivation, intellectual stimulation, and individualized attention (Bass & Steidlmeier, 1999). Idealized influence entails the leader integrating followers into the vision (Nguni et al., 2006), while inspirational motivation involves motivating followers to achieve collective goals (Eliyana & Ma'arif, 2019). Intellectual stimulation encourages innovative thinking among followers, and individualized attention focuses on creating an inclusive atmosphere that takes into account personal differences (Badham & King, 2019; Ali et al., 2020). The correlation between transformational leadership and job satisfaction has been extensively explored, with studies in Pakistani banks (Fatima et al., 2011), Jordanian nurses (Mohammad et al., 2011), and a Malaysian school (Arokiasamy et al., 2016) revealing a positive association between this leadership style and job satisfaction. Additionally, Jalal and Zaheer (2017) observed that job satisfaction among Malaysian educational staff was more strongly linked to intellectual stimulation than personal consideration.

(ii) Transactional leadership

Transactional leadership entails a leader motivating followers to boost their creativity and overcome hesitancy in suggesting ideas and solving problems. This approach prioritizes the utilization of novel and critically considered strategies, transcending mere assumptions (Bass et al., 2008). Such a leader nurtures the growth of followers' capabilities by presenting challenges and posing questions, urging them to consistently explore inventive approaches to their tasks. Consequently, followers perceive their work not as a

monotonous routine but as an opportunity to refine skills and foster resilience, contributing to the ongoing development of a strong and resilient personality.

This leadership approach inspires employees by tapping into external sources of motivation (Cemaloglu et al., 2012). As demonstrated by Nguni et al. (2006), leaders employing this style show less concern for the personal growth of employees and prefer maintaining the existing status quo. According to Bass et al. (2008), transactional leadership encompasses four elements: conditional reward, management by exception (active), management by exception (inactive), and laissez-faire. Conditional reward involves leaders incentivizing followers through shared transformational goals (Bass et al., 2008). Management by exception (active) entails leaders actively monitoring and correcting workers' errors (Bass et al., 2008). Management by exception (passive) means supervisors refrain from intervening in workplace matters unless stricter conditions arise (Voon et al., 2012). Laissez-faire is an entirely passive leadership style devoid of active direction (Bass et al., 2008). Susanj et al. (2020) discovered that transformational leadership influences job satisfaction. Similarly, research by Sarwar et al. (2015) in India revealed a significant connection between the perception of job satisfaction and transactional leadership. Cemaloglu et al. (2012) found a positive connection between this leadership style and employee satisfaction within the education sector in Pakistan. However, Voon et al.'s (2012) study on Malaysian government organizations indicated that transactional leadership has a negative impact on job satisfaction, a finding supported by Saleem's (2015) research, which demonstrated that transactional leadership negatively affected job satisfaction. The researcher suggested that this negative outcome could be attributed to the prevalent practice in the public sector of not associating goal achievements with rewards.

(iii) Passive-avoidant style

The third leadership style is the passive-avoidant approach, as defined by Frooman et al. (2012), where leaders refrain from decision-making, are unavailable when needed, and choose to evade responsibility for their lack of leadership skills. Despite this, there is limited literature exploring the connection between leadership style and employees' job satisfaction and organizational commitment (Aziz et al., 2020; Oleribe et al., 2019). Additionally, research suggests that the passive-avoidant approach to leading followers is not correlated with their job satisfaction (Mosadeghrad & Ferdosi, 2013). However, Tastan and Davoudi (2019) identified a significant negative correlation between this leadership style and workplace satisfaction. As the least effective leadership style, researchers often shy away from investigating it (Susanj et al., 2020), resulting in a scarcity of literature on passive-avoidant leadership, particularly in the context of schools in Bhutan. Therefore, this study aims to address this gap by examining these variables in the co-curricular field in schools in Bhutan.

Research significance

This research holds paramount significance for Bhutanese education and beyond, offering crucial insights into the intricate dynamics of principal leadership, teacher perceptions, and colleague behavior and their collective impact on teaching effectiveness and students' academic

achievements. The findings have the potential to inform educational policies, enhance professional development for educators, empower school leaders, and contribute to global discussions on effective educational practices. Additionally, by addressing a research gap in Bhutan, the study contributes valuable knowledge to the broader field of educational research, promoting a holistic understanding of factors influencing school effectiveness and student outcomes.

Research objectives

This study aims to achieve the following objectives by examining the factual information and issues pertaining to the connection between leadership styles and teacher motivation in schools:

- a) Assessing the extent of motivation among school teachers under Thimphu Thromde.
- b) Investigating the correlation between the leadership styles of school principals and the teaching motivation of school educators.

Research hypothesis

Building upon the elucidation of facts and the literature review, this study aims to scrutinize two null hypotheses, investigating the association between the transformational and structural leadership styles of school heads and the motivation of teachers in selected schools. The null hypotheses are formulated as follows:

Ho 1: There is no significant differences in the transformational leadership styles of school heads concerning the teaching motivation of school teachers.

Ho 2: There is no significant differences in the structural leadership styles of school heads concerning the teaching motivation of school teachers.

Research questions

- 1) How does the leadership of principals' influence teaching effectiveness and students' academic accomplishments in schools under Thimphu Thromde?
- 2) To what extent do teachers' perceptions of principals' leadership styles impact their effectiveness in imparting knowledge and shaping students' academic performance?
- 3) How does teachers' perception of colleagues' behavior influence students' academic achievements in schools under Thimphu Thromde?

5. Method

The methodology employed in this study was grounded in the conceptual framework of James Burns' Transformational Leadership theory. This theory delineates the actions of leaders who foster, inspire, and motivate employees to innovate and instigate change (Bush, 2014; Hallinger, 2003). Transformational leadership has been associated with positive outcomes in schools, influencing changes in teachers' classroom practices, elevating the quality of teaching, and fostering improvements in student learning achievement and engagement (Chammas, 2010; Cox, 2010).

School context

In the initial stages of this research, discussions were conducted with principals from diverse schools in the Thimphu Thromde to gain insights into the composition of staff across various institutions. These conversations were aid

in pinpointing multicultural schools deemed essential for the research. A total of twenty schools were chosen for the study, comprising fifteen secondary schools and five primary schools. It is important to highlight that, in this study, the term "teachers" is employed broadly to encompass individuals engaged in both formal and non-formal teaching, regardless of their possession of teaching qualifications.

Research design

The research data utilized a blend of survey design and participant observation. The survey was employed to gauge and establish relationships among the items used in the research, aiming to identify variability (Creswell and Creswell, 2018). The observational component of the study was structured to gather data through observing teachers' instructional behaviors and practices in the classrooms.

Participants

A total of 160 participants, including teachers of various genders, and 20 principals were involved in this study. The intentional selection of ethnic minority teachers was prompted by complaints about differential treatment by principals and some departmental leaders, as reported by certain teachers. The study cohort consisted of 60 male teachers (44%) and 100 female teachers (56%). Among the 20 principals, eight (40%) were male, and twelve (60%) were female.

Research instruments and data collection

To gather data for this study, two sets of questionnaires were utilized. The questionnaires included the Organizational Climate Description Questionnaire (Revised) for Secondary Schools (OCDQ-RS), originally developed by Hoy and Sabo (1998), but modified by the researcher to align with the specific needs of the current study. Prior to distribution, a preliminary survey was conducted by reaching out to the administration of the involved schools, which facilitated the researcher's connection with teachers across various institutions. Teacher participation were voluntary, and only those who provided consent participated in the study. Participants were handed two questionnaires (OCDQ-RS and MAT), each requiring approximately 15 minutes for completion, and were requested to return them after filling them out.

Data analysis

The collected data were processed using the statistical software SPSS 19.0, with a significance level set at $< .05$. Descriptive statistics, ANOVA, t-tests, and correlations were employed to examine teachers' perceptions of school climate, principal openness, and teacher openness. To address the research hypotheses, a one-way analysis of variance (ANOVA) test was utilized.

Ethical procedures

All participants were presented with information about the research, and their informed consent, in the form of a signed agreement, were obtained from the CDEO and principals. Permission were granted once ethical considerations from these authorities were confirmed. Informed teachers were given the right to withdraw from the process at any point without the necessity for providing clarification. Participants were assured of anonymity, and it was clarified that the

responsibility for the research, including its validity and reliability, rested solely with the researcher.

6. Results and Discussion

Demographic status of the sample

Table 1 provides a breakdown of participants categorized by gender, teaching experience, and academic qualifications. The survey findings indicate that 160 respondents, representing 38%, were male, while 62%, were female. This suggests a higher percentage of female participants. Regarding teaching experience, the data reveals that 84 respondents, equivalent to 51.8%, have less than five years of teaching experience. Additionally, 26 respondents (16.8%) have teaching experience ranging from 5 to 10 years, 24 respondents (15%) have teaching experience between 11 and 15 years, 11 respondents (8.8%) have teaching experience spanning 16 to 20 years, and 13 respondents (8.1%) have teaching experience exceeding 20 years. When considering academic qualifications, 140 respondents (88%) hold a bachelor's degree, while the remaining 20 respondents (12%) possess a master's degree.

Table 1: Respondents' demographic

Variables	Frequency (n)	Percentage (%)
Gender		
Male	60	38
Female	100	62
Teaching experiences		
More than 20 years	13	8.1
16 – 20 years	11	8.8
11 – 15 years	24	15
5 – 10 years	26	16.3
Less than 5 years	86	51.8
Academic qualification		
Master degree	20	12
Bachelor degree	140	88

Relationship between leadership and teachers' job satisfaction

The analysis of data can be categorized into two main types: descriptive and inferential. Given the focus of this study on relationships, the Pearson r correlation coefficient was employed to explore these connections. To investigate demographic differences in instructors' perspectives on various factors, independent samples t -test and one-way ANOVA were utilized. A comprehensive overview of the data analysis is provided below.

In Table 2, the correlation between leadership practice and teachers' job satisfaction is presented, revealing a robust and positively significant relationship ($r = .48^{**}$ at $p < 0.05$).

Table 2: Correlation ship between leadership practice and teachers' job satisfaction

Variables	R	p
Servant leadership & Job satisfaction	.48**	.003

Table 3 presents the outcomes of the correlation analysis between leadership practice and various factors influencing job satisfaction. The correlation coefficients (r - values) indicate that servant leadership exhibits a statistically significant, positive, and moderate correlation with the

security factor ($r = .16^{**}$) and the work environment ($r = .24^{**}$). Additionally, there is a strong correlation ($r = .46^{**}$) with responsibilities and a weak negative correlation ($r = -.17^{**}$) at a significance level of p .

Table 3: Relationship between teachers' job satisfaction and leadership practice.

Factors	Leadership practice	p
Security	.16**	.05
Work environment	.24**	.05
Responsibility	.46**	.05
Community Attachment	.17**	.05

Mean and standard deviation for the leadership style

Table 4 displays the means and standard deviations for both transformational and transactional leadership styles. The mean ratings for these leadership styles range from 1.46 to 3.46 on a five-point scale. This suggests that, on average, teachers do not perceive any specific leadership style as characteristic of public schools under Thimphu Thromde.

Among the leadership styles, charismatic leadership (mean = 3.46) and individualized consideration (mean = 2.59) were identified as the most reflective of the practices in public schools under Thimphu Thromde. This implies that teachers generally perceive their leaders as capable of inspiring and mentoring them by paying attention to their needs in school. Specifically, 36% of teachers agreed that their principal could communicate compelling visions for the school and inspire and motivate teachers to achieve these goals (charismatic leadership). However, only one-third of all teachers (27%) believed that their principal was sensitive to their needs and actively engaged in mentoring their development. Approximately two-thirds of the teachers expressed indifference towards their school head serving as a mentor, or even believed that their head was distant from assuming a mentorship role.

Table 4: Means and standard deviation for leadership style and job satisfaction

Scales	n	mean	Sd
Charismatic leadership	160	3.46	.76
Individualized consideration	160	2.59	.86
Intellectual stimulation	160	2.29	.84
Contingent rewards	160	2.61	.73
Active management by exception	160	2.68	.74
Passive management by exception	160	1.57	.87
Laissez-faire	160	1.46	.64
Job satisfaction	160	2.35	.38

These percentages, relatively low to begin with, are even more diminished for other facets of leadership. The study's findings reveal that, on average, teachers hold neutral opinions about the intellectual stimulation provided by the principal (mean = 2.29) and the principal's active management by exception (mean = 2.61). This suggests that the encouragement of innovation and creativity among teachers through challenging assumptions and reframing problems is not commonly observed in public schools under Thimphu Thromde.

Furthermore, it was found that, in general, school heads only minimally oversee teachers' performances and take partial measures to address any errors made by teachers. Teachers,

as a whole, do not perceive their leaders as providing rewards based on performance (mean = 2.61), acting passively in response to incidents (mean = 1.57), or exhibiting laissez-faire leadership (mean = 1.46). Less than 15% of teachers perceive the leadership style of the school head as contingent reward, passive management by exception, or laissez-faire. Additionally, Table 4 indicates that, on average, teachers express only moderate job satisfaction (mean = 2.35).

Analysis of variance

Analysis of variance was employed to assess whether there were variations in leadership styles among Thimphu Thromde public schools. Table 5 demonstrates statistically significant

differences in leadership styles across these schools. The findings indicated notable distinctions between schools concerning the charismatic leadership of the school head ($F = 4.231$, $d.f. = 10$, $p = .00$), the level of attention the school head dedicates to teachers' needs for further development ($F = 4.981$, $d.f. = 10$, $p = .00$), the extent to which heads reward teachers' performance ($F = 3.641$, $d.f. = 8$, $p = .00$), as well as active ($F = 3.456$, $d.f. = 8$, $p = .01$) and passive management by exception ($F = 2.365$, $d.f. = 9$, $p = .00$). However, no significant differences were observed regarding the intellectual stimulation of teachers ($F = 1.653$, $d.f. = 8$, $p = .07$) and a laissez-faire leadership style ($F = 1.223$, $d.f. = 10$, $p = .12$).

Table 5: Differences in leadership style among different schools

Scales	Sum of squares	d.f	f-value	Significance
Charismatic leadership	26.742	10	4.231	.00
Individualized consideration	17.108	10	4.981	.00
Intellectual stimulation	12.651	8	1.653	.07
Contingent rewards	20.510	8	3.641	.00
Active management by exception	12.109	8	3.456	.01
Passive management by exception	17.654	9	2.365	.00
Laissez-faire	8.651	10	1.223	.12

Analysis of teaching motivation

Table 6 displays the outcomes of the descriptive analysis concerning teachers' teaching motivation. The results reveal that both intrinsic teaching motivation (mean = 2.76; $sd = 0.366$) and extrinsic teaching motivation (mean = 2.72; $sd = 0.324$) have high mean scores. This suggests that teachers in schools exhibit a high level of teaching motivation. Thimphu Thromde public schools, as indicated by this finding, demonstrate a notable degree of teaching motivation among their teaching staff.

Table 6: Teacher motivation under different leaders

Teacher teaching motivation	Mean	Sd
Intrinsic Motivation	2.76	0.366
Extrinsic Motivation	2.72	0.324
Overall Motivation	2.75	0.345

Ho 1: There is no significant differences in the transformational leadership styles of school heads concerning the teaching motivation of primary school teachers.

Table 7: Values of correlation coefficient

Correlation Coefficient Values (r)	Interpretation
Less than 0.20	Very weak relationship
0.20 – 0.40	Low relationship
0.40 – 0.70	Moderate relationship
0.70 – 0.90	Strong relationship
0.90 – 1.00	Very strong relationship

Source: Cohen (1988)

Findings of Hypothesis 1

Results obtained from the Pearson Correlation Test presented in Table 8.4.1 indicate a substantial linear connection between transformational leadership and intrinsic motivation ($r = 0.762$; $p = 0.000$) as well as extrinsic motivation ($r = 0.671$; $p = 0.000$). The strength of the association between intrinsic motivation and extrinsic motivation is notably positive.

Table 8: Pearson correlation coefficient between Transformational leadership style and teacher motivation.

		Intrinsic motivation	Extrinsic motivation
Transformational leadership style	<i>Pearson Correlation</i>	0.762**	0.671**
	<i>Sign. (2-tailed)</i>	0.000	0.000
	<i>N</i>	180	180

Ho 2: There is no significant differences in the structural leadership styles of school heads concerning the teaching motivation of primary school teachers.

Finding of Hypothesis 2

Results from the Pearson Correlation Test in Table 9 reveal a noteworthy linear association between structural leadership and intrinsic motivation ($r = 0.601$; $p = 0.000$) as well as extrinsic motivation ($r = 0.519$; $p = 0.000$). The strength of the linear relationship for intrinsic motivation is strongly positive. In contrast, the magnitude of the difference for extrinsic motivation exhibits a moderately positive linear relationship.

Table 9: Pearson correlation coefficient between Structural leadership style and teacher motivation

		Intrinsic motivation	Extrinsic motivation
Structural leadership style	<i>Pearson Correlation</i>	0.601**	0.519**
	<i>Sign. (2-tailed)</i>	0.000	0.000
	<i>N</i>	180	180

According to the outcomes of both Pearson Correlation analyses, a noteworthy linear correlation exists between transformational leadership and structural leadership concerning teachers' teaching motivation in the sampled public schools under Thimphu Thromde. Additionally, considering the Pearson Correlation values, it can be inferred that there is both a strong and moderate relationship with teachers' teaching motivation in these schools. Consequently, the null hypothesis is rejected.

7. Conclusion

In conclusion, the study's findings successfully addressed the posed questions, objectives, and hypotheses. The results highlight that the structural leadership style is predominant among school leaders in Thimphu Thromde public schools. Furthermore, the study substantiates, to some extent, the correlation between school heads' leadership style and teachers' teaching motivation. It is essential to note that the scope of this research is limited to public schools under Thimphu Thromde, prompting a call for further exploration encompassing schools in other Dzongkhags. Additionally, the dynamic landscape of the contemporary world has led to various adjustments and innovations in leadership practices, emphasizing the need for effective and efficient leadership, particularly in educational institutions. Therefore, the adoption of an appropriate leadership style plays a crucial role in enhancing teachers' teaching motivation, thereby improving their quality and commitment to fulfilling the school's vision and goals.

8. Recommendations

Based on the study's findings, several recommendations may be considered for the enhancement of the Bhutanese educational system to benefit all stakeholders. Firstly, the descriptive study indicates that the leadership styles of school heads towards teachers' motivation are generally at a high level. Therefore, the District Education Office, Thromde Education Office, and Ministry of Education could fulfill their roles by further enhancing the leadership capabilities of school heads through activities such as performance evaluations, advisory services, and providing leadership and professionalism courses. Consequently, the Board of Directors should maintain vigilant oversight of school leaders, particularly in alignment with the Bhutan Education Quality Standard, which forms a crucial part of evaluating school heads' leadership.

Moreover, the study's findings emphasize that the leadership styles of school heads significantly impact teachers' teaching motivation in schools. This underscores the need for dedicated research and subsequent actions to fortify the professionalism of school heads, aiming to inspire instructors, students, and schools to attain higher levels of excellence.

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