COMPARATIVE EFFECTS OF TEACHERS' TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES ON STUDENTS' ACADEMIC ACHIEVEMENT

By

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This thesis has been read by me and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and thus fulfils the qualitative requirements of this study. It is ready for submission to the Faculty of Advanced Integrated Studies and Research for internal and external evaluation.

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Signature of Supervisor

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Syeda Nighat Firdous Bukhari

DEDICATED TO MY FAMILY

Specially my beloved father, mother & uncle

SYED NAZAR HUSSAIN BUKHARI,

SYEDA IJAZ FATIMA

&

SYED IQBAL HUSSAIN BUKHARI

With profound love

For their untiring efforts and remarkable support in all success in my life
ABSTRACT

Thesis Title: Comparative Effects of Teachers' Transformational and Transactional Leadership Styles on Students' Academic Achievement.

The study intended to compare the effectiveness of teachers’ transformational and transactional leadership styles on students’ academic achievement. The objectives of the study were: to compare public and private sector college teachers' transformational leadership style; to evaluate public and private sector college teachers’ transactional leadership style; to explore gender wise differences in public and private sector college teachers’ views about their leadership styles; to measure gender wise differences in students’ views of public and private sector college about their teachers’ leadership styles; to compare relationship between teachers’ leadership styles and students’ academic achievement; to calculate gender wise differences in academic achievement of students in public and private sector. The population of the study was teachers teaching secondary classes and students of 12th grade from public
and private colleges registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad. Total 36 null hypotheses were developed. The major findings inferred from the data analysis were: there was found significant gender difference in the opinion of teachers about teachers’ transformational leadership style, male and female teachers did not show any difference of opinion about teachers’ transactional leadership styles, male and female students gave different opinion about their teachers’ transactional leadership style, students from moderate ability groups were found more concerned about their teachers’ leadership styles; the transformational and the transactional leadership styles than low and high ability groups, positive relationship was found between teachers’ transformational and transactional leadership styles with students’ academic achievement. The major recommendations of the study were: There is a need to design a complete course for teachers’ training in leadership and this course may be included in teacher training programs. Effects of teachers’ leadership styles may be investigated with reference to self actualization of students. The teachers’ training program for in-service college teachers may be designed for development of traits of leadership and for this purpose the model proposed by the researcher may be used for designing teachers’ leadership training course.

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LIST OF ABBREVIATIONS

B.Ed                      Beachelor of Education
M.Ed                      Master of Education
MLQ                      Multifactor Leadership Questionnaire
TMLQ                      Teacher Multifactor Leadership Questionnaire
CHAPTER 1

INTRODUCTION

Now a day's teacher leadership in the classrooms environment has been an important and main concern raising, important issue and interest for educators, policy-makers and researchers. As we know that Leadership is a fascinating and elusive concept in itself. In defining this concept Liethwood (1990), Jantzi (1990), and Steinbach (1990) explained that it is a set of practices lead the followers, guide them, help them, control their will for specific cause and it has been the main and very important subject of most of our academic literature. Researches described that teacher is a leader in his classroom but question is how can we call teacher a leader?

For answering this question we have to investigate the abilities of a leader. In this Moor (1927) explained some abilities of a leader, e.g. the ability to motivate his followers, impress his followers. Several researches and lot of work has been done in this field but still researchers are not agreed on one single definition, every one defines leadership according to his/ her own perception and condition and it is also changes from time to time and with era like in first three decades of the twentieth century leadership emphasized control and centralization of power.

In the 1950s emphasized shifted on effectiveness as Stogdill (1950) defined leadership as a process of influencing goal setting and goal achievement. Golden (1995) who was the expert of effectiveness of 1950s and 1960s described that leadership conceptualized as an interaction between a person and a member of a group.

Then in 1960s leadership was seen as behavior that influenced people towards a shared goal. According to Gibb (1996) this concept involved influencing the actions of others in a shared approach to common or compatible goals.
Then in 1970s the drastic change came in the concept of leadership from the group approach of social psychologist to the organizational behavior approach of the management scholars. As, Doll (1972) describing the function of leadership said that it is a function of requiring human behavior which helps the school to achieve its goals and students achievements.

Literature explains the fact that in past teaching and leadership were two areas of focus for many researchers. Researches on teaching style were focuses on many areas including the effects of different predictor variables on student satisfaction, learning, motivation, and student affinity for the instructor while on the other hand the researches on leadership focuses on the communication behaviors or practices that yield positive outcomes in an organizational or group context.

Teacher leadership is, for last some decades neglected in both the teaching and leadership fields however; its utility seems to be hinted at in previous studies. Teaching is a dynamic activity because it deals with dynamic personalities, to their students, both intelligent and slow students.

As Hughes and Hughes (2004,p.319) explained that teaching is not simply to impart skills or knowledge from one person to the other person or not only resourceful deliverance of methodologically prepared lectures. But it is more than that. They provided solution for success in teaching that it should be so impressive in which not only the intelligent students can learn but also the slow learner can achieve their goal. For this situation a teacher can be successful if he/she has the leadership qualities to fulfill the students’ requirements. For this he/she should know the leadership qualities and its importance in the educational process.

As Zafar(1997,p.84) in describing the importance of teachers’ training explained that the role of a teacher is now so extensive and varied that it is not possible to put down vastly definite necessities at the stage of admission in to the training programme.
Classroom is a complex social environment within which teacher and students are in the process of interacting with each other. Rao (2004,p.49) was also in the same lines that classroom learning take place within a complex social environment. It is imperative to be aware of the effects of social processes on students’ performance.

According to Richmond and McCroskey (1992) classroom is like an organization then they discussed the shared vision and goals (learning), and interdependence involved in classroom learning as a justification for analyzing the classroom as an organization. In which they explained that the teachers’ leadership qualities have significant effects on students’ learning.

In this concept, Smith(1990) presented teaching learning process in the diagrammatic way as under:-

![Diagram: Knowledge transmitted from teacher to learner]

Figure:1 Ewing, Groundwater-Smith and Le Cornu (2003,p.87) (Teaching challenges and dilemmas),Nelson, Thomson Learning, Mexico, United Kingdom, United States).

Analyzing the effective teaching, Shahid (2006,p.135) expressed that superior and useful teaching methods and leadership styles are very important for learning. Generally, defective style/methods of teaching result in poor learning. Use of modern and new psychological methods of teaching is beneficial for learning. Because the new teaching methods/style can help the student in better learning and achieving their educational goal in proper and successful way.

As the literature explained us that there are different teaching methods and teaching style like, Joyce and Weil (1985,p.135) described several teaching styles consisting upon different approaches for teaching process to bring changes in the personalities and in academic achievements of the learners in which the most important and use full
are teachers’ leadership styles like transformational as well as the transactional leadership style. Because teacher-leaders place their students’ learning as their primary goal and work within their own classrooms to improve student achievement.

Additionally, teacher-leaders collaborate with other educators to extend their own learning, advance successful school improvement efforts through professional development, and support shared vision and values. These four roles of teacher-leaders—improving student achievement, extending their own learning, collaborating for school improvement, and supporting shared vision and values—evolve from knowledge, dedication, and experience.

As we know that leadership was just related with the business and political environment but Leithwood (1990) first time introduced this concept in school context then he and his associates together with its effects on an array of student outcomes. Then he developed the models of transformational and transactional leadership.

Some researchers explained that there are different factors that influence on the students' achievement like home environment, parents' education, family background and economic situation but many researchers agree upon this that the most important factor is teacher leadership qualities.

Researchers like Alma Harris (1999), Bentley (2000) and Ayres, Sawyer, and Dinham (2004) also explained some important factors that have great impact on students' achievement like teacher, school context, classroom context and the community around the school.

The effective school factors or effective teaching which influence students, are: professional leadership, learning environment, high expectation, positive reinforcement, monitoring student’s progress and parent-school co-operation.

Borich (2000) explained effective teaching that, basically it is like teacher’s characteristics in which: lesson clarity, instructional or teaching styles, teacher task orientation, and engagement in the learning process and students' success rate.
Kyriacou (1996) in this regard expressed that efficient teaching is concerned with how best to bring about the preferred trainee learning by educational activity.

In another place Spring (2003) stated that there continues to be an inbuilt logic to the educational supplies for teachers. It is logical that teachers know:

1. Subject they are to be instruct
2. Psychological and physical needs of the learner
3. Teaching methods and teacher leadership styles
4. Best methods for teaching a specific subject

Recent research by Silns and Mulford (2002) has explored the relationship between leadership, organizational learning and students' outcomes. They highlight the importance of teachers working together in collaboration for successful school re-structuring and school improvement to occur.

Leithwood (1999) explained that effective leadership is widely accepted as being a key constituent in achieving school improvement. The evidence from the literature demonstrates that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students.

Some researchers like Chory and McCroskey (1999), Kearney and McCroskey(1980), Sallinen-Kuparinen (1992) examined the relationship between teacher's management or leadership style and students' outcomes, lending credence to the study of organizational theories within the instructional context.

From historical evidence we came to know that traditional approaches to leadership focus on the transactional nature of leadership and the power dimensions while transformational leadership offers more of a team approach and focuses on empowering followers, or in the instructional context, the students.
The transactional leadership style was first described by Max Weber in 1947, and extended by Bernard M. Bass in 1981. According to this concept followers are motivated through a system of rewards and punishment. The transactional leader's view of the leader / follower relationship is one of quid pro quo - or this for that. If the follower does something good, then they will be rewarded.

According to this concept if follower does something wrong, then he/she will be punished. When the transactional leader is in charge, so the follower can get better reward like raises in pay etc. Transactional leaders believe that people are motivated by reward or punishment. These leaders give clear instructions to followers about what their expectations are and when those expectations are fulfilled. There are rewards in store for them and failure is severely punished. They allocate work to subordinates whether resources are there or absent. This dimension of leadership focus on clarifying employees' role and task requirements. It provides followers with positive and negative rewards based on their performance.

Transactional leadership implements the fundamental managerial activities such as setting goals, monitoring progress towards the goal achievement and rewarding people according to their performance towards the goal achievement. This kind of leadership uses extrinsic motivation to increase productivity.

Referring to the power of a leader, French and Raven (1959) described five main bases of power for leaders: referent, legitimate, coercive, reward, and expert. Bass(1990) was also having the same view that a transactional leader accomplishes goals by rewarding his employees who meet expectations and his reward can be in the form of gestures, in the form of recognition, pay increases, or any advancement. The main theme behind this activity is to motivate his employee for creating better performance.

While on the other hand those employees who fail to perform per expectations, or not according to the criteria or standard they punished. The punishment can be in the form of penalizing them or salary blocked or any other form.
Such transactions or exchanges – the promise of reward for good performance, and
discipline for poor performance – characterize effective transactional leadership
(Bass, Avolio, Jung and Berson, 2003).

Basically the transactional leadership is based on a system of rewards and penalties,
it does not offer much in terms of inspiration, to motivate people to go beyond the
basics. Given this fact, the followers of transactional leaders might get complacent
and develop a tendency to achieve minimal expectations only that would help them
avoid penalties (Bass, 1990).

In the opinion of Howell and Avolio (1993), that they explained in a study that
contingent reward leadership has a negative impact on the followers’ performance. In
their views the contingent reward is viewed as an active and positive exchange
between leaders and followers whereby followers are awarded for accomplishing
agreed upon objective. But if leader does not effectively follow-up on the contingent
reward promises, thereby displaying behavioral inconsistency, they are viewed as
ineffective leaders and this give the negative impacts on employees’ overall
performance.

In this situation both the leader as well as the employee is in the form of an
agreement. As Boss (1990) in exploring the relationship between a leader and his
employee described those both are in agreement, the leader and as well as the
follower, on what the follower would receive upon achieving the negotiated level of
performance. The success of such leadership depends on the level of satisfaction the
leader and followers have in following this system of performance based appraisals.

Hence, transactional leadership becomes less appealing and appears mediocre when
the leader relies heavily on passive management by exception. Management by
exception is, "when leaders transact with followers by focusing on mistakes, delaying
decisions, or avoiding intervening until something has gone wrong, or rewards
focused on recognizing the work accomplished" (Howell & Avolio, p. 892).
A transactional leader relies heavily on power and authority to lead his members. The main theme underlines this leadership style that Power play and the use of a "reward and penalty" system thus play an integral role in such a leadership style. As discussed through various researches, transactional leadership measures are not so effective and in most cases can de-motivate employees.

In comparing the teacher as a transactional leader and his power, Pounder (2003) explained that he is also like a transactional leader because his gives reward to his students in the exchange of their performances.

He wields power in each of these areas; however, some bases of power (expert, legitimate, referent) are more positively associated with a convergent approach as opposed to hard power. Researchers suggest that teachers who wield coercive power and reward power as their only power sources will produce less capable students and lower levels of empowerment and satisfaction.

Transactional leadership, in the context of this study, is defined as the extent to which teachers motivate and encourage students to complete some task with their guidelines.

In comparing the transactional and transformational leadership style, Jayasingam, Ansari and Jantan, (2009, p. 137) explained that transactional leaders make use of reward and coercive power, whereas transformational leaders use referent power as well as reward power. Reward power is described as, target's perception of the agent's ability to control valued organizational rewards and resources.

This is fact that when an employees is rewarded for taking any initiative in his workplace or organization, this impact gives a positive sign on his motivation level and as well as on his/her performance level but they are rewarded. In contrast, under a transactional leadership style, being awarded for performing as per expectations leaves no motivation to go beyond the call of duty.
Again in the words of Locke (1986) when a leader gives rewards to his employees by making effective use of power who is taking on more responsibility in an empowered fashion, this should be viewed positively because people are rewarded for taking action and being empowered to make decisions.

Transformational leadership has its roots in the theory of transactional leadership. Bass and Avolio (1990) distinguished transactional leaders from transformational leaders in their leadership model.

In this model transactional leaders are those leaders who influence followers by setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for accomplishments while the transformational leaders are those who elevate, motivate and develop courage in their followers.

Previous researches give clear evidence that teacher as a transformational leader enhances students' performance and their achievement. Research by Silns and Mulford (2002) explained the relationship between leadership, organizational learning and student outcomes.

Eden (2002) in defining the transformational leaders described that these are leaders who wield influence additionally by broadening and elevating their followers’ goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement.

In their research studies Judge, Piccolo, (2004) and Stewart, (2006) explained the effectiveness of transformational style and described that this leadership has a positive correlation with team performance. Performance of underperforming units can, therefore, be improved by providing the right form of leadership training to the supervisors of these units because in the words of Barling, Weber and Kelloway, (1996) the leadership qualities displayed by a transformational leader has positive and great impact on overall performance of an employee as well as on the function of organization.
Barling et al. (1996) extended this view in his research that transformational leadership can not only result in changing the perception of managers, in the eyes of their subordinates, but it can also help improve the subordinates' own commitment to the organization while improving performance.

Additionally, the transformational leadership model incorporates a charismatic element facilitating the influence exerted by leaders. Extensive research has been conducted to analyze the effects of transformational leadership on follower outcomes, mostly within an organizational context.

Many outcomes have been analyzed such as, empowerment, innovation, creativity, team performance, motivation, morality, and performance.

Ross and Gray (1970) explained that transformational leadership encourage open communication with followers, which in turn, enhance student learning in the classroom. In addition, teachers by using transformational leadership can clarify the goals and objectives of the course, which in turn, help students to enhance their perceived academic performance.

Lowe, Kroeck, and Sivasubramaniam (1996) described in their study the positive impact that transformational leadership can have on work unit effectiveness. These authors noted that transformational leadership has an equal impact on employees at all levels within the organization. Accordingly, it is imperative that frontline leaders, such as shift supervisors, understand the impact that they can have on their unit's effectiveness.

Therefore, it is theorized that transformational leadership where implemented in classroom context should enhance students' perceived academic performance. Hence, researches explained that transformational leadership had great effects on students' achievement.
Students achieve their success through their teachers' effective teaching, and effective teaching can be possible by using different teaching styles of leadership.

Transformational leadership, in the context of this study, is defined as the extent to which teachers motivate and encourage students to use their own judgment and intelligence to solve education related problems, transfer missions to students, and express appreciation for better work. Bass (1990) advocated transformational leadership for improved performance.

The current study aims to compare the effects of teachers' transformational and transactional leadership styles on students' academic achievement at college level. The important variable in this study is students' achievement.

The assumptions of the present study were that teachers who followed transformational leadership styles, their students achieve better results than the students of those teachers who follow the transactional leadership style. The study will be carried out this assumption.

1.1 STATEMENT OF THE PROBLEM

In recent time teachers' task is not limited to passing information to students rather teacher is consider responsible for students' learning achievements. Teaching is the process of development of personalities and nations so the role of teacher is like a leader in his classroom environment. For this, if a teacher has such abilities to lead his class so he can achieve such targets.

Keeping view the importance of teacher leadership the current study aims to compare the effectiveness of teachers' transformational and transactional leadership styles on students' academic achievement at college level.

1.2 OBJECTIVES OF THE STUDY

The study was designed to achieve following objectives:

1. to compare public and private sector college teachers' transformational leadership style;
2. to evaluate public and private sector college teachers’ transactional leadership style;
3. to explore gender wise differences in public and private sector college teachers’ views about their leadership styles;
4. to measure gender wise differences in students’ views of public and private sector colleges about their teachers’ leadership styles;
5. to compare relationship between teachers’ leadership styles and students’ academic achievement;
6. to calculate gender differences in academic achievement of students in public and private sector.

1.3 NULL HYPOTHESES OF THE STUDY

Thirty six null hypotheses tested in this study. In which 27 Major hypotheses, (18 were accepted, 9 were not accepted) and 9 sub-hypotheses (6 accepted and 3 not accepted).

The succeeding thirty six null hypotheses tested in the study are:

H :01. There is no significance difference of opinions of public and private sector teachers about transformational leadership style:
H :02. There is no significance difference of opinions of public and private sector college teachers’ about idealized influence:
H :03. There is no significance difference of opinions of public and private Sector college teachers about inspirational motivation:
H :04. There is no significance difference of opinions of public and private sector teachers about intellectual stimulation:
H :05. There is no significance difference of opinions of public and private Sector teachers about individual consideration:
H :06. There is no significance difference in opinions of public and private sector College teachers about transactional leadership style:
H :07. There is no significance difference of opinions of public and private sector college teachers about contingent reward:
H :08. There is no significance difference of opinions of public and private sector college teachers about management by exception:
H :09. There is no significance difference of opinions of public and private sector college teachers about heightened to attain designated outcomes:
H :010. There is no significance difference of opinions of public and private sector College teachers about performance beyond expectations:
H :011. There is no significance gender difference of opinions of public and private sector college teachers about transformational leadership style:
H :012. There is no significance gender difference significance gender difference of public and private college teachers about idealized influence:
H :013. There is no significance gender difference of opinions of public and private sector college teachers about inspirational motivation:
H :014. There is no significance gender difference of opinions of public and private sector college teachers about intellectual stimulation:
H :015. There is no significance gender difference of opinions of public and private sector college teachers about individual consideration:
H :016. There is no significance gender difference of opinions of college teachers about transactional leadership style:
H :017. There is no significance gender difference of opinions of teachers about contingent reward:
H :018. There is no significance gender difference of opinions of teachers about management by exceptions:
H :019. There is no significance gender difference of opinions of teachers about heightened to attain designated outcomes:
H :020. There is no significance gender difference of opinions of teachers about performance beyond expectations:
H :021. There is no significance gender difference of opinions of students about Their teachers’ transformational leadership style:
H :022. There is no significance gender difference of opinions of students about their teachers’ transactional leadership style:
H :023. There is no significant difference of ability groups of students of public and private sector about teachers’ transformational leadership score:
H :024. There is no significant difference of ability groups of students of public and private sector about teachers’ transactional leadership score:
Sub-Hypotheses:

H :01. There is no significant difference of ability groups of students of public and private sector about teachers’ idealized influence score:

H :02. There is no significance difference of ability groups of students of public and Private sector about teachers’ inspiration motivation score:

H :03. There is no significance difference of ability groups of students of public and Private sector about teachers’ intellectual stimulation score:

H :04. There is no significance difference of ability groups of students of public and private sector about teachers’ individual consideration score:

H :05. There is no significance difference of ability groups of students of public and private sector about teachers’ contingent reward score:

H :06. There is no significance difference of ability groups of students of public and private sector about teachers’ management by exception score:

H :07. There is no significance difference of ability groups of students of public and private sector about teachers’ heightened to attain designated outcomes score:

H :08. There is no significance difference of ability groups of students of public and private sector about teachers’ performance beyond expectations score:

H :025. There is no significance relationship of teachers’ transformational leadership style with students’ academic achievement:

H :026. There is no significance relationship of teachers’ transactional leadership style with students’ academic achievement:
Sub-hypothesis

H :01. There is no significance difference of opinions of teachers’ and students’ from public and private sector about teachers’ leadership styles:

H :027. There is no significance gender differences in academic achievement of students in public and private sector:

1.4 SIGNIFICANCE OF THE STUDY

The significance of the study was obvious from following reasons;

1. Since the emergence of new concepts and methodologies in the field of education it is always been a matter of interest and current issue to identify the teachers' leadership qualities by using different leadership styles and their effects on students' performance specially on their academic achievement.

2. Previously instructional communication and teaching were considered two different areas but now researches explain that both are related with each others and also describe their positive outcomes e.g. students' satisfaction, learner empowerment, learning, motivation, and students' affinity for their teacher. In early times researches, teacher leadership ignore its utility that teacher play a vital role in students' academic achievement.

3. Because of its utility in recent decades, the literature has focused on the study of leadership concepts, models, and practices with reference to teacher leadership. Literature describe that researches in teacher's leadership styles have been conducted by Kearney and McCroskey (1980), Sallien-Kuparinew (1992), Chory and McCkroskey (1999), and then by ponder (2003) who submitted transformational leadership as an applicable theory for the teaching context.

4. Richmond and McCroskey (1992) described classroom as an organization, learning and sharing interdependent relationship and teachers' role as a leader. His research put forth many positive results like, development of students' capability to use ideas information, students' ability to think critically and
assess ideas, development of students' ability to critically examine the situation and generate novel approaches to solve the problems and finally they become able to achieve their academic targets.

5. Teachers' transformational and transactional leadership styles have power to revolutionize students' capabilities. In this study the importance and effectiveness of teachers' transformational and transactional leadership was highlighted and these styles were studied in relation with different variables.

6. Max (1947) Burn and Bernard Bass (1981) submitted that the transactional leadership style that is most often used by the managers and focuses on the basic management process of controlling, organizing, and short-term planning. The famous examples of leaders who have used transactional technique include McCarthy and de Gaulle.

Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader.

7. Given its extensive use and utility in the organizational context, and having similarities between teachers and organizational leaders, Harvey (2003) explained positive relationship between teachers' transformational leadership and students' satisfaction with their teachers.

Ponder (2003) and Luchaure and Shulman (1996) in their studies, gave call to the teachers to teach their learners like a leaders empower his/her followers. According to this concept a teachers can maintain high performance expectations and rewards like a leader pay his/her followers. The positive results of their studies explained the importance of leadership styles in educational context.
8. The findings of the study have implications for teachers' trainers, researcher, educationist, curriculum developers and curriculum planners. Its findings can serve as a guideline to upgrade their training programs both for pre-service and in-service of teachers. It also provides guidelines to the teachers how to change and improve their leadership style according to the requirements of global changes and students' diversity.

9. Finally the prior researches conducted in teacher leadership field provided a sound ground for researcher to conduct research in teachers' leadership in Pakistan context. Because the researcher found no research that has been conducted on teachers’ leadership styles at college level in Pakistan.

1.5 DELIMITATIONS OF THE STUDY
The present study was delimited to following factors;

1. to get students' views of grade 12 only due to the limitations of the researcher;

2. to get views of college teachers of grade 12 about transformational and transactional on classroom context only.

1.6 PROCEDURE OF THE STUDY
1.6.1 POPULATION
The population of the study was consisted on teachers, teaching secondary classes and students of 12th grade from public and private colleges registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad.

Reasons for selecting F.A students as a population were,

1. Intermediate level is best level to get any information about students for research purposes, because they are mature, able to give right response and able to understand the responsibility of correct answering than students of other levels.
2. Students of science and arts level of all colleges of private and government sectors were selected because the main purpose of this research is to investigate the leadership qualities of teacher's weather they are science or arts teachers and to investigate the impacts of their leadership styles/qualities on students' academic achievements.

3. Students were selected randomly weather they are low or high achievers because the study was trying to search the impact and results of teachers' leadership qualities and if the population was only high achievers then the findings will not accurate and the subject can't proper subjects for the present study.

1.6.2 SAMPLE

The above population was taken as a sample as the aim of the study was to compare the effects of teachers' transformational and transactional leadership style on students' academic achievement. Teachers' transactional and transformational leadership styles are the independent variable along with teachers' level, age, family background, income, sector difference and status.

It was decided to select all colleges of male and female, public and private sector, registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad. Finally 22 male and 18 female colleges were selected.

It was selected that teachers teaching secondary classes and students of 12th grade from public and private colleges registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad. As a result data was collected from 605 students and 600 teachers at the same ratio of male and female respondents.

1.6.3 SAMPLING TECHNIQUE

In this study the researcher used the Cluster sampling technique, in which 605 students from grade 12 and 600 teachers, male and female from public and private sectors.
1.6.4 VARIABLES IN THE STUDY

Two kinds of variables were used in the study;

1-Independent variables

In the study the two independent variables were used;

1- Teachers’ transformational leadership style
2-Teachers’ transactional leadership style

2-Dependent variables

In the study one independent variable was used;

Students’ academic achievement.

1.6.5 TOOLS OF RESEARCH

In order to draw valid conclusions from research, reliable and valid tools must be used for measuring the variables, so in this study the standardized test was used, as the main aim of the study was to compare the effects of teachers' transactional and transformational leadership styles on academic achievement of students.

To collect information about the effects of leadership styles (dependent variable) on students’ academic achievement (dependent variable), the instrument Multifactor Leadership Questionnaires (MLQ 5x-short) 3rd edition developed by Bruce J. Avolio and Bernard M. Bass(1994) was used.

The test material and the basic philosophy underline this instrument is attention that has been given to charisma and inspirational leadership in prior literature, it is still necessary to include a full range of leadership styles in models and measures to adequately assess leadership styles (Antonakis, Avolio & Sivasubramaniam, 2003; Bass & Avolio, 1994).

The purpose of this is, to review the validity of a broader and fuller range of leadership styles using the most commonly employed measure of transformational and transactional leadership.
The test consist on concepts of the Full Range of Leadership Development model; the two questionnaire forms; previous and current investigations on leadership development; uses of the MLQ; and the feedback form.

The concepts include transformational leadership, transactional leadership, and passive / avoidant leadership. The questionnaire form having two parts: the Self Rating Form, where leader/teacher rate themselves as leaders, and the Rater Form, where follower/student rates their leaders/teachers.

To assess the response of students and teachers, five point Likert five point scale was used, having the response: strongly agree, agree, strongly disagree, disagree and don't know.

1.6.6 TRANSLATION OF INSTRUMENTS

Both parts of the above mentioned instrument were in English and not translated in Urdu because of easy and understandable language for students and teachers alike.

1.6.7 DEMOGRAPHIC VERABLE INFORMATION PERFORMA

A demographic variable information Performa (DVIP) was developed by the researcher to collect information relating to the demographic variables of the study. The Performa was consisted on following variables:

1. Age
2. Gender
3. Qualification
4. Experience
5. Designation
6. Sector difference

1.6.8 PILOT TESTING

The researcher held a pilot testing to find out the reliability of both of the instruments. So, IMCG (PG) G/10 4 was selected for pilot testing. 106 teachers and 115 students were selected for pilot testing. The both parts of the instruments were found reliable.
1.6.9 ACHIEVEMENT SCORE

The achievement score of students was collected from the students by the questionnaire.

1.6.10 PROCEDURE

Research was conducted after pilot testing of questionnaires before administration to the sample of the study and was reviewed by the experts. The mean scores were compared. The differences calculated by applying the statistical methods of t-test, ANOVA and co-relation interpreted accordingly through using statistical package for social sciences (SPSS).

1.6.11 ANALYSIS OF DATA

After collecting the data, it was calculated and analyzed by applying t-test, ANOVA and co-relation. The level of significance used in the study was 0.05.

1.7 OPERATIONAL DEFINITIONS

1.7.1 LEADERSHIP

Leadership is a process of social influence in which one person guides, supports and provides assistance and the other person follow and complete the specific task.

Leadership is defined as leader’s effective behavior, conduct and tactic in influencing others (Northouse, 2007) and persuading others to achieve individual and organization’s goals and objectives (Schermernhorn et al., 2008).

A leader used to follow different ways and styles of leadership behaviors according to the requirements of the situation, for effective leadership and achieving the specific goals of his/her followers.
1.7.2 TEACHER LEADERSHIP

Teacher leadership means, a teacher who is not simply to transform knowledge to his students but also motivates, encourages, guides, provides counseling and leads them with some other extra abilities like, inspiring them, problem solving, charismatic attitude and like an ideal person for his students. Having technical knowledge and enthusiasm to solve classroom problems and for learning new things.

Today a student has dynamic personality having different requirements. A teacher is responsible to fulfill his/her students’ requirements. He always engages in such a wide range of activities that involve leadership. This is the reason that despite extensive research in the general area of educational leadership, we cannot find the exact definition of teacher leadership.

In defining the concept of teacher leadership, Sherrill (1999) described that teacher-leader is a clinical faculty, clinical educator, teacher-in-residence, master teachers and lead teachers. Teacher leader is also clinical supervisor in his/her own field means in his/her classroom (p. 57).

Crowther, Kaagan, Ferguson, and Hann (2002) in their researches defined the concept of teacher-leaders, as those aspiring to lead school reform and change in students’ personalities (p. 5).

In the words of Katzenmeyer and Moller (2001) teacher leaders as those teachers who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders and influence others towards improved educational practice” (pp. 5–8).

1.7.3 TRANSFORMATIONAL LEADERSHIP

Transformational leadership is defined as leadership behavior that inspire followers, resulting in both leader and follower raising each other up to higher levels of morality, motivation, and performance based on four categories of leader behavior, including idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation (Bass, 1985, 1999).
This leadership is a process of influencing in which leaders change their associates’ awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way.

Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance “at expectations.” They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards. It has four dimensions; idealized influence, intellectual stimulation, individual consideration and inspirational motivation.

### 1.7.4 IDEALIZED INFLUENCE

This is the first dimension of transformational leadership style that means, a leader wield power and influence on his followers in an idealized way like a teacher leader, who have personal charisma, have his students’ trust and confidence and have influence like an ideal person.

In the words of Boss (1999), the idealized influence component of transformational leadership, also referred to as charisma, encompasses the leader behaviors of vision communication. Using motivational language and serving as an example of what it means to carry out the proposed vision.

According to this concept these leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values.

A leader has associates who view them in an idealized way, and as such, these leaders wield much power and influence over their followers. They want to identify with the leaders and their mission.
They develop strong feelings about such leaders, in whom they invest much trust and confidence. The leaders arouse and inspire others with whom they work with a vision of what can be accomplished through extra personal effort.

1.7.5 INDIVIDUAL CONSIDERATION

Individual consideration refers to the leader’s actions that guide followers toward reaching their respective levels of potential. In this role, the leader acts as a mentor and coach, offering followers work opportunities that challenge their growth and development (Bass, 1999).

These leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. As the result of his leadership, followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized. Leader spends his time in teaching and coaching, treating others as individuals rather than just as a member of the group. He considers each individual as having different needs, abilities and aspirations from others. He helps others to develop their strengths.

1.7.6 INSPIRATIONAL MOTIVATION

The third dimension of transformational leadership style is the inspirational motivation. The basic theme underline this concept is to motivate a person/student by inspiring him. It occurs when transformational leaders also engage in behaviors that articulate expectations and reveal the leader’s commitment to the goals of the organization. These behaviors enhance the meaningfulness of followers’ work experiences and offer those challenging goals and opportunities (Bass, 1999).

In this dimension a leader behave in ways that motivate his followers by providing meaning and challenge to their work/performance. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves. He used to talk optimistically enthusiastically, articulate a compelling vision of his future and express confidence that goals will be achieved.
1.7.7 INTELLECTUAL STIMULATION

Intellectual stimulation is defined as the transformational leader’s desire to challenge follower thinking about problem-solving strategies and promote creativity and innovation (Bass, 1999). Because of intellectual stimulation a transformational leader helps his followers to think on new tracks to solve the old problems, having courage to question their own beliefs, assumptions, and values, and, when appropriate, those of the leader, which may be outdated or inappropriate for solving their current problems.

According to this concept a leader stimulates their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions.

He re-examine critical assumptions to question whether they are appropriate, seek differing perspectives when solving problems, get others to look at problems from many different angles and suggest new ways of looking at how to complete assignments.

1.7.8 TRANSACTIONAL LEADERSHIP

Transactional leadership is defined as a transaction or exchange among leaders, colleagues, and followers based on the leader discussing with others what is required and specifying the conditions and rewards that will be received if those requirements are fulfilled (Bass, 1985).

It is a type of leadership style in which a leader working with individuals and/or groups, setting up and defining agreements or contracts to achieve specific work objectives. He discovers individuals’ capabilities, specifying the compensation and rewards that can be expected upon successful completion of the tasks.
It has four dimensions like: Contingent reward, Management by exception, heightened to attain designated outcomes and Performance beyond expectations.

**1.7.9 CONTINGENT REWARD**

In the dimension of contingent reward a leader serves as positive reinforcement of the desired behaviors in the workplace, and it is based on the leader’s efforts to satisfy follower needs in exchange for desired performance outcomes (Bass, 1985; Barbuto; Jung & Avolio, 2000).

It clarifies expectations and offers recognition of the performances of a worker when goals are achieved. This recognition should result in individuals and groups achieving expected levels of performance. It provides;

1- Others with assistance in exchange for their efforts
2- Discuss in specific terms who is responsible for achieving performance targets
3- Make clear what one can expect to receive when performance goals are achieved
4- Express satisfaction when others meet expectations.

**1.7.10 MANAGEMENT BY EXCEPTION**

In the dimension of management by exception a leader specifies the standards for compliance, as well as what constitutes in effective performance, and also he may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. A leader can;

1- Focus attention on irregularities, mistakes, exceptions, and deviations from standards.
2- Concentrate my full attention on dealing with mistakes, complaints and failures
3- Keep track of all mistakes
4- Direct my attention toward failures to meet standards.

**1.7.11 HEIGHTENED TO ATTAIN DESIGNATED OUTCOMES**

According to this dimension of transactional leadership style a teacher leader is always willing to motivate his/her students and measuring the effectiveness of his/her leadership style.
He motivates his students to do more than they expected to do, heighten their desire to succeed and increase their willingness to try harder. He becomes effective in meeting, representing their group to higher authority and effective in meeting institutional requirements by using leadership style and work in a satisfactory way.

1.7.12 PERFORMANCE BEYOND EXPECTATIONS

A transactional leader is always expecting from his students, extraordinary performance. He is always willing to do help to his students for achieving such educational targets.

1.7.13 STUDENTS’ ACADEMIC ACHIEVEMENT

Academic achievement is something one does or achieves at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music. It is such as graduating 1st in one's class, is sometimes a purely quantitative matter, and while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement.

Being named head/chairman of a particular department at a university is both a professional and an academic achievement. Academic achievement refers to achieving some specific task, achieve at school, college or university level.

In the context of the present study it refers to overall academic progress of students of grade 12 in their academic session.
1.8 THEORECTICAL FRAMEWORK OF THE STUDY

- **Teaching**
  - Transformational leadership style
  - Transactional leadership style
  - Teachers’ gender difference
  - Teachers’ sector difference

  **Effective teaching**

  **Students**
  - Student Academic achievement
CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter contains the presentations of related literature and discussion under the following topics:-

1. Leadership
2. Leadership styles
3. Transformational leadership style
4. Transactional leadership style
5. Teacher leadership
6. Teachers’ transformational leadership style
7. Teachers’ transactional leadership style
8. Academic achievement
9. Teachers’ leadership style and students’ academic achievement
10. Teachers’ gender differences and students’ academic achievement
11. Multifactor leadership questionnaire

2.1 LEADERSHIP

Allah (s.w.t) has created human beings to rule this world, but how? The answer is with the guidance of His orders because He leads us, guides us, motivates us inspire us to obey him and we can feel even without seeing Him. Then He sent approximately 124,000 Holy Prophets to lead us and provide guidance to rule this world as his subordinate.

The most important of them the Holy Prophet (P.B.U.H) who sent on earth for our guidance and He provided the best guideline for us with being a role model and as a teacher. He educated the Ishab-i-sufha about Wahi, Holy Quran and Hadith and as well as educated them how to be a good human being (to perform role as a caliph of God on this earth), good neighbor, good citizen and good ruler.
All these educations He provided as a role model and in such a way that people wanted to obey Him, love Him, appreciate Him and felt honor to follow Him not only the muslims but non-muslim alike. The Holy Prophet said “That I was created teacher and as a model for you”.

Because the teacher is a person who does not only to teach his students but also guide his/her class. This is the great evidence that leadership is most important for us in all spheres of life.

In describing the history of the word “leader” in the English language, Bass (1990) said, that appearance of the word ‘leader’ in the language goes back as early as the year 1300. The word ‘leadership’ did no appear until the first half of the nineteenth century. From the period till now researchers have yielded a plethora of works, developed many theories and defined different meanings, terms frequently use in conversation, different adjectives according to its effectiveness as good bad and poor but after analysis of all these researches there is no single definition of leadership is available.

According to the Oxford English dictionary (1933) a leader is a central and focal person but there is no single definition of this concept (Bass, 1990; Laka -Methbola, 2004;Naidu and VenderWalt, 2005; Yolk, 2006).

Leadership can be defined as trait, personality, style, leaders' behavior, interaction, influence on followers, influence on task achievements, influence on organization and followers' relationship (Bass, 1990; Yukl and Van Fleet, 1992).

Today Leadership is not simply a way to lead people but a way to change the situation from worse to the betterment of people and organization and achieving specific goals and criteria for being a successful organization. According to the previous literature leadership is the most studied but least understood topic of the educational literature. More than 3000 empirical investigations have examined this concept.
Now a days it becomes a very important and popular topic for researchers but this is not a new concept for human being of modern era, we can found this concept in the “Epics of Gilgamesh” which is perhaps the oldest book of Sumerian civilization. This is the story of a great leader king (2500-2750 BC) having imaginary powers.

Then in another historical book “The Prince” by Niccolo` Machiavelli (1513) discussed the phenomenon of political system and leadership and teaches us that a king should be clever like a fox and brave like a lion (Talat Islam, 2012).

Yukl (2006, p.8) defined leadership as "the process of influence other to understand and agree upon what to do and how to do it, it is a process to accomplish a goal". In the words of Kirishan (2005), it is an organizational process for completion of a task.

According to the importance and influence of leadership on his followers Randall B. Dunham and Jon Pierce (1998) developed a model in which they explained the relationship between four key factors that contribute to leadership success or failure.

The model explained the way in which the leader, the followers, and the context combine to affect the outcomes. It also showed how outcomes feed back to affect the leader, the followers, and the context. This model highlights that leadership as a dynamic and ongoing process.

According to the model;

1. **The Leader:** This is the person who takes charge, and directs the group's performance.
2. **Followers:** These are the people who follow the leader's directions on tasks and projects.
3. **The Context:** This is the situation in which the work is performed. For instance, it may be a regular workday, an emergency project, or a challenging, long-term assignment. Context can also cover the physical environment, resources available, and events in the wider organization.
4. **Outcomes:** These are the results of the process. Outcomes could be reaching a particular goal, developing a high-quality product, or resolving a customer service issue. They can also include things like improved trust and respect between the leader and followers, or higher team morale.

![Diagram of the Leadership Process](image)

**Figure:2** Randall B. Dunham and Jon Pierce (1989), (The Leadership Process Model).

Slater (1995) elaborated from the critical humanist perspective that leadership is a symbolic and a decision making process.

According to the Literature, the old nations like ancient Greeks, Egyptians, and Chinese focused on some main qualities that leaders possessed. For example, Taoism (1990) explained that leaders need to act such that the followers come to believe that their success is due to their own efforts and not that of the leaders.

While Lao Tzu (1990) explained that the qualities of a best leader is that when people barely know he exists, not so good when people obey and acclaim him, worse when they despise him. According to the concept of The Greeks the qualities of a leader are justice and judgment, wisdom and counsel, shrewdness and cunning, and valor and activism.

In the Egyptians' view Bernard Bass (1990) indicated that, the leadership context consists of the leader and follower and there are nearly as many definitions given to leadership as there have been authors who have written about the concept.
Gary Jones (1996) said that "leadership occurs when a particular person exerts influence upon the goal achievement of others in organizational settings by enhancing the productivity, innovation, satisfaction and commitment for work force" (p.309).

Available Literature describes the two different aspects of leadership: a) as a art, when it involves vision, modeling, renewal, judgment, power, and trust; b) and as a science, when it includes team building, communication, decision-making, conflict management, planning, and resource allocation.

Northouse (2007) and Schermerhorn (2008) described that leadership is leader’s effective behavior, conduct and tactic in influencing others and persuading others to achieve individual and organization’s goals and objectives.

In defining leadership Schermerhorn, Hunt and Osborn (2000: 287) described that it is a case of interpersonal influence like a mutual agreement in which individuals, or groups of individuals to do what the leader wants to be done and in this agreement or process, the leader’s focus is on what he/she wants from people.

Inconsistently, Maxwell (1999:108) was of different opinion, he argued that the leader’s attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promote and increase productivity in the organization.

In the words of Goleman (1998) a good leader should make use different types of leadership behaviors when dealing with different types of situations or in other words he used to follow different leadership styles according to the demand of environment.

Leadership itself is a fascinating and elusive concept. According to Leithwood, Jantzi and Steinbach (1990) leadership is a concept and a set of practices that has been the subject of an enormous quantity of popular and academic literature.

For ages people have been looking for direction, purpose and meaning to guide their collective activities. Leadership is needed to foster purpose, direction, imagination, and passion, especially in times of crisis or rapid change.
At such times people look to leaders for hope, inspiration, and a pathway which will lead them to somewhere more desirable.

In the words of Gary Johns (1996) that the leadership occurs when an individual exerts his influence on goal achievement on others in an organizational settings by enhancing the productivity, motivation, innovation, satisfaction and commitment on workforce.

Bass (1990), in Bass and Stogdill’s Handbook of Leadership, explained the concept of leadership and provide with different meanings and approaches according to the utility of this concept like;

1. Leader is a main or central person of all events and all group activities of an organization. This set of definitions positions the leader as the hub, nucleus, and/or pivotal point for group activity, as illustrated by Chapin (1924) that leadership is like a point of polarization for group cooperation.

2. Leader is an effective person in terms of the personality attributes or the strength of her- or himself. Bernard (1926) synthesized this concept, that any person who is more than ordinarily efficient in carrying psychosocial stimuli to others and is thus effective in conditioning collective responses may be called a leader.

3. The process of leadership is an action, as the traditional leadership research focused upon the acts of leadership, attempting to answer the question, what do leaders do? Shartles’ (1956) in defining this suggests that the act of leadership is one which results in others acting or responding in a shared direction.

4. In the words of Cowley (1928), leader is a person having some specific program and moves toward achieving objectives with his group in a definite manner, while Davis (1942) defined leadership as the principal dynamic force
that motivates and coordinates the organization in the accomplishment of its objectives.

5. According to this concept leadership is like an effect or outgrowth of group interaction. Bogardus (1929) evaluated that, it is a social process which causes and lead number of people to set out toward an old goal with new zest or a new goal with hopeful courage and guidelines.

6. In defining leadership Boss said that it has an important role in the whole social system. Sherif and Sherif (1956) defined that leadership can be seen as that role which integrates the other roles to advance the cause of the social system.

7. This definition of leadership describes that those who view leadership as the initiation of structure see a unique role as defining leadership. Stogdill (1959) explained this approach, when he defined that leadership is the initiation and maintenance of structure in expectation and interaction. This approach is often coupled with leadership as a behavior with initiating structure serving as one of the central behaviors.

8. Boss evaluated the Leadership that it is a terms of the molding of the group around the will, intentions, and/or wishes of the leader. Allport (1924) also defined leadership as the personal social control. This is similar concept as Bundel’s (1930) definition of leadership that it is the art of inducing others to do what one wants them to do, in other words inducing compliance approach to the definition of leadership.

9. Leadership is such type of concept that influence as separate and distinct from dominance, control, or the forcing of compliance. As Bass (1990) described that a leader attempts to move others through his speech and the communicational power.
10. Then Boss explained another definition that it is a form of persuasion. Because this is a personal ability of a leader to decide what is to be done, and to get others to want to do it.

11. As the other definition is that it is a power relationship this concept was further defined by French and Raven (1959) that it is differences in power relationships among members of a group. Similarly, while Janda (1960) defined leadership in terms of a group member’s perception that another group member has the right to prescribe behavior patterns for the former regarding his activity as a member of a particular group.

This is fact that leadership is an art of weaving relationship in both capacities as official and in unofficial form as described by Burns (1978) Depree (1989) and Gardner (1990), they also explained in their researches that it is an art of and motivating others to evolve and grow, complete their work, and learn from the process.

Moore (1927) recognized leadership as ability that a leader impresses his followers to induce obedience, respect loyalty and cooperation.

In another definition it is a belief that individuals have regarding the significance of leadership to organizations which may influence how they want to see their leaders (Meindl, Ehrlich, and Dukerich; 1985). Because these beliefs enhance followers' perceptions of charismatic/transformational qualities.

Hemphill (1949) defined this concept in the same words that leadership is the initiation of a new structure or procedure for accomplishing the organizational goals and objectives.

As Day (2000) said that this concept is as creating and maintaining a sense of vision, culture, and interpersonal relationships. Hersey and Blanchard (1969) claimed that leadership is a broader concept than management.
Bennis (1989) described in a very beautiful way that leadership is like beauty—hard to define, but one can know when he sees it.

Yukl (1994), in his research reported that leadership influences the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization.

Leadership in the words of Leithwood (1992) a highly complex concept like, health, law, beauty, excellence, and countless other equally complex concepts, efforts to define leadership too narrowly are more likely to trivialize than help bring greater clarity to its meaning. In answering the question that, does leadership defined this way differ from management? He said that there is a popular distinction between "doing things right" (management) and "doing right things" (leadership) as largely meaningless: Achieving success as a leader, by virtually any definition, requires "doing right things right".

Gallos (2008) explained leadership that it is the result of a relationship between those people within an organization who want to lead and those who are willing to follow.

In defining leadership Albert Murphy (1941) described that leadership is not only a psychological phenomenon (something embedded in the traits of the individual); instead, leadership is essentially sociological in nature.

Murphy (1994) elaborated leadership as a function of an interaction between the person and the situation, where the situation consists of the followers and the context confronting them. According to Vroom and Jago (2007) it is a process, not a property of a person.
Goldsmith (2000) in describing the increasing of work output of workers by building strong relationships and enhancing worker commitment forms what is known as leadership theory.

Howard (2005) described that the leadership is itself defined as the process of communication (verbal and nonverbal) that involves coaching, motivating/inspiring, directing/guiding, and supporting/counseling others.

Linda Smircich and Gareth Morgan (1982) defined the phenomenon of leadership from the perspective of what it is that leaders do for the groups that they are a part of leaders. They are individuals, who are capable of taking ambiguous situations, interpreting these situations, and framing for the follower an understanding of the situation and what needs to be done to move forward.

Gallos (2008) was of the view that leadership is the result of relationship between those people within an organization who want to lead and those who are willing to follow. Kenneth Blanchard (2004) extended this definition and said that both leaders and workers must build a relationship based on trust for either to be effective.

According to Bowman (2005), good leaders can build on workers’ strengths, and can understand their weaknesses to get the most out of them leadership in an organization. Literature explains that within the past century influential theories for leadership have been developed.

In defining the concept of leading the people and about the achieving specific goals, Bennis (1989) and Katz and Kahn, (1978) were in the same views that the concept of leadership is basically built upon a number of vital elements like. These elements includes that it is a non-routinely process of intentional influence or it’s different than doing everyday tasks which is more specific to management.
This is not simply supervising or controlling on other people like a teacher control his/her students but it is more than supervising, coordinating, controlling, planning and other managerial specific activities as a teacher perform such activities in his/her classroom.

For explaining the non-routine events Zaccaro and Klimoski (2001) described that this is such type of situation that constitutes a potential or actual hindrance to organizational goal progress. Like a teacher control the problems of his/her students.

Thus, the teachers’ organizational leadership can be construed as large - and small - scale social problem solving, where teachers are constructing the nature of educational problems, developing and evaluating potential solutions, and planning, implementing, and monitoring selected solutions within complex social domains.

In other words we can say that the overall process of leadership revolves around achieving certain (organizational) goals – leaders exert their influence in order to achieve organizational goals and objectives but also to bring a sense of purpose to the groups’ activity.

Previous researches described that leaders need to pass leadership to others in the group or modify their approach and became more tasks focused when involved in tough negotiations or when the business needs that approach.

Sometimes there is dire need for to change the situation for this a leader can perform very well. Because Leadership is about change – change is one of the main variables that differentiate between leaders and managers. The fundamental difference between the two lies in their respective functions for organizations and for society. The function of leadership is to create change while the function of management is to create stability (Barker, 1994).

In another place Kotter (1990) observed that a leader seek to produce predictability and order; leaders seek to produce organizational change.
In the words of Zaccaro and Klimoski, (2001) the process of leadership is directed at defining, establishing, identifying, or translating this direction for their followers and facilitating or enabling the organizational processes that should result in the achievement of these specific goals.

Some researchers explained this concept as a group process although most theories of leadership are leader-centered, and this is reality that without his group he has no value and purpose.

World history describes us that many leaders have left lasting marks and impressions upon our world. Whether their time in power is considered to be constructive or destructive, well-known leaders such as Julius Caesar, Napoleon Bonaparte, Winston Churchill, Adolph Hitler, Josef Stalin, Mahatma Ghandi, Martin Luther King, Jr. endowed and the most important our Quaid-i-Azam Muhammad Ali Jinah who have the superior qualities that differentiated them from followers.

Burns (1978) said that the leadership traits possessed by these leaders inspired others to become devoted followers who were committed to their cause. Leadership in this sense is an aspect of power, but unlike power, leadership is inseparable from followers’ needs and goals.

For exercising the power Burn (1978) stated that Power is exercised when potential power wielders, motivated to achieve certain goals of their own, marshal in their power base resources (economic, military, institutional, or skill) that enable them to influence the behavior of respondents by activating motives or respondents relevant to those resources and to those goals.

As leadership has had a great impact on the culture, history, and civilization of humankind, theoretical explanations for it have been proffered throughout history. Because of this importance scholars who are interested in leadership have approached the development of an understanding of leadership from a variety of perspectives, starting with the “Great Person Theory of Leadership,” which posited that great leaders, such as Julius Caesar, Joan of Arc, Catherine II the Great, Napoleon, Mao
Tsetung, Winston Churchill, and Franklin Delano Roosevelt, were born with a set of personal qualities that destined them to be great leaders.

### 2.1.1 Leadership as a relationship

Leadership is a form of a relationship between leaders and their followers like the transformational power of leadership and the effectiveness of leadership in work teams.

Northouse (2004) explained in his study that leadership is a process by which an individual influences a group of individuals (p.3). It means that it is the realization that leadership does not occur in a vacuum and a leader is not a lone ranger. Leadership occurs in a group of individuals. The leader-member exchange theory takes this aspect of leadership and focuses on the interaction between leaders and followers. Other leadership theories that have been discussed thus far focused on the leader and how one behaves toward the followers.

In contrast, the leader-member exchange theory attempts to understand the interaction itself between the leader and the group. In prior leadership theories, “researchers treated leadership as something leaders did toward all of their followers” (Northouse, 2004, p.147).

Such perspective seems to indicate that the leader would treat the entire group in the same manner. This theory, however, moves away from this notion and presents the possibility that the interaction between the leader and each of the followers may be different (2004).

In the words of Northouse (2004), this theory explained us that there are two types of followers, in-group and out-group. Those who are in the in-group usually are more dedicated and are willing to do more than their job description requires. In return, they receive greater responsibility and opportunity. Those who are in the out-group generally performing only what are expected of them based on the job description.
In return, these members of the team do not receive greater opportunities and responsibilities. The leader working with the in-group can normally accomplish more and with greater efficiency. The reverse would be true for the out-group.

For this concept he described that leaders should work with all of their followers to make them feel that they are part of the in-group. By doing so, leaders will ensure maximum cooperation and dedication from their followers. This would require nurturing “dyadic relationships” with every member of the group.

In this way, the theory emphasizes the need to differentiate the interaction for each individual group member (Northouse, 2004).

2.1.2 Different phases in developmental process of leadership

Literature describes us that leadership researches which were conducted during the first half period of the twentieth century focused on the identification of the personal qualities of a leader.

Then the study of leaders and personal traits, the focus turned to different other aspects of leaders' behaviors, the conditions under which certain leader behaviors were effective, the nature of the relationship between leaders and followers, and the forms of influence that were associated with effective leadership. In that era people were interested in charismatic leadership.

According to the first concept of leadership Creighton (2005) pointed out that during the early 1800s, to the early 20th century, the explained leadership concept that people were born with certain characteristics or traits, such as extreme intelligence, a good memory, persuasiveness, and unlimited amounts of energy and because of such qualities a leader can led individuals to leadership positions but by the mid 20th century, the trait theory was disputed by researchers due to the lack of predictability. Realizing the unreliability of the trait theory, researchers began to focus on the observable leadership behaviors, known as behavioral leadership theory.
In the mid 1900s the new concept were dominated with behavioral leadership theories. In the mid 70s’ James MacGregor Burns (1978), who is generally considered to be the founder of modern leadership theory developed a new concept of leadership in his seminal book Leadership as either transactional or transformational.

Bass and Riggo (2006) explained that in the transactional leadership, leaders lead through social exchange. Burns (1978) stated that leaders approach their followers with the intent of exchanging one thing for another: jobs for votes or subsidies for campaign contributions.

In the business world, transactional business leaders offer rewards for productivity. Transactions, or social exchanges, comprise the bulk of the relationships among leaders and followers. In transformational leadership however, the leader strives to understand followers' motives and needs. The focus shifts from the need of the leader to the followers’ needs.

2.1.3 Importance of Leadership

As we know that we have lot of different defining concepts about leadership but this is fact that we have no single and solid definition because it is still one of the most ambiguous concepts in social sciences with the hard fact that at the same time it has been endlessly studied in the last 100 hundred years from numerous perspectives. In describing this, Warren Bennis(1959: 259) stated that in all the hazy and confounding areas in social psychology, this is undoubtedly contends for the top nomination. And, ironically, probably more has been written and less known about leadership than about any other topic in the behavioral sciences.

Many studies have also pointed out the difficulty of finding common ground on leadership understanding. In the findings of a comprehensive review, Stogdill (1974), concluded that there are almost as many definitions of leadership as there are persons who have attempted to define the concept and he also explain that this a big evidence for the importance and utility of this concept in our daily routine life.
Burns (1978) gave similar remarks that it is one of the most observed and least understood phenomena on our earth but we cannot deny its utility specially in these days where people have awareness about their goals, their ways to achieve and also about their rights.

Because of its utility its study is continues to be a very popular issue in these days. No doubt there have been many research studies conducted to make analysis about the importance and effectiveness of leadership.

In explaining the dynamic concept of leadership, Warren Bennis (2007) in his introduction to a series of articles that were published in American Psychologist, claimed that leadership is always be a very important issue but in these days it became more and more important than before. Then he exemplifies that how leaders and specially the national leader can change the lives of their citizens for positively or negatively. The effective leadership determines whether pharmaceutical drugs are safe, whether the courts protect the rights of minorities, and make decisions about many other aspects of daily life.

The effective leadership is the personal role of a leader which is a combination of different management skills, like motivation, strategic, ability to handle the situation, ability to encourages individual, keeping track of progress against targets and take action on slippage, speaking honestly and openly and expect the same from others, to understand each individual's abilities, limitations, motives and drivers. Influential - use vision, argument and important stakeholders to sway opinion, knowing what needs to be achieved and how to go about achieving it, creating and bringing to life an image of how things can be (Cascio, 1998).

2.1.4 Leadership and gender differences

According to the BBC English dictionary (published by HarperCollins 1st publishers in 1992) gender is used to refer the classification of noun as masculine, feminine and neuter it is also personal characteristics of being male and female.
In defining gender Myers (2002) illustrated that it is the characteristics, whether biological or socially influenced, by which people define male and female. Woolfok (1995) was of the view that it is an organized network of knowledge about what it means to be male or female.

According to gender schema theory, children and adolescents use gender as an organizing theme to classify and understand their perceptions about the world. Gender schema is influenced by society's beliefs about the traits of females and males, and influences processing of social information and self esteem or only behavior or attitudes consistent with gender schema are acceptable.

There are many researches that have directed considerable debate towards the nature/nurture question certain differences in biological gender are well defined and accepted as factual. But there is question that how these differences influence perception, interaction, and ultimately leadership styles? It is an interesting area of study and somewhat more difficult to define.

In studying hormones and biological dissimilarities, Gelman (1990) held research and explained that men and women experience the world differently. These researchers did not deny the impact of culture, but resolutely stated that men and women seem to experience the world differently, not merely because of the ways they were brought up in it, but because they felt it with a different sensitivity of touch and hear.

Smith (1992) in studying genetics and hormones described that the brain not only produces hormones but is also acted upon by those same hormones.

According to the researches that were conducted on the functions of brain generally believe that female brain is organized to function more symmetrically allowing integration of left and right brain functions more readily than the male brain.

Recent studies suggest that there is also evidence that male and female brains may be somewhat differently structured with the two cerebral hemispheres being more specialized and less well interconnected in men than in women.
Smith (1990) explained in his research that the female brain which is more symmetrically organized and less highly structured. Their ability to shift between and use the two hemispheres is different.

Sally and Bennet Shaywitz (2000) in a recent study at Yale University, observed male/female differences in brain processing using magnetic resonance imaging. They noted women used both sides of the brain to process rhyming as compared to men.

In describing femininity Burns (1978) explained it has been stereotyped from centuries as dependent, submissive and conforming, and hence women have been seen as lacking in leadership qualities, the male bias is reflected in the false conception of leadership as mere command or control. As leadership comes properly to be seen as a process of leaders engaging and mobilizing the human needs of followers, women will be more readily recognized as leaders and men will change their own leadership styles.

For the past two decades, gender differences in leadership styles have been the most intensely studied topics in the field of leadership and they are trying to solve the question that what is difference between men and women regarding leadership style. But there is question that is there inherent differences in the way men and women function as leaders? And, if so, are these differences gender linked? This question has commanded attention because researchers have been trying to provide an explanation about why there have been so few women leaders. Even though women have become an increasingly large proportion of the work force, they still do not hold a proportionate.

In examining the difference and genders’ impact on leadership style, Grant (1988); Rosener (1990), Karau and Eagly (1999), conducted researches on task-oriented styles (or initiation of structure) and interpersonally-oriented styles (also labeled consideration), and the dimensions of democratic versus autocratic (similar to the dimensions of participative and directive).
Before their findings, Eagly and Johnson (1990) conducted a meta-analysis of gender and leadership style that examined studies comparing men and women on task and interpersonal styles as well as democratic and autocratic styles.

Chemers (2000); Morgan (2004) and Anderson (2006) suggested in their studies that there is little difference in the results men and women achieve merit as leaders. These findings indicate that leadership style has little to do with the results that leaders achieve. That is, if the leadership styles of women are different from the leadership styles of men, yet the results they achieve are similar, then leadership style must have little to do with results.

Eagly and Johnson (1990) describing the strongest evidence said that gender difference in leadership style occurred in the tendency for women to adopt a more democratic or participative style and for men to adopt a more autocratic or directive style.

Ninety-two percent of the available researches on comparisons went in the direction of more democratic behavior from women than men the results of this research suggests that gender influences leadership style.

Kabacoff (2001); Kim and Shim (2003) described in their findings that women leaders employ different leadership styles than men few articles have looked at the specific behaviors employed by women vs. men.

In researches, analyzing the contextual settings of leadership has broadened the polemic over the effectiveness of female vs. male leaders. These studies have examined the gender congeniality of contexts where leadership occurs. Gender congeniality can be thought of as a kind of “comfort index” that differs by gender.

The researches held by Eagly and Johnson (1990); Eagly and Karau (1991); Eagly, Karau and Makhhijani (1995), that were done largely through meta-analyses that operationalized the gender congeniality of social contexts in which leadership occurs variables that influenced the social context were group composition, gender typing of the task, valuing task performance over all other outcomes, and power emphases.
Porter, Geis and Jennings (1983), described the effective leadership traits for men in masculinized contexts in many cases are ineffective when adopted by women operating in masculinized contexts.

In another research it is explained by Butler and Geis (1990), that assertiveness, as an agentic trait of male leaders and found to be threatening when exhibited by women and contributed to them being disliked.

Eagly, Makhijani, and Klonsky (1992) later demonstrated that women are viewed less favorably when leading in a direct manner; however, women tend to adopt a direct style less frequently than men (Eagly, Johannesen-Schmidt, & van Engen, 2003).

According to the concept of Vecchio, (2002, p. 652) there are different stereotypes for male and female leaders exhibiting more traditional styles of leadership such as initiating structure and consideration.

In general, studies “have continued to show that the ‘agentic’ stereotypic male qualities (e.g., competitiveness, daring, assertiveness) are more aligned with stereotypic views of managerial roles, versus ‘communal’ stereotypic female qualities (of kindness, supportiveness, and affection)” (Vecchio, 2002, p. 652).

Previous research studies provide evidence like; studies by Jago and Vroom (1982); Ellyson, Davidio and Brown (1992); Eagley, Makhijani and Klonsky (1992); and Rudman (1998) illustrated other agentic qualities of male leadership all found that women leaders who exhibited the agentic qualities in masculinized contexts were not viewed as effective. The qualities studied were: dominance, autocratic or directive behavior and self-promotion.

2.1.5 Leadership in public and private sector

The literature defines us that leadership is important in all types of organizations whether they are in public sector or in the private sector. We can found some major differences between the setup of public and private sector organizations, their leadership style and their work conditions.
In defining such differences, Wirick (2009) described that the main difference between public and private sector organizations are in the forms of ownership. As we know that public sector organizations are owned and operated by government, whereas private sector organizations are not part of the government and they generally owned by private parties.

Kassel (2010), Sims (2010) and many other reaches also gave same views that the form of ownership is the main distinctive point between public and private sector organizations because ownership changes the style of their leadership.

They also assert that the primary objective of organizations operating in private sector is profit maximization.

Gallos (2008) advised not to be deluded by charitable acts of private sector organizations in regards to intentions and insists that all of these acts are aimed at supporting the primary objective of private sector organizations which is profit maximization. For achieving the primary objective the leaders motivates his employees and utilize all techniques and styles.

Sims, (2010) in defining the difference between both, the public and private sector, described that the aims of public sector organizations, on the other hand, involve serving the interests of taxpayers through various manners according to the type of the organization. For example, public schools aim to provide education to citizens within a country, whereas the objectives of public health organizations involve providing quality healthcare.

Sabatier, (2007) gave another concept about the both public and private sector. He says that the main difference is, the public sector organizations are funded by taxpayers; therefore serve the interest of taxpayers, while private sector organizations are funded by individuals and corporate investors aiming to make a profit. This difference enhance the work of their leaders by motivating the employees, their work ability, quality of their work and as well as they introduce new ideas and new technologies in their organizations. Same situation we can see in our public and private sector colleges.
The leaders in private sector are always willing to search the novel ideas for progress of their colleges as well in business organizations and motivating their workers. In the study, Bertocci and Bertocci (2009) offered more detailed explanation to this viewpoint by stating that whereas managers in private sector have greater level of freedom in terms of rewarding and motivating employees through tangible motivational tools such as bonuses and pay rises; managers in public sector do not have such opportunities most of the time due to budget constraints and greater level of accountability associated with budget spending. This is the same situation prevailing in our public sector organizations.

Another difference we can see in the public and private sector leadership is, the difference in the nature and extent of accountability to stakeholders. Stanfield (2009) argued that unlike private sector organizations, in public sector there is a greater level of scrutiny of performance from media and a wide range of other stakeholders, and this situation creates extra difficulties for organizational leaders in public sector.

To enhance the quality and the motivational level of employees are basically the demand and requirement of the society. As Moreover, Gold et al. (2010) stated in his study that expectations of citizens for improved services at a lower cost present substantial amount of pressure for public sector managers at all levels to perform their duties.

2.2 LEADERSHIP STYLES

Style is a way to do something and leadership style is the manner, approach of providing direction, implementing plans, and motivating people or in other words it is the way to perform or behave.

Leadership styles differ; however, through development, experience, or coaching, individuals find themselves working within one of numerous models and these are generated from different leadership theories like Autocratic leadership (leader - centered), Consultative or Democratic leadership (participative), Laissez faire or free rein leadership, Bureaucratic or rule – centered leadership and manipulative leadership styles are developed by the situational leadership theory in which a leader can use each style according to its requirement and need.
From charismatic leadership theory there is a transformational leadership style, that a leader can use and increased loyalty, motivation and commitment of his followers/employees (Ardichvili and Manderscheid, 2008).

Hellriegel (1982) mentioned that during 1930s researches conducted on children for examining the effects of leadership like autocratic, democratic and lassiez-faire and result describe that quantity of work was greater in autocratic style while quality was in democratic style and laessez -fair was not effective.

In late 1940s and continuing in 1960s Gary and Srak (1997) gave their findings and identified two dimensions of leadership, 1) psychological support and concern shown for employees, 2) the attention given to task performance and goal attainment.

Behavioral theories of leadership support that a set of particular behaviors can be named as a style of leadership. Leadership style refers to a distinctive behavior adopted by persons in formal positions of leadership and several studies were conducted to identify those.

Literature explains that these concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing managers. Partially as a result of the disenchantment with the trait approach to leadership that occurred by the beginning of the 1950s, the focus of leadership research shifted away from leader traits to leader behaviors.

In 1950's the important study The Michigan leadership studies took place at about the same time as those at Ohio State and explain that there are two general leadership behaviors or orientations: an employee orientation and a production orientation. Leaders with an employee orientation showed genuine concern for interpersonal relations. Those with a production orientation focused on the task or technical aspects of the job.
According to the conclusion of Michigan studies (1950) it is explained that an employee orientation and general instead of close supervision yielded better results. Likert eventually developed four "systems" of management based on these studies; he advocated System 4 (the participative-group system, which was the most participatory set of leader behaviors) as resulting in the most positive outcomes.

2.3 LEADERSHIP THEORIES

Theories means to see things with different and specific angle and with a specific approach. In defining leadership theories we can say that basically these are different approaches to explain and define the concept of leadership in which;

2.3.1 Great Man theory

Great Man theory is based on the concept that leader is a type of person who has some specific qualities and attributes, exceptional person, born with innate qualities and destined to lead.

In the mid twentieth century people were of the view that leaders were born not made and this concept was accepted not only by followers but researches also.

According to Bernard M. Bass (1990), many shared the belief of sociologist Jerome Dowd that individuals in every society possess different degrees of intelligence, energy, and moral force, and in whatever direction the masses may be influenced to go, they are always led by the superior few. Current proponents of this theory point to Lee Iacocca, John F. Kennedy, Martin Luther King, and Douglas MacArthur as examples of great men whose innate abilities have been connected somehow with situational forces. But with the rise of the behavioral sciences, however, the Great Man Theory has fallen out of favor and scholars have changed their focus elsewhere, and for the past 50 years behavioral theories, contingency theories, and characteristic analyses have dominated the literature.

2.3.2 Trait theory

This new concept was come from the Great Man theory as a way of identifying the key characteristics of successful leaders. It was believed that through this
approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions.

Gary and Stark (1997) described that great man theory is basically the earliest theory of leadership and said that leaders were born not made but later this approach described that this concept was wrong and then John Gary (1996) explained this concept positively in world war II when US army identified the characteristics of their army officers.

Hay and Miskel (1987) explained in their research dominated story in 1950's. Then in 1948 Stogdill held researches and review 124 studies on this approach then in 1970 he also held a follow up study on 163 studies on the characteristics of leaders reported through 1948 to 1970s and it was mostly common in the military and is still used as a set of criteria to select candidates for commissions.

Carlson (1996) elaborated the findings of his research and said that some abilities like intelligence are inherited and these abilities are affected by some factors like birth order, status and liberal parents and home environment etc. This approach dominated the study of leadership up to the 1950s.

Literature describes some shortcomings of this approach like, firstly, it is not clarified which of the traits are most important and which are not, secondly, some traits overlap. For example, tact, judgment, and common sense are listed as separate traits but the last one covers the proceeding ones, thirdly, trait studies do not distinguish between traits helping to become a leader and those enabling it to be maintained, fourthly, most trait studies are descriptive.

There are several studies that were conducted to identify leader traits. Like Mann’s later reviews suggested 750 findings about the personality traits of the leaders. However, many of the traits found in one study undermined or were found to be unimportant in others. Gibb Campell, Corbally and Ramseyer (1966) argued that failure to outline leadership traits should not be accounted for their absence, but for lack of measurement and comparability of data from different kinds of research.
The initial conclusion from studies of leader traits was that there were no universal traits that consistently separated effective leaders from other individuals. In an important review of the leadership literature published in 1948, Ralph Stogdill concluded that the existing research had not demonstrated the utility of the trait approach and also several problems with early trait research might explain the perceived lack of significant findings. First, measurement theory at the time was not highly sophisticated. Little was known about the psychometric properties of the measures used to operationalize traits.

As a result, different studies were likely to use different measures to assess the same construct, which made it very difficult to replicate findings. In addition, many of the trait studies relied on samples of teenagers or lower-level managers.

Basically the problem with the trait approach lies in the fact that almost as many traits as studies undertaken were identified. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might possess certain traits but the absence of them did not necessarily mean that the person was not a leader.

2.2.3 Behaviorist Theories

Then behavioral approach came to search the leadership qualities and their effectiveness. Behavioral studies of leadership aim to identify behaviors that differentiate leaders from non-leaders (Robbins, 1998). Behavioral theories of leadership support that a set of particular behaviors can be named as a style of leadership. Leadership style refers to a distinctive behavior adopted by persons in formal positions of leadership (Campell, et al., 1966) and several studies were conducted to identify those.

But the literature explained that trait studies were inconclusive because traits, amongst other things, were hard to measure because we cannot measure traits such as honesty, integrity, loyalty, or diligence.
McGregor (1960) gave a new concept of leadership strategy of effective-used participative management in his book that gave a tremendous impact on management. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature and as the result of his experience as a consultant.

Then Robert Blake and Jane Mouton (1960) developed a grid that focused on task (production) and employee (people) orientations of managers, as well as combinations of concerns between the two extremes and basically it concern for production on the horizontal axis and concern for people on the vertical axis and plot five basic leadership styles. The first number refers to a leader's production or task orientation; the second, to people or employee orientation.

According to John Mouton (1960) it is a framework to classify leadership styles that focus on a leader’s concern for task accomplishment and people at the same time. Concern for production involves results, the bottom line, performance, mission, and profits. Concern for people involves group members and co-workers.

Each of these concerns is in varying degrees along a continuum from 1 to 9. Leaders can integrate their concerns for people with production to be opportunistic or paternalistic/materialistic.

The opportunistic leader moves to any Grid style needed to achieve personal gain and self-promotion, but the paternalistic/materialistic adopts the high 9 level of concern from 9,1 and 1,9 in order to create a combined style of monitoring parent-like behavior. On the Grid, a 9,9 style (team management) is desirable in that it results in high productivity, satisfaction, and creativity (DuBrin, 1997).
Griffin (1997) reviewed different studies and stated that effective leaders behave differently than less effective leaders.

### 2.3.4 Situational theory or Contingency Theory

After results of researches and application of trait and behavioral approaches researches turned in to the situational approach of leadership. Behavioral theories help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations. This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.

According to this model, specific leader behaviors relate to group performance and satisfaction. In order to achieve this, certain variables interact with each other such as the leader himself, the position he holds, group members, internal, and external environment of the organization. A successful match between the leader and the group’s performance and satisfaction is “contingent” upon these variables. Three situational variables intervene between the leader’s style and effectiveness which are leader-member relations, task structure, and power position. Groups are classified as either favorable or unfavorable based on these criteria (Monahan and Hengst, 1982).
Literature explained us that the contingency theory is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances. Contingency or situational theories of leadership propose that the organizational or work group context affects the extent to which given leader traits and behaviors will be effective and from this theory there are different styles of leadership were developed like:

- Autocratic leadership (leader - centered).
- Consultative or Democratic leadership (participative).
- Laissez faire or free rein leadership.
- Bureaucratic or rule – centered leadership.
- Manipulative leadership

Contingency theories gained prominence in the late 1960s and 1970s. Four of the more well-known contingency theories are Fiedler's contingency theory, path-goal theory, the Vroom-Yetton-Jago decision-making model of leadership, and the situational leadership theory.

Fiedler (1967) developed a model and illustrated that an organizational performance is related with leaders’ style as well as other because of other situational factors either by the leader’s fit to the situation or the situation’s fit to the leader.

Fiedler (1967) also developed a semantic differentiating instrument through which the leader rated the co-worker with whom he worked least well called Least Preferred Co-worker Questionnaire (LPC) for assessing leadership p styles. Leaders who rated their least preferred co-worker positively and favorably were classified as “relationship motivated” and those who rated their least preferred co-worker negatively and unfavorably were defined as “task motivated” (Monahan & Hengst, 1982).

Schermerhorn, Hunt and Osborn, (1994) elaborated that, the Cognitive Resource Theory (which is the updated version of Fielders’” contingency theory), and said that cognitive resources are abilities and a leader’s directive or non-directive behavior. Directiveness is most helpful when the leader is competent, relaxed, and supported. When the leader is under stress, experience is more important than ability.
Whereas Hersey and Blanchard (1969) in their theory pointed out that this approach focuses on observed behavior, not on any hypothetical inborn or acquired ability or potential for leadership. Utmost importance is attached to the behavior of leaders, their group members (followers) and various situations and training of individuals in adapting styles of leader behavior to varying situations is very important and this can be gained through education, training and through training people can increase their effectiveness in leadership roles.

DuBrin (1995) elaborated the drawback of this leadership theory is that a leader should depend more on relationship behavior and less on task behavior as readiness level of the group members increases. Minimum of task and relationship behavior is required when a group member is very ready.

According to DuBrin (1997) about his Leader Member Exchange Model described that, a leader might be caring and considerate toward a team member yet uncaring and strict toward another.

Each of these pairs of relationships must be evaluated in terms of whether the group member is “in” or “out” with the leader. The leader’s first impression of a group member’s competency has a strong impact of the group member’s belonging to the in-group or the out-group. In-group members have similar values and attitudes with the leader. However, out-group members do not have much in common with the leader and act somewhat detached from him. In-group members can become a part of a smooth functioning team whereas out-group members are unlikely to achieve good teamwork (DuBrin, 1997).

2.3.5 House’s Path-Goal Theory

In defining this theory Kreitner and Kinicki, (1995) illustrated that basically this theory focuses on how leaders influence on their followers’ expectations and proposes a model in which leader behavior is acceptable when employees regard it as a source of satisfaction. They also explained that the leaders' behavior is motivational when it eliminates factors that hinder goal accomplishment; provides guidance and support to
the employees, and grants meaningful rewards in return for success. House claims that the leader should stay on the right path to achieve challenging goals.

In contrast to Fiedler (1994), who described that leaders have one dominant leadership style, House believes that leaders can display more than one. Directive leadership is providing guidance to employees about the task to be accomplished and ways to do it. Supportive leadership is being friendly, approachable, and concerned for the well-being and needs of the employees.

Participative leadership is collaborating with the employees and taking their ideas into consideration during the decision-making process. Achievement-oriented leadership is setting high standards and challenging goals for the employees by encouraging them to perform at their highest level.

2.3.6 Leader Participation Model

About this theory Sinha (1995) maintained that this is five modes based model of decision-making, which ranged from highly autocratic to fully consultative and the effectiveness of a mode depended upon several contingent factors which can be summed up as information sufficiency, structure of the problem, and subordinate attitudes and relationship with the leader.

In this regard Robbins (1998) further stated that this theory is normative in nature as it prescribes a set of rules to determine the form and amount of participative decision making in different situations. This model was composed of a complex decision making tree involving seven contingencies whose relevance can be assessed by answering “Yes” or “No” questions and five alternative leadership styles. Then this model was revised by expanding the contingency variables to twelve, ten of which are answered along a five-point scale.

2.3.7 Attribution Theory of Leadership

According to this theory, people have hidden leadership theories in their minds about what makes a good leader or, in another words, they have a leadership prototype; an image of a model leader. These implicit theories or prototypes refer to a mix of specific and more general characteristics. The leader is favorable provided that
he or she appeals to the implicit theories of the followers. Leadership is regarded as something to be largely symbolic and in “the eye of the beholder” (Schermershorn et. al., 1994). Robbins (1998) was off the view that about the most interesting aspects of this theory that effective leaders are associated with consistency in the decision making phase.

2.3.8 Structural Leadership theory

The studies of Bolman (1994) on leadership revealed four assumptions that are the foundations of this concepts like, firstly, organizations exist primarily to achieve established goals, secondly, organizations work most effectively when organizational choices and individual preferences are restricted by norms of rationality, thirdly, specialization entails higher levels of individual expertise and performance and fourthly, coordination and control are of prime importance for organizational effectiveness.

Bolman and Deal (1994) elaborated in their studies that the structural leaders value analysis and data, focus on the lower levels, set clear directions, hold people responsible for results, and attempt to solve organizational problems with new policies and rules or through restructuring.

2.3.9 Human Resource Leadership theory

In defining human resource leadership Bolman and Deal (1994) illustrated that some assumptions like: Firstly, organizations serve human needs such as physiological, social, self-esteem and self-actualization, secondly, organizations and people need each other; organizations need skill, energy, and ideas. Similarly, people need work opportunities, salaries and careers, thirdly, either the organization or the people will suffer when the fit between the people and the organization is poor and fourthly, parties will benefit from a good fit between people and the organization, people will find meaningful and satisfying work, and organizations get the human skill and energy that they need.
According to this concept the Humans’ skill, insight, ideas, energy and commitment are important for a successful organization.

2.3.10 Political Leadership theory

As in the concept of this theory organizations are like political arenas that accommodate and having a complex variety of individual and group interests. In this regard Bolman and Deal (1994) described that there are some main assumptions like: organizations are coalitions made up of different individuals and interest groups, for example, hierarchical levels, departments, professional groups, gender and ethnic subgroups, they are deeply rooted differences among individuals and groups in their values, preferences, beliefs, information and perceptions of reality, having allocations of scarce resources, which constitute decisions about who gets what, are vital decisions in organizations and power is the most important resource and conflict is inevitable for resources are scarce and there are enduring differences between people and lastly, organizational goals and decisions emerge from bargaining, negotiation, and competition for position among members of different coalitions.

Researches provide that the political leader advocates and negotiators that focus on processes such as network king, building coalitions and power bases and negotiating compromises.

2.3.11 Symbolic Leadership theory

According to researches the symbolic leadership aims to interpret and elaborate on the basic issue of meaning and faith that make symbols very powerful in every aspect of the human experience, including organizations.

Bolman and Deal (1991), elaborated this theory and said that rituals and ceremonies serve four major roles: to socialize, to stabilize, to reduce worries and uncertainties, and to communicate messages to external and internal constituencies.

Deal and Petersen (1994) illustrated in their researches eight major symbolic roles of a school leadership like: 1) Historian: tries to understand the past of the school 2) Anthropological sleuth: seeks to understand the existing set of norms, value and
beliefs that define the current culture. 3) Visionary: collaborates with other leaders and the community to define a highly value focused picture of the future for the school which constantly evolves. 4) Symbol: conveys values through clothing, behavior, attention, and routines. 5) Potter: shapes and is also shaped by the school’s heroes, rituals, traditions, ceremonies, and symbols. 6) Poets: communicate with powerful words and images invoked from the heart which reflect influential sentiments. 7) Actors: act in social dramas, the various stages of activity in the school in the form of a theatre play. School leader may seize such dramas as an opportunity to solve problems and redirect the school. 8) Healers: recognize the difficulty of transitions and plan events that make the transition a collective experience which brings people together.

### 2.3.12 Servant Leadership theory

The servant leadership is based on the concept that leaders are servants to serve their followers and leadership arises out of a desire to serve rather than a desire to lead. Robert Greenleaf (1970), who was the founder of the Center for Servant Leadership described that the servant-leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions.

In this regard Robert Greenleaf (1970) further described that the difference manifest itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived.

Literature describes the main characteristics of Servant Leaders like it is a practical philosophy which supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions.
Servant-leaders may or may not hold formal leadership positions but they encourage collaboration, trust, foresight, listening, and the ethical use of power and empowerment.

### 2.3.13 Visionary Leadership theory

The main theme underline this leadership theory is that, this is the ability to create and express a realistic, attainable, and attractive vision of the future for organizations which grow continuously and visionary leaders create inspiring and innovative visions for their organizations rendering them credible in the eyes of the people in the organization at the same time.

In describing the qualities of visionary leader, Robbins (1998) elaborated three main qualities, which are related to their effectiveness; first, is the ability to explain and articulate the vision to the others, second, is to express the vision not just verbally but through the leader’s behavior, third, is to communicate the vision to different leadership contexts. For example, the vision of the organization should appeal to employees in different departments.

### 2.3.14 Charismatic Leadership Theory

Sinha (1995) maintained that charisma is like a “magical aura” which only a few leader may be granted.

Max Weber (cited in Sinha, 1995) described that there are three bases of authority which are traditions, rights and privileges and charisma which is synonymous with heroism and an exemplary character of a person.

Robert J. House (as cited in DuBrin, 1995) identified nine effects of charismatic leaders have on their followers such as group member’s trust in the correctness of the leader’s beliefs, congruence between the leader’s and the group’s beliefs, acceptance of the leader, affection for the leader, willing obedience to the leader, identification with and admiration for the leader, emotional involvement of the group member in the mission, challenging goals of the group member and belief in the accomplishment of the mission. Later, these nine effects were statistically clustered into three dimensions:
1. referent power refers to the ability of the leader to influence others with the help of his desirable traits and characteristics;
2. expert power refers to the ability of the leader to influence others through his specialized knowledge and skills;
3. job involvement refers to the ability of the leader to encourage group members toward the accomplishment of the job (DuBrin, 1995).

Then Bass (1990) illustrated five categories of charismatic leader:
1. Socialized charismatic: a leader who is in pursuit of fulfilling the needs of the group members and providing intellectual stimulation to them,
2. Personalized charismatic: a leader who offers consideration, help, and support to group members only when it helps to achieve their own goals,
3. Office holder charismatic: a leader who owns respect and recognition through the office or status he holds not because of his personal characteristics,
4. Personal charismatic: a leader who exerts influence on others owing to his personal traits and skills not his high status or position,
5. Divine charismatic: a leader who is believed to be endowed with a gift or divine grace.

2.3.15 Educational Leadership Theory

Kirk and Gallagher (1983:34) described education as the mirror of the society, showing its strengths, weaknesses, hopes, biases and key values of its culture. Basically it is the clear picture of the inner self of society. Education has a definite a significant role in the development of people because people are the wealth of any nation so they are viewed as a focus for development.

United Nations Educational Scientific and Cultural Organization (UNESCO) (2001:9) declared education as a vehicle for and indicator of development because it plays a vital role in the development of the country because education is the source of growth of any country.

For the development of the country we need education and for spreading education we need teachers and their training. Training plays a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and promote the
development of the human capital essential for economic growth. Modern education, colleges in particular, aims at imparting knowledge, skills and attitudes required by the young ones to become functional in their respective societies.

Educational institutions are therefore intended to serve as agents for developing individual citizens within a country (Pandey 1996:77). According to him these are institutions where children are groomed to appreciate what the society in which they live stands for, equipped in order for them to contribute to the advancement of their society and develop their abilities through the help of their teachers’ leadership styles.

The most important factor behind their development is their teachers’ leadership style that can be polished with the help of educational administration.

Sergiovanni (1994) claimed that the educational administration borrows its fundamental concepts for thinking about the structure and coordination of schools; rules and regulations within a school; leadership and how it works from organizational theory which itself derived from management theory. It adopted such terms as quality, productivity and efficiency and its strategies to achieve them. It has borrowed its theories of human nature and motivation from economics which asserts that human beings rely on self interest and seek to maximize their gains and minimize their losses.

In another place Sergiovanni (1994) further declared the ways in which we understand schools and view leadership depends upon whether we regard them as communities or societies. In a community individuals relate to each other by intrinsic meaning and significance. There is no expectation of a reward or benefit. However, in a society individuals relate to each other in order to reach some goal or gain benefit. By adopting community as a theory, schools should be restructured not by brick and mortar but by ideas and relationships.

On the other hand Slater (1995) in defining school leadership declared that it is rooted in sociology and it has four social paradigms, which are a) structural functionalist, b) political conflict, c) constructivist, and d) critical humanist perspective.
If we see leadership from the political-conflict perspective, leadership is seen as a power relationship between those who are dominant and those who are subordinate. Some people always have more power than others do. Moreover, subordinates think that their superior’s power is legitimate.

Bolman (1994) described that the study of leadership those who adopt the political-conflict perspective is not simply interpreting power structures in society but also studying how educational administration and the organization of schooling relate to these power structures.

Slater (1995) noted that if we consider it from the constructivist perspective, prescriptions about leader behavior are nonsense as any behavior can qualify as a leadership behavior if it meets certain conditions and conveys meaning. As opposed to structural functionalist which holds that there is a single reality, a nature which can be discovered and analyzed in terms of its parts, and working relationships, constructivists claim that realities are multiple, constructed, and holistic.

2.3.16 TEACHER LEADERSHIP THEORY

As we know that our Holy Prophet Hazrat Muhammad (p.b.u.h) was created as a teacher for both worlds. He used to teach HIS (p.b.u.h) followers not as a teacher but as a guide and as leaders to lead them and solve their problems in all spheres of their lives. Basically this was the starting of the concept of teacher leadership.

In the words of Kuchinke (1999) leadership is not routinely coupled with teaching, the exploration of the proposed relationship requires justification. While instruction and organizational leadership are by no means identical, there are enough parallels and overlaps to warrant further investigation (Kuchinke, 1990).
In describing the history and importance of teacher leadership, James Pounder (2006) said that this concept has developed over time in three different stages.

In the words of Silva (2000), the first stage confined teacher leadership within the formal organizational hierarchy and merely placed the concept close to the teaching function. Therefore, in this wave, the department head was the archetypical teacher leader. This was a control model with teacher leaders managing teachers who were viewed as mere implementers of the formers’ decisions (Frymier, 1987).

Darling-Hammond (1998) and Shulman (1987) explained, that the second stage of teacher leadership placed more emphasis on the instructional dimension of the teaching function but even then at that time it was vested teacher leadership in formally created organizational positions such as team leader and curriculum developer. Despite moving the concept out of the realm of the conventional organizational hierarchy, the second wave separated out leadership from the teaching function and still emphasized control with curriculum developers and instructional designers creating prepackaged materials for classroom teachers to implement.

The third stage of teacher leadership is the current view of teacher leadership which integrates the notions of teaching and leadership. According to the literature this stage is a process rather than a positional concept and recognizes that teachers, in the process of carrying out their duties, should be given the opportunity to express their leadership capabilities.

In describing the third stage of teacher leadership, Wasley (1991) and Silva (2000) said that this concept is grounded on professionalism and collegiality and is a label reserved for those teachers who improve a school’s educational climate by engaging colleagues in various activities designed to enhance the educational process. They views teacher leaders as those who ‘help redesign schools, mentor their colleagues, engage in problem solving at the school level, and provide professional growth activities for colleagues’ (p. 5).
But this is reality that when according to the third stage, teacher leadership is conceived of as a process rather than a positional concept; it becomes more difficult to articulate because it comprises an array of behaviors and characteristics rather than formalized positional duties.

Silve (2000) described that no doubt there are various attempts that have been made to articulate the elements of third stage of teacher leadership like the ability of the teacher leader to navigate the structures of schools, nurture relationships, model professional growth, encourage change, and challenge the status quo (p. 22).

Because of such tasks and importance of teacher leadership, literature described a number of scholars who have noted the leadership theories are applicable to instruction (Baba & Ace, 1989; Cheng, 1994; Harvey, Royal, & Stout, 2003; Kuchinke; Pounder, 2003; Walumbwa, Wu, & Ojode, 2004).

Both instruction and organizational leadership consist of complex interactions comprised of communication, control, and coordination of activities (Barnard, 1938; Kuchinke).

Then because of global changing, the schools became organizations and teachers became employee as history explains us that in early America, when teachers ran their own one room schools, structured all their own curricula, and recognized their ability to impact the learning of every student, teacher leadership was an imperative, not an option. Because of the complex current situation of educational process teachers have significant role to perform as Darling-Hammond (1995) have emphasized that teacher leaders are open to new ways of doing things and are modelers of learning with a view to improving students’ educational experience.

Sherrill (1999) continued this concept and argued that the core expectations of a teacher leader complete his/her task with the help of effective classroom practices. Furthermore, according to Sherrill, the teacher leader should possess research-based knowledge about teaching and learning. On the basis of this knowledge and understanding, the teacher leader should then cultivate desired dispositions in colleagues by engaging in reflective inquiry.
Schuman (2004) explained this situation in these words, that as managing school systems has become more complex and jobs more specialized, it is no surprise that these organizations have become increasingly bureaucratic (p. 250).

About the important task and basic elements of teacher leadership, Berry and Ginsburg (1990) identified the following three components of the role of what they have termed mentoring and coaching other teachers; 2) professional development and review of school practice; and 3) school-level decision-making.

In his research study, Lieberman (1988) identified 18 skills that they felt characterized teacher leaders. They classified these skills as follows:

• Building trust and rapport
• Organizational diagnosis
• Dealing with the process
• Using resources
• Managing the work
• Building skill and confidence in others

No doubt, with the advancement of global changing, the educational reform initiatives in the nineteenth century that were designed to increase professionalism within teaching, only succeeded in increasing school systems’ bureaucracy by standardizing hiring practices, implementing uniform curriculum programs, and applying rigid social policies but it also develop the leadership qualities of a teacher that are help full to develop the personalities of the students for developing their abilities as future leaders.

On the schooling scene, this has meant that (1) educational leadership has been defined in “hierarchical and positional conceptions” (Darling-Hammond, Bullmaster, & Cobb, 1995,p. 103), in terms of roles and the “positional authority” (Crowther, 1997, p. 5) of principals and superintendents; (2) “the system has not been organized to treat teachers as leaders” (Institute for Educational Leadership, 2001, p. 3); and (3)
the leadership literature, in turn, “has focused almost entirely on those in formal school leadership positions” (Spillane, Halverson, & Diamond, n.d., p. 7).

According to these understandings, leadership is tightly connected to domains of responsibility, with the assignment of “school-wide leadership to principals and classroom leadership roles to teachers” (Clift, Johnson, Holland, & Veal, 1992, p. 878; Crowther et al., 2002).

Crowther and Olsen (1997) noted that in recent times, the theme of teacher leadership as a seriously underdeveloped topic both conceptually and in practice. So too are analyses of the costs to the educational system and to teachers of the over reliance on the accepted body of thought on educational leadership and prevailing models of schools as hierarchical organizations, especially theories that originate in the corporate and managerial system.

Killion (1996) stated, that the teacher leadership is genuine; long-lasting school and important for school changes, he also suggested that change initiatives must derive from and with the involvement of teachers focus on improving the learning process. Frost and Harris (2003: 482) described that leadership by teachers regard less of position or designation, focus upon improving learning, professional collaboration, development and growth through coaching, mentoring and leading working groups.

In the words of Katzenmeyer and Moller (2001) teacher leaders are those who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders and influence others towards improving the educational practice (pp. 5–8).

In addition, teacher-leader definitions are informed by important studies that identify leadership characteristics, emphasize strategic planning, and address moral issues in educational settings. But the connection between these theories and the traditional classroom teacher’s mission—student learning—is not clear.
In defining the teacher leadership in early 1986, a report developed by the Carnegie Foundation for the Advancement of Teaching, explained that school systems identify teacher leader who would exhibit outstanding expertise and teaching skills for achieving the educational achievements.

Yet Forster (1997) described the teacher leadership as both, a right and responsibility. According to him all teachers must be educational leaders in order to optimize the teaching and learning experience for themselves and their students; and, as professionals, they are expected to do whatever it takes to make that happen (p. 83).

The report of Century Initiative (2001) described the School Leadership for the 21st is in accord with the inclusive approach of the research model for teacher leadership and advances the claim that leadership from teachers is crucial to educational reform: Mischaracterized though they often are as incompetent know nothings, teachers are, paradoxically, also widely viewed as education’s “franchise players,” its indispensable but unappreciated leaders in the truest meaning of the word.

It is unarguable that they instill, mold, and ultimately control much of the learning and intellectual development of the young people in their charge. It would be difficult to find a more authentic but unacknowledged example of leadership in modern life. (p. 1)

According to this concept the teacher-leaders place their students’ learning as their primary goal and work within their own classrooms to improve student achievement.

This is and should be one of the most important and basic task of teacher leadership. With this task they have to collaborate with other educators to extend their own learning, advance successful school improvement efforts through professional development, and support shared vision and values.

Literature explained the four roles of teacher-leaders—improving student achievement, extending their own learning, collaborating for school improvement, and supporting shared vision and values—evolve from knowledge, dedication, and experience.
Teacher-leaders place their students’ learning as their primary goal and work within their own classrooms to improve student achievement. This is and should be one of the most important practices of teacher leadership. Additionally, teacher-leaders collaborate with other educators to extend their own learning, advance successful school improvement efforts through professional development, and support shared vision and values.

According to the literature review there are four roles of teacher-leaders—improving student achievement, extending their own learning, collaborating for school improvement, and supporting shared vision and values—evolve from knowledge, dedication, and experience.

In the words of Leithwood and Riehl (2003): “At the core of most definitions of leadership are two functions: providing direction and exercising influence” (p. 2). Such an interpretation of leadership would recognize a teacher-leader as someone different from most teachers, someone in a special category.

McGhan (2002, p.540) described teacher leadership, as a ‘more collegial and less hierarchical version of school leadership’ which is central to school reform efforts. He further explained his point by quoting Spillanes’ (2002) concept of shared leadership which describes it as a ‘negotiated’ order which is completely contrary to traditional, ‘unidirectional, top-down’ style where the leader is a heroic figure controlling his followers. They go on describing this fluid style of leadership where ‘followers may influence leadership strategies by finding subtle ways to resist administrative controls through strategies such as creative insubordination.

In the words of Gronn(2000, p.324), teacher leadership as a fluid not as a fixed phenomenon.

Ingersoll (1996) explained and linked teacher leadership with three broad domains like, autonomy of teachers in their classrooms, the ability to shape school policies and practices, and control of the machinery of the profession writ large.
2.3.16.1 Importance and effectiveness of teacher Leadership

The importance and effectiveness of teacher leadership is obvious from researches conducted in the field. For example Crowther (2000), held a research and revealed that teachers’ leadership is an important and effective factor in students’ academic achievement.

To be effective, then, a teacher-leader must understand how to meet standards assigned to or adopted by his or her school district and be evaluated positively. Continuing to learn, refine, and implement content and pedagogical knowledge, as well as knowledge about learners and learning, moves a novice teacher into the effective category.

Cheng (1994) held a study involving a sample of 678 classrooms in 190 primary schools, employed a task (initiating structure) versus maintenance (consideration) conceptualization of classroom leadership. Cheng worked on the premise that a classroom is a small social organization with teacher as leader and students as followers, a premise supported by Luechauer and Shulman (2002).

Moos and Tricket (1974) explained about the classroom leadership to classroom social climate, a notion based on the work of described the following factors: involvement, affiliation, teacher support, task orientation, competition, order and organization, rule clarity, teacher control and innovation. He also examined the influence of classroom leadership on students’ affective performance that includes such dimensions as self-concept, attitude to peers, attitude to the school, attitude to teachers and self-efficacy of learning. The results of the study described that teachers’ leadership style has a strong and positive effects on classroom social climate and student affective performance.

Wubbels and colleagues (1997), in their research study explained that the best teachers are strong classroom leaders who are also friendly and having the abilities of understanding.
Similarly Hay McBer (2000) about the teaching effectiveness in schools identified the following three factors that significantly influenced pupil progress: teaching skills, professional characteristics and classroom climate. The professional characteristics factor in particular revolves around teachers’ leadership behaviors such as challenging and supporting pupils, exhibiting self-confidence, consistency and fairness, respect for others, setting targets that stretch performance and holding pupils accountable for performance.

Silns and Mulford (2002) similarly concluded that students’ outcomes are more likely to improve where leadership sources are distributed throughout the school community and where teachers are empowered in areas of importance to them.

Kramer and Pier (1999) held a research study and explained that effective teaching requires a combination of patience, skill, expertise in a particular discipline, and expertise in the social dynamics of classroom interactions in order to create better student outcomes.

Further other researchers like; Cat, Miller and Schallenkamp (2007) described that the university instructors must be able to effectively manage the classroom and facilitate maximum student involvement if they desire to enhance student learning (Catt, Miller, & Schallenkamp, 2007).

In an empirical study by Darling, Darling, and Elliot (1999), leaders of learning organizations were found to serve as mentors and coaches, fostering work performance as well as learning in ways similar to educational instruction.

Nivala in Nivala and Hujala (2002) stated that there are many theories on leadership they argue that leadership, change, collaboration and improvement will happen only if there is interaction between leaders and followers.

House and Podsakoff (1994) explained that instructors influence students, shape their future development, focus their attention on specific tasks, and induct them into the field or profession in a manner similar to the way organizational leader’s influence.
Further they described that teacher leader initiate, focus attention, set direction, and coordinate activities toward a goal. An additional rationale for exploring the commonalities between the domain of instructor leadership and organizational leadership is the approach of the learning organization.

Rodd (2005) was of the view that leadership is realized in relationships between the leader and the followers and is not just a personal quality but happens in a social context.

The more recent statements around educational leadership sit well with perceptions held within early childhood that effective early childhood leaders need characteristics and skills which are related to team work, motivation, support, role definition and goal setting.

Teacher leaders evoke affective as well as cognitive responses by acting as role models, building commitment and pride, challenging existing ways of thinking, and expressing concern for the developmental needs of the individual (Kuchinke, 1999).

Bloom’s three areas and key characteristics overlap significantly with the ways in which Dalli(1990) elaborated that leadership in early childhood can be demonstrated. Although the importance of leadership across most educational levels is widely recognized and well researched, the research on leadership in early childhood settings is still limited.

Muijs (2004); Rodd (1998); Rodd (2001); Scrivens in Nivala and Hujala (2002); Morgan in Kagan and Bowman (1997) explained in their researches that the teacher leaders have held a narrow view of their role, mainly as practitioners, and do not fully recognize that their roles have expanded to include financial and leadership responsibilities. By interpreting the meaning of activities, one can categorize them into five different frames: educational, caring, managing, practical and personal.

For teacher leadership to be most effective it has to encompass mutual trust and support. As West (2000:39) pointed out that if this leadership potential is to be realized, then it will have to be grounded in a commitment to learn and develop that
inhabits the structures of schools as well as the classroom – it is likely that the school will conceive and act differently from the traditional explanations of leadership and structure.

According to Moller (2001) teacher leaders are who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. Effective leadership is generally accepted as the key to school success.

Leithwood (1999) described, that the data from the educational reform literature consistently highlights, that the effective leaders implement an indirect but powerful influence on a school's ability to improve its programs and upon increasing student academic success.

Gezi (1990); Reitzug and Patterson (1998) held different researches and claimed the important effects of school leadership on students' learning and justified by three different types of research evidence. One type is primarily qualitative case-study evidence. These studies are conducted in exceptional school settings. These are settings believed to be contributing to student learning significantly above or below normal expectations.

The second type of research evidence about leadership effects is that drawn from large-scale quantitative studies of overall leader effects. Evidence of this type reported between 1980 and 1998 (approximately four dozen studies across all types of schools) has been reviewed in several different papers by Hallinger and Heck (1996). These reviews concluded that the combined direct and indirect effects of school leadership on pupil outcomes are small but educationally significant.

The third type provides evidence about leadership effects from large scale and quantitative studies. But instead of examining overall leadership effects, this research inquires about the effects of specific leadership practices. Marzano, and McNulty (2003) significantly extended this type of research and describe 21 leadership “responsibilities” and calculates an average correlation between each and whatever measures of student achievement.
Previous researches described that the effective leadership adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes. Awareness of the school and teacher practices that impact student achievement is critical, but without effective leadership, there is less of a possibility that schools and districts will address these variables in a coherent and meaningful way.

Effective leaders value symbols and recognize the importance of articulating a vision that provides purpose, direction and meaning to an organization.

Hallinger and Murphy (1985) acknowledged in their research the importance of a school’s vision and introduced the concept of instructional leadership which contends that instructional leaders have a vision of a school’s desired goals.


Katzenmeyer and Moller (2001) explained that student learning depends totally on their teachers' quality and it has been demonstrated that the quality of leadership matters in determining the motivations of teachers and the quality of instruction in the classroom.

Harris and Muijs (2003) elaborated that however, it is an effort to adapt to emerging trends in school improvement and accountability, teachers at all levels are assuming greater roles of responsibility and leadership in this process of change.
According to Roland Barth (2001), who was a strong supporter of teacher leadership in schools, noted that there, are at least ten areas, all of them having an impact on teacher-student relationships in which,

1. teacher leadership is essential to the health of a school;
2. choosing textbooks and instructional materials;
3. shaping curriculum; setting standards for student behavior;
4. deciding whether students are tracked into special classes;
5. designing staff development and in-service programs;
6. setting promotion and retention policies;
7. deciding on school budgets;
8. evaluating teacher performance;
9. selecting new teachers;
10. And selecting new administrators.

Similarly, Katzenmeyer and Moller (2001) defined teachers as leaders and describe teachers who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice.

Super (1989) evaluated teachers’ leadership roles also vary in accordance with the professional development experience of the teacher. As teachers move through their careers they have different needs. How a teacher’s personal life stage relates to their career stage has an influence on their willingness to serve as a teacher leader. For example, very early in their careers teachers often do not have families and have the time to devote to cultivating leadership skills and serving in leadership roles within the school setting.

A few years later, the onset of children might make staying for meetings and serving on committees difficult. Again, as teachers near retirement, caring for aging parents might interfere with taking on leadership roles.
Katzenmeyer and Moller (2001) discussed the task of teacher leaders that they can serve in three main ways: through the leadership of students or other teachers as a facilitator, coach, mentor, trainer, curriculum specialist, or leading study groups; through the leadership of operational tasks such as keeping the school organized and moving towards its goals by serving on committees and performing action research; or through the leadership of decision making while serving on school improvement teams, creating business partnerships, and involvement in Parent Teacher Associations.

Gehrke (1991) in research described that teacher leaders as individuals who: continuously work on improving their own teaching; provide curriculum development knowledge; participate in school decision-making; deliver in service training for colleagues; and participate in peer evaluation.

In a research Harris (2002) distinguished the four dimensions of the teacher leadership role: brokering, participative leadership, mediating and forging relationships. Through brokering teachers are able to translate the precepts of school improvement into practice. When operating in the participative leadership role teachers feel part of the change or development of school improvement and collaboratively help fellow teachers by taking a lead in achieving a collective goal.

The literature suggested that teacher leaders transform schools through these behaviors into professional learning communities that improve school functioning overall.

Numerous studies revealed that the tremendous impact schools and teachers can have on student achievement. As a study conducted by Sanders and Horn reveals a 39 percentage-point difference in student achievement between students with “most effective” and “least effective” teachers.

Marzano (2003) described the analysis in classrooms headed by teachers characterized as the most effective, students posted achievement gains of 53 percentage points over the course of one academic year, whereas in classrooms led by
the least effective teachers, and student achievement gains averaged 14 percentage points.

Marzano, Pickering, and Pollock (2001) were of the view that by integrating different teaching strategies into the current classroom practice, teachers can help students deepen their understanding and strengthen their proficiency.

According to the literature review different researches explained a number of different roles for teacher leaders that further explain the distinctive nature of the leadership activity.

Katzenmeyer and Moller (2001) claimed in their researches the three main roles for teachers like;

- leadership of students or other teachers: facilitator, coach, mentor, trainers, curriculum specialist, creating new approaches, leading study groups;
- leadership of operational tasks: keeping the school organized and moving towards its goals, through roles as Head of Department, action researcher, member of task forces;
- leadership through decision making or partnership: membership of school Improvement teams, membership of committees, instigator of partnerships with business, higher education institutions.

Then Gehrke (1991) identified quite similar functions of teacher leaders:

- continuously improving their own classroom teaching;
- organizing and leading reviews of school practice;
- providing curriculum development knowledge;
- participating in in-school decision making;
- giving in-service training to colleagues, and
- participating in the performance evaluation of teachers.

Marks and Louis (1997) examined the relationships among teachers’ empowerment, instructional practice, and student academic performance and describe that teacher leadership is associated with pedagogical quality and student academic performance
indirectly, through enhancements to the school’s organization for instruction. According to the authors, school organization for instruction begins with professional community.

Pitner (1988) offered a theoretical model and the understanding of the possible link between school leadership and student achievement. Called the reciprocal-effects model that describes and reflects the reciprocal nature of the interaction of leadership, intervening variables, and student achievement, and suggests various interactions.

2.3.16.2 The Critical Role of teacher Leadership

According to the literature the teachers’ leadership has great impact on students' academic achievement.

Wasley (1991) described the position of teacher as a full of problems and riddled with paradoxes and he also describes that the more one moves from conceptual analysis to implementation that how teacher leadership roles play out in practice and the more visible this complexity becomes.

McREL(1990) identified 21 leadership responsibilities with statistically significant relationships to student achievement that, when consistently implemented, can have a substantial impact on student achievement. These responsibilities include such tasks as establishing a set of standard operating procedures and routines; involving teachers in the design and implementation of important decisions and policies; and monitoring the effectiveness of school practices and their impact on student learning.

In the words of Wasley (1991), teachers' leadership role is too complex as they play out in practice.

Ingersoll (1996) said that it as a dimension of the larger dynamic of power redistribution in schools, and marked by substantial disagreement and confusion. According to literature, nesting teacher leadership within the plethora of changes required to bring it to life in schools only heightens the complexity.
Teacher leadership also means different things to different groups; for example, for teacher unions standing up for the rights of teachers as opposed to support-starved school principals looking for assistance in completing administrative tasks and in classrooms, helping students and providing guideline to them.

Yarger and Lee (1994) said that the scaffolding on which we can construct our leadership traditionally has been perceived to reside with school administrators where power flowed downward to teachers.

In the words of Hammond (1994) the teacher leadership has described some realities that it is meant in hierarchical and positional conceptions, in terms of roles and according to the positional authority of principals and superintendents he also describes that the system has not been organized to treat teachers as leaders and leadership literature mostly focused almost entirely on those in formal school leadership positions.

In practice, this means giving authority to teachers and empowering them to lead. Taking this perspective, leadership is a fluid and emergent rather than as a fixed phenomenon. It implies a different power relationship within the school where the distinctions between followers and leaders tend to blur. It also opens up the possibility for all teachers to become leaders at various times and suggests that leadership is a shared and collective endeavour that can engage the many rather than the few.

In defining this concept Rosenholtz (1989) described that teacher leaders were identified as those who reached out to others with encouragement, technical knowledge to solve classroom problems, and enthusiasm for learning new things.

Wasley (1992), explained that teacher leadership is influencing and engaging colleagues toward improved practice.

Moller and Katzenmeyer (1996), illustrated that our definition of teacher leadership proposes that teachers are leaders when they are contributing to school reform or student learning (within or beyond the classroom), influencing others to improve their professional practice, or identifying with and contributing to a community of leaders.
A study by Silns and Mulford (2002), in which they explored the relationship between leadership, organizational learning and student outcomes. They highlight the importance of teachers working together in collaboration for successful school restructuring and school improvement to occur.

2.3.16.3 Studies indicating Teacher Leadership

Today teacher leadership is a very important topic in research so there are thousands of research studies that describe the type, characteristic, importance, power and effectiveness of teacher leadership. Previous research of leadership investigated the leadership styles in educational and industrial administrators (Bircan, 1993).

Niesz (2006) held a study on the role of teacher leader, its importance and specially working for improvement in schools.

Niesz’s (2006) examined the complex nature of teachers' leadership and emphasizes the importance of teacher leaders becoming critical of social injustices and developing a personal responsibility to stand with their students.

Montano, Lopez-Torres, DeLissovoy, Pacheco and Stillman (2002) conducted a study of teacher activists who had all graduated from a teacher education program that emphasized social justice issues. The researchers defined teacher activist as “a critical educator who defines social justice as a call to social action” and “criticizes those who are social justice teachers in thought only” (p. 267).

Montano and colleagues’ (2002) held a study and described the social involvements of teacher leaders and explored such involvement impacted the teachers’ relationships with students and parents, instructional practice, and ability to engage in school-wide change.

Smylie (1994) referred three important studies throughout his review; each of these studies helps to clarify his conclusions. First, Smylie and Denny (1990) studied a
group of teacher leaders responsible for collaborating with district administrators in curriculum development.

They found that although most teachers perceived these teacher leaders as having a significant impact on curriculum and instruction in their district, they did not credit the teacher leaders as having shaped their own classroom practice.

Similarly, the teacher leaders’ efforts in the Wasley’s (1991) findings, had little affects on their colleagues’ classroom practice. However, his study found that teacher leaders realized many benefits from the leadership activities in which they engaged including opportunities to collaborate with external specialists, advance curricular models within their district, and organize professional education.

Casavant and Cherkowaski (2001) held research and found that teachers’ leadership has great importance in developing students’ academic achievement.

Çaan (1998) carried out a study to explain the teachers’ leadership behavior and gave results that teachers’ behavior can change the situation of student specially the academic situation.

Harris held his researches in 2002, 2005 and 2009 about school leadership explained that it has great importance in molding the students’ personality and career.

According to the findings of the research of Haris (2007), which was held on exploring different perspectives and approaches to the practice of school leadership and found positive results.

Sakin (2000) conducted a study on the leadership attitudes of the school teachers and explained that teachers followed the leadership behavior they can achieve targets of molding students’ progress.

Hargreaves, A. (2005) held research on teacher leadership and achieved positive results that teacher leadership has important and effective impacts on students’ academic achievement.
Kenneth Leithwood (1994 to 2009) held a chain of researches on different aspects of teacher leadership, dimensions and its effectiveness from 1994 to 2009 and found that teacher leader can play an important and effective role in students’ progress, personality building, career selection and academic achievement.

2.3.16.4 Current situation of Teacher leadership in Pakistan

Our Pakistani society is under the influence of dictatorial values and having the habits of military dictatorship guidelines in all spheres of life including the educational institutions.

According to Oplatka (2004) the cultural and social contexts determine values and behaviors of heads of institutions or departments he elaborates on this point by citing Heck that cultural contexts influence the theory and practice of school administration but this is reality that principals and teachers are human beings and no one can divorce their behavior from overall societal norms.

So according to overall society, there is only one concept of leadership which is only related with administration or head of an institution and this leadership is only autocratic not democratic and in the words Oplatka (2004, p.438) that principal in many developing countries behaves as if he were a ‘king in his realm’. Where the principal has the final say and his views (rather orders) are tacitly accepted by all the teachers.

The idea of teacher leadership could not flourish because of these dictatorial values. According to the history in most countries, policies are borrowed and adapted to a particular context whereas in Pakistan, policy makers do not attempt to look at successful practices and borrow them. They are satisfied with the same policies as implemented in the colonial era (Riaz, 2009).

Consequently, a traditional hierarchical structure is still followed by Pakistani educational institutions (Simkins et al, 1998; Simkins et al, 2003; Fullan & Watson, 2000; Goderya-Shaikh et al, 2006).
It is a fact that formal leadership positions for teachers are present in Pakistan like vice principals or heads of departments but not as classroom leaders positively regardless of this reality that a teacher is a leader in his/her own class room and even teachers’ learning and professional development is not valued very highly in Pakistan specially during pre-service training, they are not exposed to any leadership roles (Davies & Iqbal, 1997).

They are trained as classroom teachers who are expected just to teach their students not to lead them but now the government of Pakistan has been trying to introduce different programs of professional development (Ministry of Education, 2005).

Such programs are useless unless they cater to people’s requirements because professional development is about people and their learning not about programs (Bredeson, 2003).

2.3.16.5 Research studies indicating teacher leadership in Pakistan

The concept of Research in educational field in Pakistan is not weighed as it should be. It is neither given priority in pre-service nor in in-service training.

In the words of Davies and Iqbal (1997, p.262), there is no evidence of an investigative or research-based teacher training culture which would generate an autonomous learner or a reflective practitioner'.

No doubt the literature points towards the highly beneficial effects of teacher leadership upon schools and students, there is a relative absence of research that has explored the nature and impact of teacher leadership within the Pakistan context.

This is a fact that the available researches in Pakistan on leadership are less and whatever available is related with participles or administration like, Naz Shaista (2010) held a research on Effectiveness of Leadership Models in Special Schools of Pakistan.
Kamal haider (2004) held a research on the critical leadership skills of college principles while Riffiat–un-nisa (2003) held a research on leadership behavior of college principles.


Siddiqui, Mushtaq Ur Rehman (1983) held a research on Leadership Styles of principles but there is no researches is available for teachers' leadership so the present study is obvious as pioneer research in teachers’ leadership that it will be a breakthrough in teacher leadership in Pakistan context.

2.3.17 TRANSFORMATIONAL LEADERSHIP STYLE

The Transformational leadership, this concept was very first time introduced by James McGregor Burns’ in 1978, and then further by Bernard Bass when his work on political leaders was published and he distinguished between ordinary leaders and extraordinary leaders who engaged with followers, focused on higher order intrinsic needs, and raised consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved (Barnett, McCormick & Conners, 2001; Cox, 2001; Gellis, 2001; Griffin, 2003; Judge & Piccolo, 2004).

In the words of Boss (1998) transformational leadership is thought to achieve remarkable levels of performance from followers. It engages followers by appealing to their upper level needs (e.g. self-actualization) and ideals that yield higher levels of follower satisfaction, performance, and organizational commitment in individuals (Bass, 2000; Bryman; 1992; Shin & Zhou; 2003) and teams (Bass, Avolio, Jung, & Berson, 2003; Pillai & Williams, 2004).

For example in their research studies, Fernandes and Awamleh (2004) founded that transformational leadership had a strong effect on job satisfaction. Although Burns and Bass agree on the definitions of transactional and transformational leadership, they hold contrasting views of the relationship between these two constructs.
On the one hand Burns (1978), viewed and explained them as opposite ends of a continuum whilst Bass (1985) sees them as being closely related. An effective leader will exhibit aspects of both transactional and transformational leadership. According to Bass, transformational leadership is more concerned with developing followers to their fullest potential (Bass & Avolio, 1990), whereas the focus of transactional leadership is on satisfying basic follower needs.

Simic (1998, p. 50), explained in his research that the peoples’ interest in transformational leadership developed over the past three decades was basically the result of two tendencies in which,

First, in early 1970 the global economic changes, changes in overall political environment (after World War 2), rapid technological developments, changes in competition between big companies like AT&T etc, a rising flow of products from newly industrialized countries, volatility in OPEC pricing strategies, and changing demographic structures, organizational changes and downsizing etc.

Second, the most important reason was that the theoretical base of work on leadership that prevailed in the 1970s was founded in explorations of traits, behaviors, and situations (contingency theories) and failed to account of some ‘untypical’ qualities of leaders (Simic, 1998, p. 50).

Griffin, (2003, p. 1) in his research explained that because of these crises and changes there was a need to provide satisfaction and relax work environment to the employees so there was need to develop the positive leadership style.

Conger, (1999) was also having same concept that because of these challenges of finding new ways of affecting change while simultaneously building employee morale, new approaches to leadership were needed.

Many researchers like; Avolio, Waldman, & Einstein, 1988; Waldman, Bass, & Yammarino, (1989) gave empirical evidence that support for Bass's (1998) view and explained that for effectiveness leaders should exhibit charismatic behaviors.
In other words, transformational leaders should be capable of engaging charismatic leadership behavior but does not serve as a substitute for transactional leadership (Bass & Avolio, 1990).

Because Charisma is the basic and key component of transformational leadership, it generates profound emotional connection between the leader and his/her follower, it creates excitement about the mission and enhance the their motivational level (Bass, 1985). Bass & Avolio, (1990) were of the view that charisma is operationalized through vision where the charismatic leader earns the respect and trust of followers, which leads to the acceptance of challenging goals.

The second transformational dimension is inspirational motivation where leaders communicate their vision with optimism and enthusiasm. They also use symbols to heighten awareness of desired goals (Bass & Avolio, 1990).

Another major component of transformational leadership is individualized consideration where the leader gives personal attention to followers by treating them "differently but equitably" (Bass & Avolio, 1990). In exhibiting individualized consideration, the leader first identifies the individual needs and abilities of followers and then mentors and coaches them, and also uses delegation.

Finally through intellectual stimulation, the leader helps followers to think on their own and analyze problems from their personal perspectives, encourages creativity, innovation, and challenges conventional wisdom (Bass & Avolio, 1990).

So if we want to explain Transformational leadership in Leithwoods’ words ( as cited in Cashin et al., 2000, p.1) we can say that it is, a way to motivate, enhance facilitates, renewal, and elevate peoples’ vision, mission and commitment.

A research study held by Raed Awamleh(2005), in which the findings of the study confirmed that a transformational leadership style of bank managers will boost employees' job satisfaction and performance (self-assessed). When managers
operationalize charisma and utilize inspiration, individualized consideration and intellectual stimulate, they elicit positive reactions from employees. Such transformational qualities do stimulate higher level needs of followers and result in feelings of satisfaction.

These finding were according to research studies of Bass & Avolio, (1990) and described that the attention that managers give to employees will be reflected in their general positive attitude toward work and work conditions, which in turn, increases job satisfaction and facilitates performance.

According to Bass (1990b, p. 21) it “occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir employees to look beyond their own self-interest for the good of the group.”

According to Barbuto, 2005; Leithwood & Jantzi, 2000; Spreitzer, Perttula & Xin, 2005, this style has ability to heightened capacity and commitment that are important for additional efforts and greater productivity.

Barbuto, (2005, p. 28) explained that Transformational leaders are said to engender trust, admiration, loyalty and respect amongst their followers.

In effect, transformational leaders emphasize the actualization of followers (Rice, 1993).

In their studies, Kelly,(2003) and Yukl, (1989) after analyzing the leadership styles described that transformational leaders elevate people from low levels of need, focused on survival (following Maslow’s hierarchy), to higher levels. According to their findings the transformational leaders motivate their followers to achieve their specific goal and own interests for some other collective purpose.
Cardona (2000) held a research and assessed that transformational leader is who motivate followers based on social exchange and use economic exchange to complement leadership practices develop followers’ intrinsic and extrinsic motivations.

It has been determined from the research studies of scholars like Charbonneau, (2004), Falbe & Yukl (1992), Yukl & Falbe (1990) and Yukl & Tracey (1992) they compared the leadership styles and concluded that transformational leaders used to follow the soft influence tactics, such as inspirational appeals and ingratiation, in addition to hard tactics, such as exchange and authority, is more effective in motivating followers than transactional leadership using only hard tactics.

The literature explained the fact that the transformational leaders have higher internal locus of control and intrinsically and extrinsically motivate followers and thus are more effective than other leadership styles.

In other words transformational leadership is based on self-reflective changing of values and beliefs by the leader and their followers. From this emerges a key characteristic of transformational leadership.

It is said to involve leaders and followers raising one another’s achievements, morality and motivations to levels that might otherwise have been impossible (Barnett, 2003; Chekwa, 2001; Crawford, Gould & Scott, 2003; Southwest Educational Development Laboratory, 2004).

Then Leithwood held series of researches in the period of 1994 to 2002 on transformational style and developed a model with four important dimensions like;

1. **Idealized influence (attributes and behaviors)**

   According to this dimension people feel that their leader is an ideal person for them so they want to obey, follow and accept their directions to perform and achieve their targets. Idealized influence designates leaders seen as role-models by his/her followers. Their followers used to admire, respect and trust them. They inspire power
and pride in their followers, by going beyond their own individual interests and focusing on the interests of the group and of its members (Bass and Avolio, 1999).

Bass and Riggio (2006) stated that their followers seeing them as role-models, they want to emulate them. Further they described two aspects of idealized influence: the leader’s behaviors and the elements that are attributed to the leader by his followers. They further elaborated that leaders who have a great deal of idealized influence are willing to take risks and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct.

This dimension is related with building confidence and trust and providing a role model that followers seek to emulate. (Bono & Judge, 2004, p. 901; Simic, 1998, p. 52; Stone, Russell & Patterson, 2003, p. 3).

Leaders are “admired, respected, and trusted” (Bass, Avolio, Jung & Berson, 2003, p. 208). Confidence in the leader provides a foundation for accepting (radical) organizational change.

That is, followers who are sure of the virtues of their leader will be less likely to resist proposals for change from her/him. Clearly, idealized influence is linked to charisma (Gellis, 2001, p. 18). Charismatic leadership is a characteristic of transformational leadership and depends on leaders as well as followers for its expression (Kelly, 2003).

2. Individualized consideration

This dimension deals with giving confidence to all workers, subordinates and students that they are part of such organization and important for this. Individualized consideration means the leader is responding to each individual’s specific needs in order to include everybody in the “transformation” process (Simic, 1998).

Simic, (1998, p. 52) examined that this dimension involves responding to the specific, unique needs of followers to ensure they are included in the transformation process of the organization. People are treated individually and differently on the basis of their talents and knowledge. Further he explained that followers are developed to successively higher levels of potential because the transformational leader treats each
member of the group as a unique individual with specific needs, abilities and knowledge. Task assignment and reward distribution is done on an individual basis. An important element is the capacity of the leader to build an organizational culture that supports individual development and growth. Individual consideration can be expressed through many forms, from specific rewards or praises to individuals, career counseling, mentoring and coaching or activities with the aim of individual professional development.

Bass and Riggio (2006) synthesized in their research that individual consideration is as being practiced when new learning opportunities are created along with a supportive climate and individual differences in terms of needs and desires are recognized. Then the leader’s behavior demonstrates acceptance of individual differences. Clearly then, besides having an overarching view of the organization and its trajectory, the transformational leader comprehend the things that motivate followers individually.

This can be possible by appreciating, motivating, expressing words of thanks or praise, fair workload distributions, and individualized career counseling, mentoring and professional development activities followers individually (Simic, 2003, p. 52).

3. Inspirational motivation

Inspirational motivation is related to idealized influence but whereas charisma is held to motivate individuals, inspirational leadership is about motivating the entire organization to, for example, follow a new idea.

Transformational leaders make clear an appealing view of the future, offer followers the opportunity to see meaning in their work, and challenge them with high standards. They encourage followers to become part of the overall organizational culture and environment (Kelly, 2003; Stone, Russell & Patterson, 2003, p. 3).

In the words of Bass (1988) inspirational motivation refers to the capacity of the leader to articulate in simple ways the goals and objectives of the group or organization. It also refers to the capacity to create a mutual understanding of what is right and what is wrong. Transformational leaders provide visions of what is possible
and how to attain it. They enhance meaning and promote positive expectations about what needs to be done.

According to Yukl, (1989) the transformational leaders are able to create clear and appealing views of the future and give meaning to the work that is being done in present. Through these sorts of means, transformational leaders encourage their followers to imagine and contribute to the development of attractive, alternative futures.

A leader can achieve this through motivational speeches and conversations and other public displays of optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork (Simic, 1998, p. 52).

Yukl, (1989, p. 221) explained that all leaders can achieve specific targets like Martin Luther King’s “I have a dream” speech and US President John F. Kennedy’s vision of putting a man on the moon by 1970 stand out as exceptional examples of this characteristic (Yukl, 1989, p. 221).

Through these sorts of means, transformational leaders encourage their followers to imagine and contribute to the development of attractive, alternative futures (Bass, Avolio, Jung & Berson, 2003, p. 208).

4. Intellectual stimulation
According to this concept a leader develop awareness, creativity, knowledge, and thinking power to his Intellectual stimulation involves arousing and changing followers’ awareness of problems and their capacity to solve those problems (Bono & Judge, 2004; Kelly, 2003).

According to Bass and Avolio (1999) intellectual stimulation is linked to creativity and innovation. Through this dimension transformational leaders help their followers by solving problems in new and innovative ways. They encourage followers to question their own beliefs, assumptions, values, when appropriate, those of the leader, which may be outdated or inappropriate for solving current problems.
This is an important part of followers learning to tackle and solve problems on their own by being creative and innovative. Following new ideas and new paths of solving problems is encouraged by transformational leaders through dismantling any sanctions or fear of ridicule for new and controversial ideas (Stone, Russell and Patterson, 2003).

Bass (1985) reviewed that followers are consequently empowered to follow new paths of thought. Transformational leaders can discern, comprehend, conceptualize, and articulate to their followers the opportunities and threats facing their organization, as well as its strengths, weaknesses, and comparative advantages. It is through intellectual stimulation (of the followers) that the status quo is questioned and that new, creative methods of accomplishing the organization’s mission are explored.

Transformational leaders question assumptions and beliefs and encourage followers to be innovative and creative, approaching old problems in new ways (Barbuto, 2005). They empower followers by persuading them to propose new and controversial ideas without fear of punishment or ridicule (Stone, Russell & Patterson, 2003, p. 3). They impose their own ideas judiciously and certainly not at any cost (Simic, 2003, p. 52).

2.3.17.1 Characteristics of a Transformational leader

After anaylasis of transformational leadership style researchers like Bass (1990a); Cox (2001); Epitropaki (undated); Hall, Johnson, Wysocki & Kepner (2002); Lussier & Achua (2004); Stone, Russell & Patterson (2003); and Tichy & Devanna (1986) evaluated some basic characteristics of a transformational leaders that can help to understand and create true transformational leaders.

These are as under; having clear sense of purpose, being a role model, having the importance of values, high expectations, persistent, self-knowing, having great desire for learning, listens to all viewpoints to develop spirit of cooperation, identify themselves as change agents, love work, enthusiastic, having ability to inspire others, strategic, effective communicator, emotionally mature, having courage to take risk and can handle all types of situations, visionary, unwilling to believe in failure, sense of public need, considerate of the personal needs of employees.
2.3.17. 2 Successful Transformational Leaders

If we make analysis that who is a transformational leader and whether he/she is a successful leader or not we can found many around us first of all our Holy Prophet Hazarat Muhammad (P.B.U.H) Who’s leadership style was a unique in its form that was not only for muslims but non-muslims alike, that change the world even an uneducated Bados’ world.

Then from the recent era, according to Yates (2002) that Genghis Khan was a transformational leader who, during the late 12th and early 13th centuries, united fiercely independent Mongol tribes to ultimately create one of the largest land empires ever seen.

Then Lou Gerstner, retired Chairman and CEO of IBM. He turned his company around from $8.1 billion loss in 1993 after identifying part of the company’s problem as ‘success syndrome and this was happen because of his being role model for his employees.

Then Mr. Lee Iacocca who is credited with saving the Chrysler Corporation. He took over Chrysler when it was on the brink of bankruptcy and set about transforming the ideals of his closest subordinates. In turn, that began to reshape the corporation’s culture. Because a transformational leader encourages others to become transformational leaders, soon the entire organization was filled with effective leaders (Kelly, 2003).

When we talk about educational environment we cannot ignore Dr Ruth Simmons, the first African-American to be appointed President of an ‘Ivy League’ university (Brown) in the USA. Earlier, as President of Smith College. According to Chekwa(2001),Simmons had served as transformational leader and as she followed and his herself attributed her own successes to her kindergarten teacher, Ms Ida Mae Henderson, who had advised her that, she could do anything in her heart she set out to achieve.
Then Nelson Mandala, Rose Welt, Ibrahim Lincon, Kamal Ataturk, Mahatma Gandhi, Illama Iqbal, Quaid-i-Azam and many many other leaders in which some are prominent personalities but some are not but even then they are role models for their employees, subordinates and for their students. They are positively performing their role in the progress of their country.

2.3.17.3 How Transformational leadership occur?

Carlson and Perrewe (1995), ERIC (1992), Lussier and Achua (2004), and Yukl (1989) claimed four stages of organizational change under transformational leadership in their researches;
According to them the first stage which is necessary to make a compelling case for change, in which the leader helps to bring about change by making a convincing case for it.

Basically this involves heightening followers’ sensitivity to environmental changes and challenges and questioning the status quo. For instance, the case for change within a school or some other educational environment might be made by inviting government department spokespeople to the school to present an overview of policy and related contexts or by highlighting levels of performance relative to other, similar organizations.

Second stage in which a leader inspires a shared vision, seeking broad input, and encouraging everyone to think of a new and better future. This needs to be cast in ideological rather than just economic terms. And this can achieve by involving all staff in the shaping and reshaping of the school/department’s strategic plan on a regular basis.

Staff might be surveyed to establish their wants and needs. For example, in an educational context, a school principal or department head could also visit classrooms regularly (and encourage others to do the same) to better gauge collective requirements (ERIC, 1992). This also can be achieved by coaching, motivating and role modeling.
Bryant, (2003, p. 37) described the third stage, that is very important because it is a stage to need to be led which needs a sense of urgency. Collaboration has to be encouraged and the self-confidence of followers’ must be increased. In effect, it is vital to create an environment conducive to the creation and sharing of knowledge.

The fourth and final stage according to Carlson and Perrewe (1995), is that in which change needs to be embedded. This is achieved by, for example, monitoring progress, changing appraisal and reward systems, and hiring staff with a commitment to collaboration.

Together these should also empower followers to help achieve the organization’s objectives. What leaders pay attention to, what they measure and how they measure it, and what they control are critical factors in transforming an organization’s culture and embedding new ways of thinking and acting.

2.3.17.3 Researches studies in Transformational leadership style

DuBrin (1995) held a research on characteristics of charismatic and transformational leadership and found transformational is more positive than charismatic.

Bass, Avolio and Leithwood (1994) held a research on school leaders and suggested that transformational school leaders adopt a widely shared vision for the school and clarify its meaning in terms of its practical implications and instruction.

In addition to this, they make use of all available resources and opportunities to communicate the school’s vision to staff, students, parents and others. They also focus on teachers’ professional goals and if possible align these goals with those of the school.

Bass(1960) claimed that transformational leaders may:
- expand a follower’s portfolio of needs
- transform a follower’s self-interest
- increase the confidence of followers
- elevate followers’ expectations

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• heighten the value of the leader’s intended outcomes for the follower
• encourage behavioral

Bass and Avolio (1994) in their analysis of transformational leadership style described the behaviors of transformational leaders that associated with five transformational styles:

1) Transformational leadership is a process in which the leaders take actions to try to increase their associates: 2) having awareness of what is right and important: 3) to raise their associates: 4) motivational maturity and to move their associates to go beyond the associates: 5) own self-interests for the good of the group, the organization, or society. Such leaders provide their associates with a sense of purpose that goes beyond a simple exchange of rewards for effort provided.

According to the series of studies in which associates described the behavior of their immediate military and business supervisors transformational leaders achieve their results in one or more of several ways (Avolio & Bass, 1988a; Bass & Avolio, 1993a, 1994; Bass, 1985a; Hater & Bass, 1988; Howell & Avolio, 1993; Lowe et al., 1996; Yammarino & Bass, 1990).

Hooper and Potter (1997) extended the notion of transformational leadership to identify seven key competences of “transcendent leaders”: those able to engage the emotional support of their followers and thus effectively transcend change.

1) Setting a clear direction. 2) Setting a practical example. 3) Communication. 4) Alignment. 5) Bringing out the best in people. 6) The leader as a change agent and 7) Providing decision in a crisis and on the ambiguous.

In his research Burns (cited in Deluga, 1995) found that leadership cannot be separated from followers’ needs and goals and its essence lies in the interaction between the follower and the leader.

Allix (2000) held a research and stated that it is epistemologically based on positivist/empiricist foundation on which traditional conceptualizations of leadership
have been formulated and transformational leadership occurs when the leader and the follower elevates one another to higher levels of motivation and morality.

Downton (1973) claimed very first time the differences among revolutionary, rebellious, reform, and ordinary leaders in his research.

The studies by Avolio, (1999); Avolio & Yammarino, (2002);Bass, (1998a) Koh, Terborg and Steers (1991) gave results in which the transformational leaders were found to generate higher commitment in their followers.

Fuller, Patterson, Hester, and Stringer (1996) reported in meta-analysis on effectiveness of transformational style.

Research, development and practical applications in the 25 years since Burns' (1978) significant publication on transforming leaders, explained that transformational leadership generally generates greater follower effectiveness.(Avolio, 1999; Bass, 1985, 1998, Bass & Avolio, 1993).

Talat Islam (2012) held a research on impacts of transformational and transactional leadership style on motivation and performance of students’ of university level and found that both styles have positive impacts on students’ performance.

Then Bodla and Nawaz (2010) held a research and found positive results.

Marshel et.al,(1992),Medley and Larochelle (1995),Masi and Cook (200) also found in their researches positive results of this style.

Then research on leadership style by James D.Routiola (2009) found positive results.

So there are plethora of researches on transformational leadership style judging with different angles and in different environment but the results of all researches indicate one concept, that this style has positive impacts.
2.3.17.4 Effectiveness of Transformational leadership

Whether transformational leadership is successful or not? The answer has been demonstrated by studies in a diverse range of professional and cultural settings, including military, schools and corporations (Bryant, 2003, p. 36).

In their recent researches in Taiwan and the United States, Spreitzer, Perttula & Xin (2005) made it clear that while transformational leadership is effective regardless of culture, the level of effectiveness depends to some extent on cultural values.

Transformational leadership has also been demonstrated to result in a “high level of follower motivation and commitment and well-above-average organizational performance, especially under conditions of crisis or uncertainty” (Bryant, 2003, p. 36).

As Carlson and Perrewe (1995, p. 834) observed, major changes in the organization’s mission, strategies and level of follower commitment are likely to emerge as a result of transformational leadership.

About the organizational changings, Crowther (1997) was of the view that teacher leaders may not be consciously aware of their transformational qualities, their behavior has much in common with aspects of the leadership notion described above. For example, their deep commitment to a set of core values that they were prepared to Communicate openly resonates with the idealized influence and inspirational motivation dimensions of transformational leadership.

As two similar leadership dimensions are reflected in Crowther’s description of transformational teacher leaders as displaying an enthusiasm that was contagious, and having ability to inspire others and raise their expectations. A review of other attempts to define teacher leadership also indicates an affinity with transformational leadership.

Thus, Silva (2000) in describing the characteristics of transformational teacher leaders described that as nurturers of relationships and models of professional growth echo aspects of the individual consideration dimension. Equally, their account of
transformational teacher leaders as encouragers of change, and challengers of the status quo, reflects the spirit of the intellectual stimulation dimension.

Similarly, the transformational teacher leader qualities emphasized by Darling-Hammond et al. (1995) such as openness to new ways of doing things and the modeling of learning reflect aspects of the intellectual stimulation and individual consideration transformational leadership dimensions.

Furthermore, the mentoring, coaching and developmental aspects of Berry and Ginsburg’s (1990) view of teacher leaders are totally consistent with the transformational leadership characteristics.

Odom and Green (2003) in the findings of their analysis of several legal cases, argue that principles of transformational leadership (i.e., intellectual stimulation, idealized influence) applied to ethical dilemmas faced by managers offers the prospect of less litigation and better ethical outcomes than the more common transactional approach to ethics.

Eric,(1992) described that within educational environments teachers are more likely to collaborate and are held to be more likely to have positive attitudes to school improvement and to new forms of instructional behavior as a result of transformational leadership.

The studies by (Avolio, 1999; Avolio & Yammarino, 2002; Bass, 1998) For instance, Koh, Terborg and Steers (1991) gave results in which the transformational leaders were found to generate higher commitment in their followers.

While discussing the effectiveness of leadership and specially in educational context researchers like, Bass and Avolio, (1990), Bycio (1995), Howell and Frost, (1989), Kirkpatrick and Locke(1996) and Parry, (2000) confirmed that the teachers’ leadership and specially the transformational teacher leadership has a positive influence on subordinates’ effort and satisfaction.
Then positive influence has been observed in a variety of contexts for example in the studies of Gellis (2001), Hoover, (1991), Podsakoff (1990), Yammarino and Bass,(1990). In addition to confirming the results of the classroom studies, leadership studies generally have indicated some further benefits of prima facie relevance.

The studies conducted by Hence, Slater and Narver (1995), Farrel (2000) and Coad and Berry (1999) have pointed to enhanced learning resulting from transformational leadership whilst Howell and Higgins (1990), Sosik (1997) and Al-Beraidi and Rickards (2003) have founded several empirical support for the beneficial effects of transformational leadership on innovation and creativity and job satisfaction.

The transformational leadership style is also effective in instilling ethical behavior as Atwater (1991), Parry and Proctor-Thomson (2002) analyzed studies and confirmed and explained that the transformational leadership is the best approach for instilling ethical behavior in organizations'(p. 5).

The implications for the teacher leadership notion are immense if, in addition to the benefits observed in the classroom studies discussed above, transformational teacher leaders are also able to enhance student learning, creativity and ethical behavior as indicated in the findings of the general leadership literature.

Fuller, Patterson, Hester, and Stringer (1996) reported in meta-analysis that follower compliance can be greater if their leaders were more transformational than transactional.

Turner, Barling, Epitropaki, Butcher, and Milner (2002) held studies and say that managers or in other words leaders with different moral-reasoning levels exhibited different levels of transformational and transactional leadership behaviors.

Then Kahai, Sosik, and Avolio (2003) explained in their research the effects of transformational leadership on creativity-relevant group processes and outcomes like group efficacy, satisfaction, participation, cooperation, and originality of solutions. Researches show that transformational leaders bring fundamental change and enhance creativity in their followers.
Hater & Bass, 1988; Howell & Avolio, 1993; Yammarino, Spangler, & Bass, 1993 proposed the augmenting effects of transformational leadership.

Bass (1985) argued that transformational leadership raises individual needs and desires to achieve more, to work harder and to strive for the highest levels of performance.

2.3.18 TRANSACTIONAL LEADERSHIP STYLE

The transactional style of leadership was first described by Max Weber in 1947 and then by Bernard Bass in 1981. Bass (1998:121) in defining this style explained that it is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behavior.

Bass (1998:121) again stated that each of them enters the transaction because of the expectation to fulfill self-interests and their leader is supposed to maintain the status quo by satisfying the needs of the subordinates. According to this leadership style the leader defines needs, assigns task, gives rewards to followers for good performance, or punishment for mistakes (Ubben et al. 2001:14-15).

For example the principle of an educational institution observes what the teachers want from work and tries to provide them with what they want depending on their performance. He/she exchanges rewards and promises of rewards for their efforts and responds to their immediate self-interest. Otherwise, he/she uses threats or punishment for their mistakes.

This style is most often used by the managers. It focuses on the basic management process of controlling, organizing, and short-term planning. The famous examples of leaders who have used transactional technique include McCarthy and de Gaulle.

According to Hackman and Johnson (2004), transactional leaders rely heavily on rewards to motivate followers and prevent poor performance using negative feedback.
In explaining the transactional leadership Burn (1978) says that a leader is given power to perform certain tasks and reward or punish for the team's performance.

Transactional leadership occurs when there is an exchange between people which can be economic, political or psychological in nature. The relationship between the leader and the follower is purely based on bargaining and it does not go beyond this.

In his research Ubben (2001) gave the findings that this kind of exchange inhibits subordinates’ commitment because it is a matter of performing duties as directed and whatever the job are given the employee has to fulfill these duties.

Another place Lussier and Achua (2001:383) asserted that transactional leadership seeks to maintain stability and that is the main reason that Leithwood and Jantzi (2000:114) perceives this concept as management rather than leadership. Thus a transactional leader sets goals for followers depending on the effort he/she expects from them; he/she does not expect the followers to perform beyond normal standard, and makes no effort to change the situation, attitudes and values of followers. Therefore, the transactional leader does not transform followers or organization.

The researchers like, Deci, Koestner and Ryan (1999), Tang and Hall (1995), Wiersma, (1992) were of the view that the transactional leaders are those who use rewards to exchange for followers’ compliance only develop followers’ extrinsic motivations. Economic exchange can only externally motivate followers to the extent that specific behavior is directly rewarded and the amount of rewards is more than the cost of engaging in the behavior. Extrinsic contingent rewards are likely to decrease intrinsic motivation.

Sashkin and Sashkin (2003:69) synthesized that transactional leaders, through their effective management, get things done right, even though it may not always be that the right things are done.

Then Chirichello (2004:120) affirmed this result by whose findings and described that many head teachers are managers rather than leaders. This is because they spend most of their time on administrative work.
In defining the dimensions of transactional leadership style, Bass (1990a) defined transactional Leadership as: (a) contingent reward: contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments, (b) management-by-exception (active): watches and searches for deviations from rules and standards, takes corrective action (c) management-by-exception (passive): intervenes only if standards are not met.

Burns (1978), in describing political transactional leaders said that they motivated associates by exchanging rewards for services rendered like to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of the relationships.

According to the researches and their results the difference between both is not merely recognizing associates' needs, but by attempting to develop those needs from lower to higher levels of maturity.

Carlson (1996) analyzing the Burns’ concept and said that leadership theories developed up to the mid-seventies were lacking ethical/moral dimensions so he elaborated on his exchange theory which maintains that followers play a crucial role in the definition of leadership. This theory is made up of power relations and entails bargaining, trading and compromise among leaders and followers.

According to Bass (1961), individuals form a group for getting reward or avoiding punishment. They are more attracted to the group if they expect more reward or reinforcement from grouping together. Some members will try to change the behavior of others if there are hindrances to rewards or avoidance of punishments.

Transactional leadership has been the traditional model of leadership with its roots from an organizational or business perspective in the ‘bottom'. Eric Berne was first who analyzed the relations between a group and its leadership in terms of transactional analysis.
Transactional leadership has remained the organizational model for many people and organizations that have not moved into or encouraged the transformational role needed to meet the challenges of our changing times.

Conger (1999) elaborated the transactional leadership is as a traditional concept and as an instrumental approach to organizational leadership that is associated with task orientation.

For occurring the transactional leadership Jung and Avolio (2000) described that it occur, when the leader and his or her followers agree on what the followers need to do to get rewards, with little effort to change follower personal values or to develop a sense of follower trust and commitment to the leader.

Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader.

About the concept of transactional leadership style there are some assumptions like, Employees are motivated by reward and punishment, subordinates have to obey the orders of the superior and subordinates are not self-motivated but they have to be closely monitored and controlled to get the work done from them.

The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, and if he does not go as per the wishes of the leader, a punishment will follow. Here, the exchange between leader and follower takes place to achieve routine performance goals.

According to the Burns’ model it has four dimensions;

1. **Contingent Reward**

   According to contingent reward, a transactional leader clarifies expectations and offers recognition when the targeted or required goals are achieved. And clarifying objectives, achieving targets and providing recognition once when
goals achieved, this results in individuals and groups achieving expected levels of performance, basically it,

- Provides others with assistance in exchange for their efforts.
- Discusses in specific terms that is responsible for achieving performance targets.
- Makes clear what one can expect to receive when performance goals are achieved
- Expresses satisfaction when others meet expectations.

2. **Management-by-Exception:**

   According to this dimension a leader specifies the standards for compliance, when the performance is not according to that standard he may take some action like, to punish or fine etc. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

   Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes.

   Sometimes it becomes passive and reactive, in which a leader does not take any action or any respond to situations and problems systematically. They avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers.

   Passive Management by Exception: Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance.

3. **Heightened to attain designated outcomes;**

   According to this concept transactional leadership always works how to achieve or attain the designated outcomes of an organization, country or students’ achievement in a proper and positive way.
4. Performance beyond expectations.

This concept gave two meanings, get others to do more than they expected to do Heighten others’ desire to succeed Increase others’ willingness to try harder, it means requirement for extra efforts and the second concept is that leader is effective in meeting others’ job-related needs, effective in representing their group to higher authority, effective in meeting organizational requirements, effective in leading his followers and leader found such ways by them they satisfy his employees and achieve targets in a peaceful and satisfactory ways.

2.3.18.1 Implications of Transactional Theory

The transactional leaders overemphasize detailed and short-term goals, and standard rules and procedures. They do not make an effort to enhance followers’ creativity and generation of new ideas. This kind of a leadership style may work well where the organizational problems are simple and clearly defined.

The transactional leaders are found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and improving productivity. The transactional leaders tend to be highly directive and action oriented and their relationship with the followers tends to be transitory and not based on emotional bonds.

The theory assumes that subordinates can be motivated by simple rewards. The only ‘transaction’ between the leader and the followers is the money which the followers receive for their compliance and effort.

Transactional leaders make employees achieve organizational objectives through rewards and punishment.

It forms as the basis for more mature interactions but care should be taken by leaders not to practice it exclusively, otherwise it will lead to the creation of an environment permeated by position, power, perks, and politics.
2.3.18.2 Effectiveness of Transactional leadership

According to the literature transactional leadership increase the level of maturity of followers. In which subordinates, workers and students can be elevated from concern for personal security to concerns for recognition, achievement, and self actualization.

A shift from self preservation to preservation of the group or even its promotion or good results or academic achievements may enhance the potential of group/school, college or university and individual with respect to performance and development.

This requires a change in perspective and often an orientation toward doing what's good for the group as well as the individual and this change can be the change of degree.

In describing the effectiveness of transactional leadership Bass (1985a) suggested that transactional leadership has great effects on associates' Satisfaction and other outcomes. In this style relationship in which individuals' needs are met if their performance measures up to their contracts with their leader.

Transactional leaders also consider that what his/her associates need and desire, and then clarifying how those needs and desires will be satisfied if the associate expends the effort required by the task. Such motivation to perform will provide a sense of direction and help to energize others.

The transactional process, in which the leader clarifies what the associates need to do for a reward, is nevertheless viewed here as an essential component of the full range of effective leadership.

Transactional leadership is often a prescription for lower levels of performance or non-significant change, according to a number of large scale surveys of industrial, military, governmental, and religious leaders (Bass & Avolio, 1993a; Avolio & Bass,
1988a) and other investigators (Hoover, 1987; Lowe et al., 1996; Murray, 1988; Onnen, 1987).

### 2.3.18.3 Characteristics of transactional leadership

According to the previous literature the main characteristics of a transactional leader are, use reward and punishments to gain compliance from their followers, they are extrinsic motivators that bring minimal compliance from followers, they accept goals, structure, and the culture of the existing organization and tend to be directive and action-oriented.

Transactional leaders are willing to work within existing systems and negotiate to attain goals of the organization. They tend to think inside the box when solving problems.

Transactional leadership is primarily passive. The behaviors most associated with this type of leadership are establishing the criteria for rewarding followers and maintaining the status quo.

### 2.3.18.4 Successful Transactional leaders

There are many transactional leaders who are working with perfect leadership style like, former Wisconsin state senator, Joseph McCarthy, his ruthless style of accusing people of being Soviet spies during the Cold War.

Then Charles de Gaulle. Through this type of reward and punishment he was able to become the leader of the free French in a crisis situation (Bass, Bernard (2008) and many other leaders who are working in multinational companies and specially our teachers who are also one kind of transactional leaders when they give reward to their students in the form of good gestures or gift for doing good job or give punishment when they go wrong.

### 2.4 ACADEMIC ACHIEVEMENT

According to the Wikipedia encyclopedia, academic achievement or (academic) performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals (Retrieved at 21st June, 10:15 A.M).
It is commonly measured by examinations or continuous assessment but there is no hard and fast or static rules or general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts, so it is vary from teacher to teacher and institution to institution.

In defining academic, Annie Ward, Howard W. Stoker, Mildred Murray-Ward (1996), pointed out that it is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than practical or technical skills.

Academic achievement is something we do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music. According to Wikipedia an academic achievement means, as graduating 1st in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement.

In a research on literacy the researcher describes that many teachers defining and working with their own definitions of achievement. As these teachers attempt to create classrooms that honor and feature multi illiteracies, they also see a widening divide between their own definitions of achievement, and the official state or provincial definitions of achievement.

According to Clarence Fisher's (1994) concept of classroom, he described that achievement as a tricky thing that covers a lot of grounds and there is the 'official' version of achievement which includes the students 'mastering' to the greatest degree possible the curriculum outcomes which have been mandated by the province. According to him, this version is narrow and constrained and seems to be focused on very few things—academic knowledge, almost as a door to sort kids out not to help them achieve more.
2.5 TEACHERS' LEADERSHIP STYLES AND STUDENTS’ ACADEMIC ACHIEVEMENT

In answering this question that does leadership style affect on students’ achievement? Maxwell (1998) gave answer in his book, The 21 Irrefutable Laws of Leadership describes leadership as having historical constancy regardless of cultural change, elaborated that, "Leadership is leadership, no matter where you go or what you do, times change. technology marches forward ,cultures vary from place to place ,But the true principles of leadership are constant – whether you’re looking at the citizens of ancient Greece, the Hebrews in the Old Testament, the armies of the last two hundred years, the rulers of modern Europe, the pastors in local churches, or the businesspeople of today’s global economy. Leadership principles stand the test of time. They are irrefutable and have the impact on their followers" (p. xx).

There is a question that teachers’ leadership is an effective tool to achieve educational targets or not?. Evidences from literature explain us that teaching is a tool to achieve specific educational goal and targets because quality of education depends upon the teachers and their teaching style.

According to Ajao (2001), over time pupils’ academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching.

In a research Afe (2001) pointed out that teachers have been shown to have an important influence on students’ academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students.

Uchefuna (2001) also stated such idea that teaching and learning depends on teachers that no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher.
Onyeachu (1996) in his research said that the teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation.

There are different important researches like Komenan (1988), Starr (2002), Schacter and Thum (2004), Adediwura and Tayo (2007); Adu and Olatundun (2007); discussed on the topic of the influence of teachers’ and teaching effectiveness on the learning outcome of students as measured by students’ academic performance, in which the important researches are, The above studies suggest that effective teaching is a significant predictor of students’ academic achievement.

Oredein (2000) explained that effective teachers should produce students of higher academic performance. It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials, like the situation of public secondary schools in Nigeria.

Starr (2002), described about strong effects of teachers’ leadership and said that although teachers’ strong effect would significantly influence students’ academic achievement, but there are other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self confidence, and previous instructional quality these have been found to influence students’ examination score either positively or negatively.

Oredein (2000) described many researches that show positive result that students’ ratings are valuable indicators of teachers’ effectiveness. There are researches that describe that leadership qualities of a teacher can provide change in students' academic achievements like Davis (1998) described that effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on organizational processes and outcomes.
A study by Andrew and Soder (1987) provided evidence that the behaviors of instructional leaders have a great impact on the performance of student achievement and most importantly for low achieving students.

Their findings showed that, as perceived by teachers, achievement scores in reading and mathematics showed significant gains in schools with strong instructional leaders compared to schools with weak instructional leaders.

Leithwood and Jantzi (1998) stated that teacher leadership has far more impact on student learning than ‘principal’ leadership, and that for better teacher effectiveness and student engagement, schools should distribute more leadership activity to teachers. Nsubuga (2003) said that there is always strong leadership acting behind a successfully running organization and same is the case with educational institutions where efficiency and productivity can definitely be enhanced with leading reforms such as increasing teachers’ time devoted for tasks, increasing accountability and reducing repetition.

Porter and Applewhite (1968); Davis (1969); Byar and Rue (1970) described in their researches that the Power of leadership enhances the motivational level of others to achieve common goals that ultimately affects the outcome and productivity so, the efficiency of students rises to an optimal level because of the motivational power that a teacher induces into his students through exhibiting an effective leadership style.

Cole (2002) suggested that it always requires the enhanced association and dedication of all the group members to achieve the aims under the dynamic process of leadership at educational institutions where students are considered as units of the whole group leading by their teacher and getting all the students along the path towards achievement of study targets is considered the responsibility of the teacher.

Balunywa (2000) explained the activities related to leadership of an educational institution such as morale building, remuneration, coercion pursue effective performance and productivity of that institution he further says that teachers’ effective leadership not only boosts up the morale of individual students to get their study
targets but can also takes the overall productivity of an educational institution to its peak.

Walberg and Anderson, (1968) defined classroom as an ordinary organization where authority retains with the teacher as manager over the students. This decision making power of teacher maintains a specific psychological climate in classroom that affects students’ performance as Walberg and Anderson (1968) founded that students in a democratically organized class show better understanding of what they are taught. Unlike authoritative and arrogant teachers, the teachers who create a good rapport with their students have a positive impact on the academic performance of their students.

Marks and Louis (1997) examined in their study the relationships among teacher empowerment, instructional practice, and student academic performance indicated that teacher leadership is associated with pedagogical quality and student academic performance indirectly, through enhancements to the school’s organization for instruction. According to the authors, school organization for instruction begins with professional community.

Smylie (1997), elaborated the relationship between teacher leadership and a variety of school-related outcomes that were reported in review of 208 international studies, which examined the state of the art in teacher leadership.

According to Smylie, the previous researches in which some important researches that were held by Bryk, Deabster,Tum (1994); Jenkins, Ronk, Schrag, Rude, and Stowitschek (1994); Lee and Smith (1994); Taylor and Bogotch (1994), and Sebring (1995); described the outcome of student learning while other researchers found no evidence that teacher leadership is related to student achievement on standardized tests or to teachers’ reports of student academic performance while the other half researches held by Mortimore, Sammons, Stoll, Lewis, and Ecob (1988); Ramey and Dornseif (1994); Smylie and Hart (1999) found positive relationships with academic achievement.
Then, Taylor and Bogotch (1994) also reported a positive relationship between teacher leadership and student attendance.

According the findings of Smylies' (1997) researches, that there are many flaws in the teacher leadership literature like, he points out that the research varies widely in design, methodology, and context. Further, it is mostly descriptive, lacking strong conceptual definitions; is not guided by formal theory; and is plagued by serious problems with regard to validity and reliability. Then he also noted that these general shortcomings come into pronounced focus in the research on student learning outcomes. These researches on student learning outcomes of teacher leadership were conducted within a relatively short period of time after the establishment of new leadership roles.

Unfortunately, most studies rely on perceptual measures of change, and few examine closely the manner in which teacher leadership them.

2.6 TEACHER LEADERS’ GENDER DIFFERENCE AND STUDENTS’ ACADEMIC ACHIEVEMENT

Now a day’s man and woman are working on the same level but we can see a resurgence of interest among the general public in gender differences in various aspects of human functioning. As our organizations have experienced a huge influx of women into the workforce, researchers have been studying such gender differences.

Morris (1959) held a study in very early period about the psychic and social differences between both genders and described that the education outcomes of men and women will, at least in part, be different at the collegiate and graduate level. The debate on gender differences in cognitive abilities has actually evolved out of the debate on biological vs. social determinism.

Basically the difference of biological and cognitive performance between male and female is consider the result of some social factors to be trivial or subordinate to biological factors like brain structure.
There are several researches held by Lynn (1998a, 1998b, 1999; Lynn, 1999); Colom and Lynn, (2004) and Mackintosh (1998), founded out that males have larger average brain sizes than females and therefore, would be expected to have higher average but on the other hand they also claimed that there is no gender difference in general intelligence.

There are other researchers who explained that the difference is not because of any biological factor but it is because of other factors like differences in course taking behavior, classroom experiences or difference in cognitive processing (Byrnes, Hong and Xing, 1997; Young and Fisler, 2000). They gave results that both are same.

Generally, prior evidence indicates that women leaders are more transformational than their male counterparts, accompanied by greater satisfaction and rated effectiveness. This is according to both male and female followers (Bass, Avolio, & Atwater, 1996).

Walumbwa, Wu, and Ojode (2004) examined whether gender discriminates student’s perception of instructors’ leadership style. Results showed that although male students more so than female students tended to perceive instructors as exhibiting active management-by-exception (MBEA), both males and females converged on their unfavorable assessment of passive management by-exception and favorable assessment of transformational leadership, transactional contingent reward and active management-by-exception.

Adler and Izraeli (1998) described two basic contrasting views regarding women in management. The equity view assumes similarity between male and female contributions and strives to provide equal access and identical norms for men and women. Effectiveness is based on a male referent and historical male norms while the complementary- contribution view and assumes differences between male and female contributions and strives to recognize the value of these differences.
According to the literature the effectiveness is based on norms that are unique to males and females and expected behavior is differentiated by gender.

Bass’s (1990) held a research at the State University of New York's Center for Leadership Studies which is consistent with Rosner's in which his data, generated by male and female leaders' subordinates, suggest that women are more likely than men to be described as charismatic leaders, and are more likely to temper criticism with positive feedback.

In a meta-analytic review on gender and leadership Eagly and Johnson (1990) reviewed 162 studies examining leadership styles across genders and the result of this analysis indicated that the proportion of gender comparisons were stereotypic indirection differed significantly from .50, the proportion expected under the null hypothesis.

Literature provides evidences that in previous researches the amount and type of attention students receive from their teachers have long been a topic of interest for researchers.

There are different studies held by Lockheed and Harris (1984); Sadker, Sadker and Bauchner, (1984); Massey and Christensen (1990); Rodriguez (2002); Einarsson and Granström (2002) examined gender differences and the patterns of these interactions; with most documenting greater amounts of teacher attention directed toward boys rather than girls.

According to Rodriguezs’ (2002) survey that was held on 20 teachers and findings of this survey explained that male teachers are likely to select a more aggressive disciplinary approach toward boys while teachers of either gender tended to ignore boys' disruptive behavior than that of girls when the behavior was not aggressive.

Literature provides the fact that no doubt we have less data on this topic but it is reality that teachers' gender is systematically related and has great impact on students and class environment and their outcomes.
Etaugh and Hughes (1975); McCandless, Bush and Carden (1976); indicated the number of studies that suggest, the male teachers provide a more positive atmosphere for boys rather than girls, however, relative to male teachers, while Stake and Katz (1982) suggested that female teachers always to provide a more positive classroom atmosphere overall for all students beyond the gender differences.

In an observation on 40 class sessions, Einarsson and Granström (2002) found that male teachers increase the attention paid to girls as pupils age while female teachers consistently give attention to boys.

There is also very interesting finding that differences in teacher’s perceptions of student abilities and characteristics are related to teachers' gender. Parker-Price and Claxton (1996) surveyed teachers regarding their perceptions of student abilities.

They learned that male teachers are more likely to believe that boys are superior visual learners while girls are more helpful in the classroom. On the other hand, female teachers do not demonstrate these differences in belief but do tend to think that boys are better with quantitative skills.

Previous studies described that the male teachers treat students differently than female teachers, and then one would expect teacher gender to influence student outcomes on standardized exams and if male teachers treat boys differently than girls, then one would also expect standardized test score differences between boys and girls to vary systematically by teacher gender.

Although teachers may overtly treat students differently by gender, but we cannot say that the overt treatment can be the sole vehicle for generating gender-based test score differences.

Adewunmi (2000) held a research and found no positive relationship between teachers' gender and students' academic achievement but in contrast Markhan (1982), Ajayi (1987), and Smith (1992) stated that female teachers are more productive in teaching profession than their male counterparts.
This indicates that teachers’ gender significantly contributed to teachers’ performance, which in turn reflects in students’ academic performance.

2.7 TEACHERS’ TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES AND STUDENTS’ ACADEMIC ACHIEVEMENT

About the factors for effective learning Bloom, Hastings, and Madaus (1971) described that it involves student feelings, emotions, and degrees of acceptance toward the subject matter. State motivation to learn refers to student attempts to obtain academic knowledge or skills from classroom activities by finding these activities meaningful. Literature explains the fact that students’ learning depends upon teachers’ leadership styles.

According to the concept and work of Burns (1978), Bass (1985), and Bass and Avolio (1994), Kenneth Leithwood (1994) developed a transformational model of school leadership, and explains that transformational leadership skills are necessary for achieving specific goals and running an administration.

Then literature provides extensive researches which has been conducted on transformational leadership in recent years that describe many different outcomes of effective transformational leadership like cohesion, performance, employee satisfaction, innovation, organizational commitment, and follower development in a variety of contexts military, corporate, emergency response, and a few in the educational sector.

According to the researches of Griffith (2004); Yu, Leithwood, and Jantzi (2002) in their recent studies indicated that administrators who demonstrate a transformational leadership style have teaching staffs with increased job satisfaction, a greater sense of teaching efficacy, demonstrate higher levels of organizational commitment.

According to the previous researches on the effects of transformational leadership on educational outcomes provide positive results, no doubt limited but very important. Some of them attempts to investigate whether transformational leadership has an impact on school culture, and certain teacher and student outcomes.
In the recent study about this concept Beachum and Dentith (2004) were of the view that leadership theories emphasize the inspiration and facilitation of others, that focus on the embodiment of others’ vision, values and beliefs and the organization of mutually agreed upon goals, and that guide others in their self-development. These theories are echoed in all four of transformational leadership dimensions.

Then York-Barr and Duke (2004) have described the characteristics and abilities of teacher leaders based on a comprehensive review of two decades of teacher leadership scholarship. Amongst the qualities identified, their description highlights the ability of the teacher leader to build trust and rapport with colleagues, promote their growth, and be a good communicator and listener, all qualities that are reflected particularly in the idealized influence, inspirational motivation and individual consideration aspects of transformational leadership.

In addition, contemporary empirical research examines whether leadership affects these factors directly, or whether its effects are mediated by other organizational variables.

According to researches of Koh, Steers and Terborg (1995), they investigated the effects of transformational leadership on teacher attitudes and student performance in Singapore and the findings explain that transformational leadership was to be associated with additional positive effects in predicting organizational commitment, organizational citizenship behavior and teacher satisfaction.

According to Krishnan (2005), this theory with focus kept on its root premise of the leader’s ability to motivate the follower and to superimpose this motivation over what they planned to do.

He further described that a leader (teacher) exhibiting transformational leadership style influence the follower (students) in four major ways i.e. inspirational, motivation, individualized consideration, intellectual stimulation, idealized influence.

Bass (1985) explained that transformational leader focuses on synchronizing the core values of followers with overall organizational goals; provides followers with the
sense of autonomy of the work; inspires them being a role model; help followers identify their strong and weak points and optimize their performance.

Bass and Burns (1990), recommended transformational leadership as the favored style of leadership because it is assumed to be a leadership practice that produces results beyond expectations.

Leithwood (1994), presented that this leadership has the potential for building high levels of commitment and achieving goals.

Bass and Riggo (2006), investigated researches that guide us that transformational leaders tend to have more committed and satisfied their followers. They have the ability to motivate followers to exceed expected or intended performance by setting more challenging expectations, empowering their followers, and paying attention to their individual needs and personal development.

Literature provides evidence that through transformational leadership practices, leaders assist followers to develop their own leadership potential by using leadership behaviors such as coaching, mentoring, challenge, and support.

Bass (1985); Bass and Riggo (2006) stated that such leaders have the capability to inspire followers to commit to a shared vision and goals for an organization, challenge them to be innovative problem solvers, and help followers to develop leadership.

Leithwood and Jantzi (1999) conducted a research in Canada and provide findings that transformational leadership has strong positive effects on organizational conditions (school and classroom conditions).

School conditions included variables such as school planning and organizational culture, while classroom conditions referred to instructional services, and policies and procedures and also found that the effects of transformational leadership on students’ academic achievement are no doubt weak but more significant and more positive.
Geijsel, Sleegers, Leithwood and Jantzi (2003) explained in their studies that effects of transformational leadership positive and very important and describe that commitment and effort towards school reform.

Both the Dutch and the Canadian study found the dimensions of transformational leadership to have modest effects. Of all dimensions, vision building and intellectual stimulation were reported to have a significant effect on teacher commitment and extra effort, unlike individualised consideration which was found to have the weakest influence.

In another research Leithwood and Jantzi (2006) used data from a national literacy and numeric programme in England to examine the effects of a transformational leadership model on teacher variables, classroom practices and student achievement.

The teacher variables included in the investigation were motivation, capacities (ability required for performance) and work settings (teachers’ collective practices in relation to largescale reform, and the collective efficacy of the staff). Using path analytic techniques, the authors found leadership to have significant effects on teachers’ classroom practices.

The available research on the effects of transformational leadership suggests that it is more likely to have a direct impact on organizational processes associated with employee practices, motivation and satisfaction, which in turn are linked to the quality of the service offered and the performance of the organization.

In most studies, positive indirect effects on student outcomes have been identified, with at least one study reporting a significant negative association between transformational leadership behavior and student outcomes: In Australia, Barnett, McCormick and Conners (2001) reported that while transformational leadership was positively linked to teacher outcomes such as satisfaction and extra effort, it was negatively associated with student learning culture.

The findings on the effects of transformational leadership appear to support earlier research on the effects of leadership on outcomes, which finds them to be indirect.
through actions that school leaders take to influence the situation in the school and the classrooms.

Thus, the nature of the relationship between leadership and educational outcomes makes it necessary to identify those intervening variables that are likely to have a direct impact on students. Leithwood and Jantzi described that it is a significant challenge for leadership research.

Pounder (2008) examined classroom leadership in a university setting and said that by using transformational leadership, teachers could generate extra effort from students, increase students' perceptions of leader effectiveness, and increase students' satisfaction with them as teachers.

The authors found positive correlations between student ratings of their instructors' classroom leadership behaviors with student ratings of the classroom outcomes articulated above.

In another research Harvey (2003) examined the effect of this leadership style on university students. The researchers used the constructs of charisma, individualized consideration, and intellectual stimulation as independent variables and examined their effects on students' favorable course related attitudes and findings of such research explain us that charisma and intellectual stimulation are the two biggest predictors of students' perceptions about their teachers' performance and that individualized consideration and intellectual stimulation are the two biggest predictors of student involvement. The researchers used this data to suggest that transformational leadership has a positive relationship with important outcome variables in a university classroom context.

Walumbwa (2004), held a study on the full range leadership framework (the effect of transformational and transactional leadership on followers' outcomes) and its effect on three instructional outcomes in a university setting and discovered that increases in ratings of instructors' transformational leadership were associated with increases in student ratings of their willingness to exert extra effort, their perceptions of their teachers' effectiveness, and their satisfaction with them.
According to Brann and Edward (1994) the teacher who employ a progressive teaching philosophy (i.e., allow students to rely on their own experiences and promote active learning through motivation and discussion) versus a transmissive philosophy (i.e., traditional transfer of knowledge through lecture) are rated as more credible.

The transformational leadership in the classroom is based on admiration, motivation, empowerment, and intellectual stimulation and the teacher would almost certainly possess a progressive teaching philosophy rather than a transmissive one.

Fassinger, (1995) pointed out the student participation that it is any comments or questions that student offer or rise in class. Participation is an indirect indicator of student achievement.

Reinsch and Wambsganss (1994) said that the students who participate in class tend perform better in their exams, are more motivated and possess more confidence in the classroom. Considering that students are more involved in the classroom when an instructor employs transformational leadership.

Walumbwa (2004), determined that the teacher who employ transformational leadership in their classrooms are perceived as effective teachers and students are willing to exert extra effort for such teachers and are satisfied, students should report increases in traditional learning outcomes when they perceive from their instructors as transformational.

Walumbwa (2004) studied the full range leadership framework (the effect of transformational and transactional leadership on followers' outcomes) and its effect on three instructional outcomes in a university setting.

The researchers discovered that increases in ratings of teachers' transformational leadership were associated with increases in student ratings of their willingness to exert extra effort, their perceptions of teachers' effectiveness, and their satisfaction with the instructor.

On the other hand the important leadership style which is very prominent in political and business world and also provide positive result in educational filed, no doubt this
is reality that there is less literature available which is related with education but whatever is available, provide positive outcomes.

Burn (1978) examined other concepts like Contingent Rewards, according to this concept goals are first agreed upon mutually by leader and the follower and then rewards(punishment) is offered in exchange for the task accomplishment, then Active Management by exception in which a leader adopt corrective measures to mitigate the effects of deviation from the set standards and regulations, then passive Management by exception in which a leader does not interfere unless there is a violation of rules and standards and Laissez-faire in which a leader hands over the responsibilities and passes up the decision making authority in certain situations (Burns, 1978).

Literature explains that transactional leaders closely follow the task accomplishments of their followers.

Bass and Steidlmeier (1999) stated that the leaders react to whether the followers carry out what the leaders and followers have ‘transacted’ to do” and Burns (1978) described transactional leaders as motivating their followers by satisfying the self-interests of the followers.

Bass (1961) also maintained that individuals form a group for getting reward or avoiding punishment. They are more attracted to the group if they expect more reward or reinforcement from grouping together. Some members will try to change the behavior of others if there are hindrances to rewards or avoidance of punishments and this is same as a classroom situation.

Literature provide evidence that as the transactional leadership is based on an exchange between the leader and followers so It is like an agreement where both the parties contract each other to work and get rewards and according to different literature that teacher also use such technique with his/her student for motivation and progress.
In defining the characteristics of a transactional leader Burns (1978) and Bass (1985) say that he is one who:

1) recognizes what it is one wants to get from his/her work and tries to see that one gets what his/her wants if performance warrants it; 2) exchanges rewards and promises of reward for effort; and 3) is responsive to one’s immediate self-interests if they can be met by getting the work done.

As we know that this leadership style plays an important role in the development of an organization because it is such type of leadership style that is often used by many companies and leader believes that punishment and reward are two ways to motivate their people and know it is also useful for educational purposes and useful for the instructional context.

This leadership also assumes that when people agree to do a particular assignment, a part of that agreement is that they give up all authority to their boss. The leader holds control and power over the subordinates. The main goal of the employee is to obey the orders of their managers. The idea is that when a subordinate takes up a job, he or she agrees to obey their manager totally.

Previous researches explained this fact that transactional theories of leadership assert that people will follow leaders who are inspirational. The leader will develop a vision (possibly collaboratively), sell the vision and lead the way.

In the study of leadership and their effects Pettigrew (1972) and Mechanic (1962) stated that a leader’s control over vital information or an employee’s special skill in solving crucial organizational problems provides each participant leverage from which to negotiate.

The overall success of the organization depends on whether the leader has the power to strengthen the process in which work is completed by staff.
Jogulu and Wood (2007) and McGuire and Kennerly (2006) reported that transactional leaders are only interested in maintaining the status quo for their organizations.

Transactional leaders are known to establish performance specifications and make sure they are accomplished by a given deadline, limit the contentment of employees and create a low amount of employee commitment.

Van Eeden (2008) explained transactional leadership and said that it is divided into three distinct processes that influence employees: active management by exception, passive management by exception and contingent reward.

According to Van Eeden (2008) in the case of active management by exception asserted that the leader looks for mistakes, indiscretions, exceptions, divergence from standards, complaints, infractions of policy and regulations, and failures and he or she takes corrective action before or when these occur and a non-listening, reactive leader who does nothing to curb foreseeable errors or problems is considered to be leading by the passive management exception.

The ‘transaction’ is the money or any other award that the company pays to its subordinates for their compliance and effort. The relationship between the subordinate and the leader becomes transactional. In transactional leadership the leader has the right to punish his or her subordinates if their performance is not according to the predetermined standard.

Bolden, Gosling, Marturano, and Dennison, (2003) described in their researches that employees are inspired through the use of recompense and chastisement. Transactional leadership makes clear that what is required and expected from their subordinates. It also mentions that subordinates will get award if they follow the orders seriously.

Sometimes punishments are not mentioned but they are understood. In the early stages of transactional leadership, subordinate is in the process of negotiating the
contract. The contract specifies fixed salary and the benefits that will be given to the subordinate.

Rewards are given to subordinates for applied effort. Some organization use incentives to encourage their subordinates for greater productivity. Transactional leadership is a way of increasing the performance of its subordinates by giving those rewards.

Transactional leadership which is also called as ‘true leadership style because it focuses on short term goals instead of long term goals. In Transactional leadership, when the leader assigns work to its subordinates, then it is the responsibility of the subordinate to see that the assigned task is finished on time. If the assigned task is not completed on time or if something then punishment is given for their failure.

But if they accomplish the task in time then the subordinates are given reward for successfully completing the task. Subordinates are also given award and praised for exceeding expectations. A subordinate whose performance is below expectation is punished and some action is taken to increase his or her performance. This approach is prevalent in real workplace.

The main limitation of this leadership is that it assumes that people are largely motivated by simple rewards. Under transactional leadership, employees can’t do much to improve job satisfaction. Transaction leadership has been ineffective in providing skilled employees to their organization.

Webb (2007) contends that a leader who recognizes the attributes of their employees will assign tasks that will allow the employee to accomplish the mission and obtain their just reward which in turn will motivate them to do more. He indicated an optimistic association between contingent rewards and organizational results.

Rugieri (2009) contended that a transactional leader is more commanding, has high confidence and is usually more fixated on the job.
After analyzing the literature it is clear for us that no doubt there is less available literature for this concept but it is open way for new researchers that apply this in the educational filed and gain the positive results because the main contents of this style like reward and punishment are important tools for a teacher he/she has to manage all types of situations where some times he utilized reward or sometimes punishment for achieving the specific task which is the 'academic achievement' of students.

2.8 MULTIFACTOR LEADERSHIP QUESTIONNAIRE

Multifactor Leadership Questionnaires (MLQ 5x-short) 3\textsuperscript{rd} edition developed by Bruce J.Avolio and Bernard M.Bass(1994), was used for assessing the teachers’ and students’ opinions about teachers’ leadership styles. The questionnaire was consisted on 45 items of four dimensions of transformational and four dimensions of transactional leadership style.

The researcher used this instrument because today our world is totally changed, where developing the continuous potential of one's workforce is considered a prerequisite for remaining competitive. As Avolio, (2004);Cascio, (1995), explained, that reliance on developing transactional leadership styles clearly fall short of the leadership challenges confronting most organizations today and these organizations move from being hierarchically structured entities, well suited for transactional styles of leadership, to what Drucker (1988) called "networked organizations," or what Quinn (1992) labeled the "intelligent enterprise," with compressed hierarchies and blurred lines of authority, the need and to explore a broader and full range of leadership styles that are suitable for the current situation.

As Cascio (1995b), investigated and founded that our markets are increasing diversity of workforces, and emphasis on time as a critical element in an organization's ability to compete, and all these changes are because of globalization. So, there becomes a need to develop and enhance the transformational leadership skills and competencies to achieve the specific targets.

With these changing and challenges the move toward understanding a broader range of leadership styles, which House and Podsakoff (1994) called outstanding leadership, coincides with dramatic changes occurring with the nature of work and have
transformed the requirements for leadership in many current organizations (Bass, 1985a; Bennis & Nanus, 1985; Bennis, Parikh, & Lessem, 1994; Kotter, 1990; Kouzes & Posner, 1987; Tichy & Devanna, 1986).

From past 20 years, there has been considerable interest in testing a new paradigm of transformational and transactional leadership (Avolio, 1999; Bass, 1998a; Bass & Avolio, 1994) in business as well as in educational field like teacher leadership.

So, because of this situation, Bass (1985) developed an instrument to assess the transactional and transformational leadership styles, behavior, nature of the relationship between these leadership styles, relationship between teachers and their students, work unit effectiveness and its satisfaction.

The Multifactor Leadership Questionnaire (MLQ), was conceptually developed and empirically validated to reflect the complementary dimensions of transformational and transactional leadership with sub-scales to further differentiate leader behavior.

The MLQ (5X-Short) is consists on 45 items for organizational survey and research purposes and for preparation of individual leader reports. The factor structure of MLQ (5X) has been validated by both the discriminatory and confirmatory factor analysis.

The initial 142 item pool for the MLQ were developed by combining a review of the literature with an open-ended survey asking 70 executives for their descriptions of attributes of transformational and transactional leaders.

The anchors of the leadership style scales incorporated a magnitude-estimation ratio to each other of 4:3:2:1:0 with "frequently, if not always " and "not at all" serving as the endpoint anchors (Bass, Cascio, & O'Conner, 1974).

The transformational factors of Charisma, Individualized Consideration, and Intellectual Stimulation and researches have been identified as being highly correlated with Charisma accounting for roughly 60% of the variance in the transformational scale (Bass, 1988a).
The MLQ has been examined in over 75 research studies, appearing in journals, dissertations, book chapters, conference papers, and technical reports.

The instrument has been used to study leaders in a variety of organizational settings such as manufacturing, the military, educational and religious institutions, and at various levels in the organization including first line supervisors, middle managers, and senior managers.

MLQ scales have been related to a range of effectiveness criteria such as subordinate perceptions of effectiveness, as well as to a variety of organizational measures of performance such as supervisory ratings, number of promotion recommendations, military performance grades and such objective measures as percent of goals met, pass rate on educational competency exams, and financial performance of the work unit.

Studies using subordinate measures of effectiveness as a criterion have occasionally been criticized on the basis of mono-method bias because they typically utilize the effectiveness measure embedded in the MLQ (Avolio, Yammarino, & Bass, 1991; Bass & Avolio, 1989).

2.8.1 Research studies using the MLQ

As we know that MLQ scores can help to account for different types of impacts of leadership styles on leaders’ followers, associates, teams, and organizations. We also can examine the extent of the pattern of leadership in business, industrial managers, military officers, school principals, religious ministers and government administrators.

There are a lot of researches like;

Bass (1985) held a study of assessing leaders' effectiveness, satisfaction, extra efforts and mutual relationship between employ/followers and the leader by using MLQ scale and gave positive result and valuable information about the organization, environment and organizational characteristics and impact the degree to which transformational leadership results in work-unit and organizational effectiveness.
Then Avolio, Yammarino, & Bass, 1991; Bryce, 1989; Keller, 1992) and public organizations (cf. Waldman, Bass, & Yammarino, 1990; Cowen, 1990; Koh, Steers, & Terborg, 1990) in private organizations and assessed their effectiveness by MLQ.

Bass, 1985; Avolio & Howell, 1992; Salter, 1989; Young, 1990 Komives, 1991; Ross, 1990; Bryant, 1990's research studies held researches for judging the level of leadership in different organizations.

Then research findings using the MLQ have generally reported statistically significant relationships between leader effectiveness and the transformational scales of Charisma, Individualized Consideration, and Intellectual Stimulation and also the effectiveness of transactional scale Contingent Reward, management-by-exception and other dimensions.

Then by using this instrument Avolio (1994) held a study on elementary and high school teachers and explain that Socialization and learning are also important in the development of transformational leaders and gave favorable experiences and positive results.

Then Dvir and Shamir (2003) held study and examined followers’ developmental characteristics that might predict transformational leadership and gave the results that initial developmental level, as expressed by the initial level of followers’ self actualization needs, internalization of organization’s moral values, collectivistic orientation, active engagement in the task, and self-efficacy predicted transformational leadership among indirect followers with the help of this instrument.

Then Barling, Weber and Kelloway (1996) completed a field comparison with MLQ on 20 managers trained in experimental leadership training and compared to control groups and found positive training effects especially on the managers' intellectual stimulation and gave results that followers' commitments and revenue performance also increased as a consequence of their managers' training to be more transformational in their leadership style.
Then Avolio and Bass (1998) in another research by using MLQ and founded that for 115 community leaders who had been rated by their followers prior to participating in the training, significant increases in inspirational motivation and intellectual stimulation resulted, as well as a significant decrease in managing-by-exception, immediately following Full Range Leadership training.

In three studies; a scenario experiment, a cross-sectional survey, and a laboratory experiment De Cremer and Knippenberg (2002) investigated that leader charisma as measured by items from MLQ engendered greater levels of cooperation among followers. These authors argued that leader charisma produced cooperation because such leadership behaviors appeal to relational concerns of followers.

The organizational culture of the trainees in the study of Avolio and Bass (1998) and assessed by the followers back on the job before and after training. Significant increases in both transformational and transactional leadership in the organization's culture was revealed with this instrument and explains that training increased the importance of leadership in the organizational culture.

In a military field experiment by using MLQ, Dvir, Eden, Avolio and Shamir (2002) described that according to their company superiors' and followers' MLQ ratings of Israeli Defense Force infantry platoon commanders before and after training, the commanders who had undergone the FRL training were more transformational, less passive, and less likely to manage by exception but the controls showed no differences while the platoons led by the experimental groups had higher senses of self-efficacy and belonging, and were higher in four of six measures of objective performance six months following training.

By using separate sample with the help of MLQ Barling, Loughlin, and Kelloway (2002), tested a model linking safety-specific transformational leadership and occupational injuries and results showed that safety-specific transformational leadership predicted occupational injuries through the perceived safety climate, safety consciousness, and safety-related events.
Zohar (2002) in his research study examined the relationships between safety climate and all the five major components of full range leadership theory (i.e., Transformational Leadership (TL), Contingent Reward (CR), Management-by-Exception: Active (MBEA), Management-by-Exception: Passive (MBEP), Laissez-Faire (LF) and results showed that transformational leadership and constructive transactional.

About the organizational effectiveness of transformational leadership Barling, Weber & Kelloway, 1996), trade unions (Kelloway & Barling, 1993), young workers (Barling, Loughlin, & Kelloway, 2002; Sivanathan, Barling, & Turner, 2003), (Charbonneau, Barling, & Kelloway, 2001; Zacharatos, Barling, & Kelloway, 2000 held researches and gave evidence that showed the positive results and Cons superiority of transformational over transactional leadership in being linked to positive aspects of performance.

2.8.2 Research studies using the MLQ in Educational field

Literature gave us a lot of researches that were held with the help of MLQ in educational field like,

Avolio (1994) held a study on elementary and high school teachers and explain that Socialization and learning are also important in the development of transformational leaders and gave favorable experiences and positive results.

Avolio & Bass,(1988a) held a research at John F. Kennedy High School in Silver Spring, Maryland’s students, and found that leadership styles are actively involved in building students’ creativity and intellectual stimulation.

Bass (1988) explained the effectiveness of leadership and explain that they articulate, in simple ways, shared goals and mutual understanding of what is right and important. They provide visions of what is possible and how to attain them. They enhance meaning and promote positive expectations about what needs to be done.
Sashkin and Huddle, (1988) explained by using MLQ that intellectual Stimulation can occur at the dyadic (one to one), group, and organizational levels. A leader teacher, for example, may suggest how students could develop a new or innovative method to accomplish routine tasks.

He also explained that a school principal may have an organizational or group vision for the school that manifests itself in new, alternative educational programming.

In Austria, Geyer and Steyrer (1998) held their researches by using this instrument.

In Canada, Howell and Avolio (1993) noted that the transformational, but not the transactional scores of department supervisors in a large Canadian financial institution predicted consolidated departmental performance one year later.

Parallel findings were obtained in studies of managers in a Chinese state enterprise (Davis, et al.1997), Polish and Dutch managers (den Hartog, 1997), and supervisors on North Sea oil platforms off of Scotland (Carnegie, 1995) by using this tool.

The latest version of the MLQ, Form 5X, has been used in nearly 300 research programs, doctoral dissertations and masters theses around the globe in the nearly ten years between 1995 and 2004.

This current version of the MLQ has also been translated into Spanish, Portuguese, Italian, French, German, Norwegian, Swedish, Hebrew, Turkish, Arabic, Chinese, Thai, and Korean for use.
CHAPTER 3

METHOD AND PROCEDURE

The study was undertaken to find out the comparative effects of teachers’ transformational and transactional leadership styles on students’ academic achievements. This chapter deals with method and procedure of the study under the following headings.

3.1 POPULATION

The population of the study was consisted on teachers teaching secondary classes and students of 12th grade from public and private colleges registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad. Reasons for selecting F.A students as a population were,

1. Intermediate level is the best level to get any information about students for research purposes, because they are mature, able to give right response and able to understand the responsibility of correct answering than students of other levels.

2. Students of science and arts level of all colleges of private and government sectors were selected because the main purpose of this research is to investigate the leadership qualities of teacher's weather they are science or arts teachers and to investigate the impacts of their leadership styles/qualities on students' academic achievements.

3. Students were selected randomly weather they are low or high achievers because the study was trying to search the impact and results of teachers’ leadership qualities and if the population was only high achievers then the findings will not accurate and the subject can't proper subjects for the present study.
3.2 SAMPLE

The above population was taken as a sample because the aim of the study was to compare the effects of teachers' transformational and transactional leadership style on students' academic achievement. Teachers' transactional and transformational leadership is the independent variable along with teachers' level, age, family background, income, sector difference and status. It was decided to select all colleges of male and female and both private and government level.

Finally 22 male and 18 female colleges were selected. It was decided, to collect data from all available social sciences students from selected colleges, related from different ability groups like low, moderate and high. So the data was collected from 605 students and 600 teachers at the same ratio of male and female respondents by using the Multifactor Leadership Questionnaires (MLQ 5x-short) 3rd edition developed by Bruce J.Avolio and Bernard M.Bass(1994).

3.3 SAMPLING TECHNIQUE

In this study the researcher used the Cluster sampling technique, in which 605 students from grade 12 and 600 teachers, male and female from public and private sectors.

3.4 VARIABLES IN THE STUDY

Two kinds of variables were used in the study;

1-Independent variables

   In the study the two independent variables were used;

   1- Teachers’ transformational leadership style
   2-Teachers’ transactional leadership style

2-Dependent variables

   In the study one independent variable was used;

   Students’ academic achievement.
3.5 MEASURING INSTRUMENTS

In order to draw valid conclusions from research, reliable and valid tools must be used for measuring the variables, so in this study the standardized test was used, as the main aim of the study was to compare the effects of teachers' transactional and transformational leadership styles on academic achievement of students.

To collect information about the effects of leadership styles (dependent variable) on students’ academic achievement (dependent variable), the instrument Multifactor Leadership Questionnaire (MLQ 5x-short) 3rd edition developed by Bruce J.Avolio and Bernard M.Bass(1994) was used.

The test material and the basic philosophy underline this instrument is the attention that has been given to charisma and inspirational leadership in prior literature, it is still necessary to include a full range of leadership styles in models and measures to adequately assess leadership styles (Antonakis, Avolio & Sivasubramaniam, 2003; Bass & Avolio, 1994).

The purpose of this is to review the validity of a broader and fuller range of leadership styles using the most commonly employed measure of transformational and transactional leadership.

The test consist on concepts of the Full Range of Leadership Development model; the two questionnaire forms; previous and current investigations on leadership development; uses of the MLQ; and the feedback form.

The concepts include transformational leadership, transactional leadership, and passive / avoidant leadership. The questionnaire form having two parts: the Self Rating Form, where leader/teacher rate themselves as leaders, and the Rater Form, where follower/student rates their leaders/teachers.
The number of statements in which each subscale are presented in the table:

<table>
<thead>
<tr>
<th>Name of Subscale</th>
<th>Question no of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Idealized influence</td>
<td>6, 10,14,18,21,23,25,34</td>
</tr>
<tr>
<td>2. Inspirational motivation</td>
<td>9,13,26,36</td>
</tr>
<tr>
<td>3. Intellectual stimulation</td>
<td>2, 8, 30, 32</td>
</tr>
<tr>
<td>4. Individualized consideration</td>
<td>15,19,29,31</td>
</tr>
<tr>
<td>5. Contingent reward</td>
<td>1,11,16,35</td>
</tr>
<tr>
<td>6. Management by exception</td>
<td>3, 4,12,17,20,22,24,27</td>
</tr>
<tr>
<td>7. Heightened to attain designated outcomes</td>
<td>5, 7, 28, 33</td>
</tr>
<tr>
<td>8. Performance beyond expectations</td>
<td>37, 38, 39,40,41,42,44,43,45</td>
</tr>
</tbody>
</table>

To assess the response of students and teachers, five point Likert five point scale was used, having the response: strongly agree, agree, strongly disagree, disagree and don't know.

3.5.1 Translation of instrument

Both parts of the above mentioned instrument were in English and not translated in Urdu because of easy and understandable language for students and teachers alike.

3.5.2 Demographic variable information Performa

A demographic variable information Performa (DVIP) was developed by the researcher to collect information relating to the demographic variables of the study. The Performa was consisted of following variables;

1. Age
2. Gender
3. Qualification
4. Experience
5. Designation
6. Sector difference
3.5.3 Pilot testing

The researcher held a pilot testing to find out the reliability of both of the instruments. So, IMCG (PG) G/10 4 was selected for pilot testing. 106 teachers and 115 students were selected for pilot testing. The both parts of the instruments were found reliable.

3.6 ACHIEVEMENT SCORE

The achievement score of students at intermediate level for annual examination 2010 of the board of Intermediate and Secondary education Islamabad was collected from the students by the questionnaire.

3.7 COLLECTION OF DATA

The number of 605 students and 600 teachers were taken and their opinions about the effectiveness of teachers’ transformational and transactional leadership styles on students’ academic achievement. For data collection research instruments were administered to subjects with the permission of the principle of each college. The data was collected through personal visits of institutions.

3.8 SCORING PROCEDURE

About teachers' Transactional and Transformational leadership style every student’s total score was calculated by summing up scores on 45 items of MLQ. Each item was scored according to the following categories "0" is Strongly agree ,"1" is Agree,"2" is Strongly disagree,"3"Disagree and "4" is Don't know.

3.9 DEMOGRAPHIC INFORMATION OF TEACHER RESPONDENTS

In the present study, the researcher used the following indicators for the calculation of teachers' status on the basic of experts' opinion, teachers' gender, age, martial status, subject, income, qualification, job description and experience.
### Table 3.9.1
Gender wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number (N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>396</td>
<td>49</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 3.9.2
Age wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>268</td>
<td>45</td>
</tr>
<tr>
<td>20-25</td>
<td>235</td>
<td>39</td>
</tr>
<tr>
<td>More than 40</td>
<td>97</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 3.9.3
Marital Status wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>432</td>
<td>72</td>
</tr>
<tr>
<td>Unmarried</td>
<td>168</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 3.9.4
Qualification wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>526</td>
<td>88</td>
</tr>
<tr>
<td>M.Phil</td>
<td>58</td>
<td>9</td>
</tr>
<tr>
<td>PhD</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table: 3.9.5
Subject wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number (N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>97</td>
<td>16</td>
</tr>
<tr>
<td>Urdu</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td>Physics</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>Education</td>
<td>57</td>
<td>10</td>
</tr>
<tr>
<td>Maths</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>261</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 3.9.6
Sector wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Sector</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>400</td>
<td>68</td>
</tr>
<tr>
<td>Private</td>
<td>190</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 3.9.7
Income wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Income</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10000 -20000</td>
<td>233</td>
<td>39</td>
</tr>
<tr>
<td>21000-30000</td>
<td>282</td>
<td>47</td>
</tr>
<tr>
<td>More than 31000</td>
<td>85</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.9.8
Designation wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Designation</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>522</td>
<td>87</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Associate professor</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Professor</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.9.9
Job status wise distribution of teacher respondents

<table>
<thead>
<tr>
<th>Designation</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>332</td>
<td>54</td>
</tr>
<tr>
<td>On contract</td>
<td>200</td>
<td>33</td>
</tr>
<tr>
<td>Daily Wages</td>
<td>68</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>100.0</td>
</tr>
<tr>
<td>Experience</td>
<td>Number(N)</td>
<td>Percentage</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Less than one year</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>216</td>
<td>36</td>
</tr>
<tr>
<td>5 -10 years</td>
<td>274</td>
<td>46</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>100</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
3.10 DEMOGRAPHIC INFORMATIONS OF STUDENTS RESPONDENTS

In the present study, the researcher used the following indicators for the calculation of students' information on the basis of age, gender, subjects,

Table 3.10.1
Gender wise distribution of student respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.10.2
Age wise distribution of student respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 to 20yrs</td>
<td>597</td>
<td>99</td>
</tr>
<tr>
<td>20 to 25 yrs</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.10.3
Sector wise distribution of student respondents

<table>
<thead>
<tr>
<th>Sector</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>250</td>
<td>41</td>
</tr>
<tr>
<td>Private</td>
<td>355</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 3.10.4

Class wise distribution of student respondents

<table>
<thead>
<tr>
<th>Class</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.A</td>
<td>203</td>
<td>34</td>
</tr>
<tr>
<td>F.Sc</td>
<td>227</td>
<td>37</td>
</tr>
<tr>
<td>I.C.C</td>
<td>125</td>
<td>21</td>
</tr>
<tr>
<td>Others</td>
<td>50</td>
<td>8</td>
</tr>
</tbody>
</table>

Total 605 100.0

Table 3.10.5

Distribution of student respondents according to their ability groups

<table>
<thead>
<tr>
<th>Ability group</th>
<th>Number(N)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low ability</td>
<td>199</td>
<td>33</td>
</tr>
<tr>
<td>Moderate ability</td>
<td>155</td>
<td>26</td>
</tr>
<tr>
<td>High ability</td>
<td>251</td>
<td>41</td>
</tr>
</tbody>
</table>

Total 605 100.0
3.11 ANALYSIS OF DATA

The data was collected and analyzed by applying the statistical methods of t-test, ANOVA and co-relation and interpreted accordingly through using the statistical package for social sciences (SPSS).
CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis of data collected from students and teachers. Both questionnaires were piloted before administration to the sample of the study and it was reviewed by the experts and the supervisor for validation purpose. Questionnaire of students and teacher had two main dependent variables the transformational leadership style and transactional leadership style. Each leadership style had four sub variables. The mean scores were compared and difference was found.

The data were analyzed by applying independent sample t-test at 0.05 level of confidence to find out the significant difference between the mean scores of independent variables like sector and gender. To find out the magnitude of correlation between students and teachers leadership style Pearson correlation were applied.

ANOVA were applied to find out significance among different ability group.

This chapter is divided in to three sections, section-1 consists on demographic variables and section-2 describes analysis of teachers’ multiple leadership questionnaire, section-3 is about students’ views about their teachers’ leadership styles whereas section-4 gives us picture about differences of teachers and students views about teachers’ multiple leadership questionnaire.
SECTON-I

Student’s demographic variables

Table 4.1: Distribution of the respondents according to gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that there are total 605 students are included in the sample in which male percentage are greater than female students.

Figure 4.1
Table 4.2: Distribution of the respondents according to age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20 years</td>
<td>597</td>
<td>98.67%</td>
</tr>
<tr>
<td>20-25 years</td>
<td>8</td>
<td>.32%</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 4.2 indicates that an overwhelming majority (99%) of the respondents belonged to age (18-20 years) category, whereas, only 1% of the respondents belong to age group of 20-25 years.

![Figure 4.2](image-url)
Table 4.3: Distribution of the respondents according to class

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA</td>
<td>203</td>
<td>34</td>
</tr>
<tr>
<td>F. Sc.</td>
<td>227</td>
<td>37</td>
</tr>
<tr>
<td>ICC</td>
<td>125</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>605</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows classes are divided into different categories. Most 227 of the students respondents were in F. Sc., whereas 203 of the student respondents were in FA, 125 were in ICC and very few number i.e 50 of the students respondents were in other classes.

Figure 4.3
Table 4.4: Distribution of the respondents according to sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>250</td>
<td>41</td>
</tr>
<tr>
<td>Private</td>
<td>355</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4 shows that the more of the respondents 355 belong to private sector and remaining less than 250 of the respondents are indulged in public sector.
Table 4.5: Distribution of the respondents according to ability group

<table>
<thead>
<tr>
<th>Ability group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low ability</td>
<td>199</td>
<td>33</td>
</tr>
<tr>
<td>Moderate ability</td>
<td>155</td>
<td>26</td>
</tr>
<tr>
<td>High ability</td>
<td>251</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>605</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.5 indicates that the number of high ability students are more i.e 251 and number of moderate ability are less in the group i.e 155.
Teacher’s demographic Characteristics:

Table 4.6: Distribution of the teacher respondents according to gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>396</td>
<td>66</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows that gender is divided into male and female. In gender the more than half (50.1%) respondents were male and the remaining less than half (49%) were females.

Table 4.7: Distribution of the teacher respondents according to age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20 years</td>
<td>268</td>
<td>45</td>
</tr>
<tr>
<td>20-25 years</td>
<td>235</td>
<td>39</td>
</tr>
<tr>
<td>more than 40</td>
<td>97</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.7 indicates that respondents were categorized into three different age groups. The data in this context, are presented in table which reveals that a slightly less than half (45%) of the respondents were belonged to the age (18-20 year) group of. The table further shows that about one-fifth (20-25) of the respondents were in the age (39% year). Slightly less than one-fifth (16%) of the respondents were belonged to more than 40 years of age group.
Table 4.8: Distribution of the teacher respondents according to marital status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>432</td>
<td>72</td>
</tr>
<tr>
<td>Unmarried</td>
<td>168</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.8 indicates that majority (432) of the respondents were married while slightly more than one-fourth 168 of the respondents were unmarried.

Table 4.9: Distribution of the teacher respondents according to qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>526</td>
<td>88</td>
</tr>
<tr>
<td>M. Phil</td>
<td>58</td>
<td>9</td>
</tr>
<tr>
<td>Ph. D.</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.9 shows that respondents’ educational levels were grouped into three categories: (i) Master, (ii) M. Phil., (iii) Ph. D. The data in Table show that large majority (526) of the respondents had Master degree, followed by M. Phil. (58) and only 16 had Ph. D.
Table 4.10: Distribution of the teacher respondents according to subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>97</td>
<td>16</td>
</tr>
<tr>
<td>Urdu</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td>Physics</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>Education</td>
<td>57</td>
<td>10</td>
</tr>
<tr>
<td>Math</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>261</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.10 indicates that groups of respondents’ subjects and was grouped into six categories: The data in Table show that most (261) of the respondents had other subjects, followed by English (16%), Physics (12%), Urdu (11%), Education (10%) and Math (7%).

Table 4.11: Distribution of the teacher respondents according to sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>400</td>
<td>68</td>
</tr>
<tr>
<td>Private</td>
<td>190</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data was obtained according to the teachers’ sector, they belonged i.e. public and private and presented in Table 4.11 which reveal that a fair majority (68%) of the respondents belonged to public sector and remaining one-third (32%) of the respondents were indulged in private sector.
Table 4.12: Distribution of the teacher respondents according to income

<table>
<thead>
<tr>
<th>Income</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10000-20000</td>
<td>233</td>
<td>39</td>
</tr>
<tr>
<td>21000-30000</td>
<td>282</td>
<td>47</td>
</tr>
<tr>
<td>more than 31000</td>
<td>85</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that a less than fifty (47%) respondents had income between 21000-30000 followed by 100000-20000 and more than 31000 as reported by 14% of the respondents respectively.

Table 4.13: Distribution of the teacher respondents according to designation

<table>
<thead>
<tr>
<th>Designation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>522</td>
<td>87</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Professor</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.13 shows that data was obtained regarding the designation of the teacher respondents which indicates that large majority (87%) of the respondents were Lecturer followed by Assistant Professor (6%), Associate Professor (4%) and Professor (3%).
Table 4.14: Distribution of the teacher respondents according to job status

<table>
<thead>
<tr>
<th>Job Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>332</td>
<td>55</td>
</tr>
<tr>
<td>On contract</td>
<td>200</td>
<td>33</td>
</tr>
<tr>
<td>Daily wages</td>
<td>68</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.14 shows the job status of the respondents, that were either permanent, on contract or on daily wages. In job status more than half (54%) of the respondents were permanent employee whereas, about one-third (33%) were working on contract basis and only 13% were engaged on daily basis.

Table 4.15: Distribution of the teacher respondents according to their experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one years</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2-5 years</td>
<td>216</td>
<td>36</td>
</tr>
<tr>
<td>6-10 years</td>
<td>274</td>
<td>46</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>100</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In the table 4.15 which highlighted that slightly less than fifty (46%) of the respondents had 6-10 years of experience while 36% had 2-5 years of experience and 16% were having more than 10 years of experience and only 2% had less than one year experience.
SECTION-2

Analysis of teachers’ multiple leadership questionnaire (TMLQ) Psychometric properties of TMLQ according to teachers’ views

Psychometric properties of Teachers’ Leadership Style questionnaire were determined on the main sample through the following procedure.

1-Alpha reliability coefficient of TMLQ
2-Inter-scales correlation of the sub scales of TMLQ

Table:4.16 Alpha reliability coefficient of Teachers’ Transformational Leadership Style (TMLQ)

Alpha reliability coefficient of TMLQ with its subscales was computed on a sample of 600 college teachers.

<table>
<thead>
<tr>
<th>Sub scales</th>
<th>Items</th>
<th>Alpha coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized</td>
<td>8</td>
<td>.58</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>4</td>
<td>.36</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>4</td>
<td>.38</td>
</tr>
<tr>
<td>Individual Consideration</td>
<td>4</td>
<td>.27</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>.73</td>
</tr>
</tbody>
</table>

The table above shows the alpha reliability coefficient of TMLQ. The ranges of alpha coefficient value for sub scale are from .27 to .58. While the value of alpha coefficient for total item is .73.
Table 4.17 Alpha reliability coefficient of Teachers’ Transactional Leadership Style (TMLQ)

Alpha reliability coefficient of TMLQ with its subscales was computed on a sample of 600 college teachers.

<table>
<thead>
<tr>
<th>Sub scales</th>
<th>Items</th>
<th>Alpha coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingent Reward</td>
<td>4</td>
<td>.35</td>
</tr>
<tr>
<td>About management by exception</td>
<td>12</td>
<td>.50</td>
</tr>
<tr>
<td>Heightened to attain designated outcomes</td>
<td>3</td>
<td>.34</td>
</tr>
<tr>
<td>About performance beyond expectations</td>
<td>6</td>
<td>.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td><strong>.68</strong></td>
</tr>
</tbody>
</table>

Table 4.17 above shows the alpha reliability coefficient of TMLQ. The ranges of alpha coefficient value for sub scale are from .34 to .67. While the value of alpha coefficient for total item is .68.
Table 4.18 Inter-Scale Correlation of the Subscales Teachers’ Transformational Leadership Style (TMLQ)

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>.69*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>.62*</td>
<td>.53*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Consideration</td>
<td>.67*</td>
<td>.54*</td>
<td>.71*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>.62*</td>
<td>.56*</td>
<td>.52*</td>
<td>.54*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.01 level (2-tailed).

Table 4.18 shows the inter-scale correlation of TMLQ. The result shows that all the subscales have positive correlation with each other and total scale of TMLQ. The highest correlation exists between Individual Consideration and Intellectual Stimulation.
### Table 4.19 Inter-Scale correlation of the Subscales TMLQ

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingent Reward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About management by exception;</td>
<td>.27*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heightened to attain designated outcomes</td>
<td>.25*</td>
<td>.25*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>About performance beyond expectations</td>
<td>.36*</td>
<td>.28*</td>
<td>.85*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>.62*</td>
<td>.73*</td>
<td>.73*</td>
<td>.80*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.01 level (2-tailed).

Table 4.19 describes the inter-scale correlation of TMLQ. The result shows that all the subscales have positive correlation with each other and total scale of reflective practice. The highest correlation exists between Heightened to attain designated outcomes and about performance beyond expectations.
Table 4.20 Inter-Scale Correlation of the Subscales TMLQ

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>.56*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>.29*</td>
<td>.43*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Consideration</td>
<td>.32*</td>
<td>.30*</td>
<td>.44*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>.80*</td>
<td>.74*</td>
<td>.68*</td>
<td>.70*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.01 level (2-tailed).

Table 4.20 describes the inter-scale correlation of TMLQ. The result shows that all the subscales have positive correlation with each other and total scale of TMLQ. The highest correlation exists between Idealized and Inspirational Motivation.
Table 4.21 Inter-Scale Correlation of the Subscales TMLQ

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingent Reward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About management by exception;</td>
<td>.28*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heightened to attain designated outcomes</td>
<td>.18*</td>
<td>.13*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>About performance beyond expectations</td>
<td>.27*</td>
<td>.18*</td>
<td>.83*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>.56*</td>
<td>.78*</td>
<td>.61*</td>
<td>.70*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.01 level (2-tailed).

Table 4.21 describes the inter-scale correlation of TMLQ. The result shows that all the subscales have positive correlation with each other and total scale of TMLQ. The highest correlation exists between Heightened to attain designated outcomes and about performance beyond expectations.
Objective: To compare public and private sector college teachers’ transformational leadership style:

H :01. There is no significance difference of opinions of public and private sector teachers about transformational leadership style:

H :02. There is no significance difference of opinions of public and private sector college teachers’ about idealized influence:

H :03. There is no significance difference of opinions of public and private sector college teachers about inspirational motivation:

H :04. There is no significance difference of opinions of public and private sector teachers about intellectual stimulation:

H :05. There is no significance difference of opinions of public and private sector teachers about individual consideration:

H :01 There is no significance difference of opinions of public and Private sector teachers about transformational leadership style:

Table: Mean difference of teachers’ views about Transformational Leadership style

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>249</td>
<td>34.49</td>
<td>7.541</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>350</td>
<td>35.12</td>
<td>7.095</td>
<td>-1.041</td>
<td>597</td>
<td>0.298</td>
</tr>
</tbody>
</table>

Table 4.22 shows mean difference on the scores of transformational leadership style between public and private sector. The mean of public sector was 34.49 and private was 35.12. This mean difference i.e. 0.63 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about transformational leadership is accepted.
H :02 There is no significance difference of opinions of public and private sector college teachers’ about idealized influence:

Table:4.23 Mean difference of teachers’ views about

<table>
<thead>
<tr>
<th>idealized influence</th>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>409</td>
<td>13.71</td>
<td>3.667</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>191</td>
<td>13.70</td>
<td>2.944</td>
<td>0.050</td>
<td>598</td>
<td>0.960</td>
</tr>
</tbody>
</table>

*Significant

t-value at 0.05

Table 4.23 shows mean difference on the scores of idealized influence between public and private sector. The mean of public sector was 13.71 and private was 13.70. This mean difference i.e. 0.01 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about idealized influence is accepted.

H :03 There is no significance difference of opinions of public and private sector college teachers about inspirational motivation:
Table 4.24 Mean difference of teachers’ views about inspirational motivation

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>409</td>
<td>6.76</td>
<td>1.821</td>
<td>-1.298</td>
<td>598</td>
<td>0.195</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>6.96</td>
<td>1.692</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05*

Table 4.24 shows mean difference on the scores of Inspirational Motivation between public and private sector. The mean of public sector was 6.76 and private was 6.96. This mean difference i.e. 0.2 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about inspirational motivation is accepted.

H:04 There is no significance difference of opinions of public and
Private sector teachers about intellectual stimulation:

Table 4.25 Mean difference of teachers’ opinions about intellectual stimulation

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>409</td>
<td>6.91</td>
<td>1.981</td>
<td>-3.818</td>
<td>598</td>
<td>0.000</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>7.59</td>
<td>2.135</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant

Table 4.25 shows mean difference on the scores of intellectual stimulation between public and private sector. The mean of public sector was 6.91 and private was 7.59. The mean score of private was greater than public sector. This mean difference i.e. 0.68 is statistically highly significant as P is less than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about intellectual stimulation is not accepted. It is concluded that about intellectual stimulation teachers from public and private colleges have significant difference in opinion.

H :05 There is no significance difference of opinions of public and
private sector teachers about individual consideration

Table 4.26 Mean difference of teachers’ views about individual considerations

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>409</td>
<td>7.02</td>
<td>12.516</td>
<td>-2.792</td>
<td>598</td>
<td>0.005</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>7.63</td>
<td>2.463</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.26 shows mean difference on the scores of Individual Considerations between public and private sector. The mean of public sector was 7.02 and private was 7.63. The mean score of private was greater than public sector teachers. This mean difference i.e. 0.61 is statistically significant as P is less than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about Individual Considerations is not accepted. It is concluded that about Individual Considerations teachers from public and private sectors have difference of opinion.

Objective:02 To evaluate public and private sector college teachers’ transactional
leadership style

H :06. There is no significance difference in opinions of public and private sector College teachers about transactional leadership style:

H :07. There is no significance difference of opinions of public and private sector college teachers about contingent reward:

H :08. There is no significance difference of opinions of public and private sector college teachers about management by exception:

H :09. There is no significance difference of opinions of public and private sector college teachers about heightened to attain designated outcomes:

H :010. There is no significance difference of opinions of public and private sector College teachers about performance beyond expectations:

H:06 There is no significance difference in opinions of public and private sector college teachers about transactional leadership style:

Table 4.27 Mean difference of teachers’ views about Transactional Leadership style of public and private sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>249</td>
<td>48.28</td>
<td>7.588</td>
<td>-1.832</td>
<td>597</td>
<td>0.067</td>
</tr>
<tr>
<td>Private</td>
<td>350</td>
<td>49.31</td>
<td>6.095</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant

Table 4.27 shows mean difference on the scores of transactional leadership style between public and private sector. The mean of public sector was 48.28 and private was 49.31. This mean difference i.e. 1.03 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about transactional leadership is accepted.

H:07 There is no significance difference of opinions of public and private
sector college teachers about contingent reward:

Table 4.28 Mean difference of teachers’ views about contingent rewards

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>409</td>
<td>6.32</td>
<td>1.868</td>
<td>-0.713</td>
<td>598</td>
<td>0.476</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>6.43</td>
<td>1.445</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.28 shows mean difference on the scores of Contingent Rewards between public and private sector. The mean of public sector was 6.32 and private was 6.43. This mean difference i.e. 0.11 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about Contingent Rewards is accepted.

H:08 There is no significance difference of opinions of public and private college teachers about contingent rewards.
sector college teachers about management by exception:

Table: 4.29 Mean difference of teachers’ opinion about teachers’ management by exceptions

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>409</td>
<td>28.71</td>
<td>4.330</td>
<td>-0.237</td>
<td>598</td>
<td>0.813</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>28.80</td>
<td>3.851</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.29 shows mean difference on the scores of Management by Exception between public and private sector teachers. The mean of public sector was 28.71 and private was 28.80. This mean difference i.e. 0.09 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about Management by Exception is accepted.

H:09 There is no significance difference of opinions of public and private
sector college teachers about heightened to attain designated outcomes

Table 4.30 Mean difference of teachers’ views about heightened to attain designated outcomes

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>409</td>
<td>4.42</td>
<td>1.223</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-1.384</td>
<td>598</td>
<td>0.167</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>4.57</td>
<td>1.207</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant

Table 4.30 shows mean difference on the scores of heightened to attain designated outcomes between public and private sector. The mean of public sector was 4.42 and private was 4.57. This mean difference i.e. 0.15 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about heightened to attain designated outcomes is accepted.

H:10 There is no significance difference of opinions of public and private sector
Table 4.31 Mean difference of teachers’ views about performance beyond expectations

<table>
<thead>
<tr>
<th>Sector</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>409</td>
<td>9.30</td>
<td>2.591</td>
<td>-0.419</td>
<td>598</td>
<td>0.676</td>
</tr>
<tr>
<td>Private</td>
<td>191</td>
<td>9.39</td>
<td>2.277</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.31 shows mean difference on the scores of performance beyond expectations between public and private sector. The mean of public sector was 9.30 and private was 9.39. This mean difference i.e. 0.09 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of public and private college teachers about performance beyond expectations is accepted.

Objective:03 To explore gender wise differences in public and private
Sector college teachers’ views about their leadership styles:

H :011. There is no significance gender difference of opinions of public and private sector college teachers about transformational leadership style:

H :012. There is no significance gender difference significance gender difference of public and private college teachers about idealized influence:

H :013. There is no significance gender difference of opinions of public and private sector college teachers about inspirational motivation:

H :014. There is no significance gender difference of opinions of public and private sector college teachers about intellectual stimulation:

H :015. There is no significance gender difference of opinions of public and private sector college teachers about individual consideration:

H :016. There is no significance gender difference of opinions of college teachers about transactional leadership style:

H :017. There is no significance gender difference of opinions of teachers about contingent reward:

H :018. There is no significance gender difference of opinions of teachers about management by exceptions:

H :019. There is no significance gender difference of opinions of teachers about heightened to attain designated outcomes:

H :020. There is no significance gender difference of opinions of teachers about performance beyond expectations:
H:11 There is no significance gender difference of opinions of public and private sector college teachers about transformational leadership style:

Table: 4.32 Mean gender difference of teachers’ opinion about teachers’ transformational leadership style

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>314</td>
<td>34.29</td>
<td>6.615</td>
<td>-2.022</td>
<td>598</td>
<td>0.044</td>
</tr>
<tr>
<td>Female</td>
<td>286</td>
<td>35.50</td>
<td>7.915</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.32 shows mean difference on the scores of transformational leadership between male and female teacher. The mean of male was 34.29 and female was 35.50. The mean of female teacher is greater than male. This mean difference i.e. 1.21 is statistically significant as P is less than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about transformational leadership is not accepted.
H:12 There is no significance gender difference of public and private college teachers about idealized influence

Table:4.33 Mean gender difference of teachers’ opinion about idealized influence

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>13.37</td>
<td>3.249</td>
<td>-2.356</td>
<td>598</td>
<td>0.019</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>14.03</td>
<td>3.612</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.33 shows mean difference on the scores of idealized between male and female teacher. The mean of male was 13.37 and female was 14.03. The mean of female teacher is greater than male. This mean difference i.e. 0.66 is statistically significant as P is less than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about idealized influence is not accepted. It is concluded that there have significant effect of idealized influence on male and female college teachers.
H:13 There is no significance gender difference of opinions of public and private sector college teachers about inspirational motivation:

Table 4.34 Mean gender difference of teachers’ opinion about inspirational motivation

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>6.74</td>
<td>1.619</td>
<td>-1.087</td>
<td>598</td>
<td>0.277</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>6.90</td>
<td>1.928</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.34 shows mean difference on the scores of Inspirational Motivation between male and female teacher. The mean of male was 6.74 and female was 6.90. This mean difference i.e. 0.16 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about Inspirational Motivation is accepted.
H:14 There is no significance gender difference of opinions of public and private sector college teachers about intellectual stimulation:

Table:4.35 Mean gender difference of teachers’ opinion about Intellectual Stimulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>7.07</td>
<td>2.027</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>7.19</td>
<td>2.081</td>
<td>-0.715</td>
<td>598</td>
<td>0.475</td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.35 shows mean difference on the scores of Intellectual Stimulation between male and female teacher. The mean of male teacher was 7.07 and female was 7.19. This mean difference i.e. 0.12 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about Intellectual Stimulation is accepted.
H:15 There is no significance gender difference of opinions of public and private sector college teachers about individual consideration:

Table 4.36 Mean gender difference of teachers’ opinion about individual Consideration

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>7.30</td>
<td>2.716</td>
<td>0.808</td>
<td>598</td>
<td>0.420</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>7.13</td>
<td>2.300</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.36 shows mean difference on the scores of Individual Consideration between male and female teacher. The mean of male teacher was 7.30 and female was 7.13. This mean difference i.e. 0.17 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about Individual Consideration is accepted.
H:16 There is no significance gender difference of opinions of college teachers about transactional leadership style:

Table 4.37 Mean gender difference of teachers’ opinion about teachers’ transactional leadership style

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>314</td>
<td>49.06</td>
<td>6.151</td>
<td>0.671</td>
<td>598</td>
<td>0.502</td>
</tr>
<tr>
<td>Female</td>
<td>286</td>
<td>48.69</td>
<td>7.384</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.37 shows mean difference on the scores of transactional leadership between male and female teacher. The mean of male was 49.06 and female was 48.69. The mean of male teacher is greater than female. This mean difference i.e. .37 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about transactional leadership is accepted.
H:17 There is no significance gender difference of opinions of teachers about contingent reward:

Table 4.38 Mean gender difference of teachers’ opinion about contingent reward

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>6.31</td>
<td>1.605</td>
<td>-0.565</td>
<td>598</td>
<td>0.572</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>6.39</td>
<td>1.871</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.38 shows mean difference on the scores of Contingent Reward between male and female teacher. The mean of male teacher was 6.31 and female was 6.39. The mean of female teachers is greater than male. This mean difference i.e. 0.08 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender difference in opinions of male and female teachers about Contingent Reward is accepted.
Table 4.39 Mean gender difference of teachers’ opinion about management by exception

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>28.34</td>
<td>4.009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>29.13</td>
<td>4.311</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-2.315 598 0.021

*Significant t-value at 0.05

Table 4.39 shows mean difference on the scores of Management by Exception between male and female teacher. The mean of male teacher was 28.34 and female was 29.13. The mean of female teachers is greater than male. This mean difference i.e. 0.79 is statistically significant as P is less than .05. So our null hypothesis that there is no significant gender difference of opinions of male and female college teachers about Management by Exception is not accepted.
Table 4.40 Mean gender difference of teachers’ opinion about heightened to attain designated outcomes

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>4.51</td>
<td>1.196</td>
<td>0.729</td>
<td>598</td>
<td>0.466</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>4.43</td>
<td>1.241</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.40 shows mean difference on the scores of heightened to attain designated outcomes between male and female teacher. The mean of male teacher was 4.51 and female was 4.43. The mean of male teachers is greater than female. This mean difference i.e. 0.08 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about heightened to attain designated outcomes is accepted.
Table 4.41 Mean gender difference of teachers’ opinion about performance beyond expectations

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>296</td>
<td>9.36</td>
<td>2.425</td>
<td>0.386</td>
<td>598</td>
<td>0.700</td>
</tr>
<tr>
<td>Female</td>
<td>304</td>
<td>9.29</td>
<td>2.563</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.41 shows mean difference on the scores of performance beyond expectations between male and female teacher. The mean of male teacher was 9.36 and female was 9.29. This mean difference i.e. 0.07 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender difference of opinions of male and female college teachers about performance beyond expectations is accepted.
SECTIO:

Analysis of students views about their teachers leadership styles

Psychometric properties of teachers’ leadership style questionnaire according to student’s views

Table:4.42 Alpha reliability coefficient of Teachers’ Transformational Leadership Style Questionnaire (TMLQ)

Alpha reliability coefficient of TMLQ with its subscales was computed on a sample of 605 college students.

<table>
<thead>
<tr>
<th>Sub scale</th>
<th>Items</th>
<th>Alpha coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized</td>
<td>8</td>
<td>.66</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>4</td>
<td>.47</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>4</td>
<td>.59</td>
</tr>
<tr>
<td>Individual Consideration</td>
<td>4</td>
<td>.54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td><strong>.85</strong></td>
</tr>
</tbody>
</table>

Table 4.42 above shows the alpha reliability coefficient of TMLQ. The ranges of alpha coefficient value for sub scale are from .47 to .59. While the value of alpha coefficient for total item is .85.
Table: 4.43 Alpha reliability coefficient of teachers’ Transactional Leadership Style Questionnaire (TMLQ)

Alpha reliability coefficient of TMLQ with its subscales was computed on a sample of 605 college students.

<table>
<thead>
<tr>
<th>Sub scale</th>
<th>Items</th>
<th>Alpha coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingent Reward</td>
<td>4</td>
<td>.29</td>
</tr>
<tr>
<td>About management by exception;</td>
<td>12</td>
<td>.59</td>
</tr>
<tr>
<td>Heightened to attain designated outcomes</td>
<td>3</td>
<td>.69</td>
</tr>
<tr>
<td>About performance beyond expectations</td>
<td>6</td>
<td>.76</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>.77</td>
</tr>
</tbody>
</table>

Table 4.43 above shows the alpha reliability coefficient of TMLQ. The ranges of alpha coefficient value for sub scale are from .29 to .76. While the value of alpha coefficient for total item is .77 which is considered as goal.
**Objective:** To measure gender wise differences in students’ views of public and private sector college about their teachers’ leadership style;

H :021. There is no significance gender difference of opinions of students about Their teachers’ transformational leadership style:

H :022. There is no significance gender difference of opinions of students about Their teachers’ transactional leadership style:

H :023. There is no significant difference of ability groups of students of public and private sector about teachers’ transformational leadership score:

H :024. There is no significant difference of ability groups of students of public and private sector about teachers’ transactional leadership score

**Sub-Hypotheses:**

H :01. There is no significant difference of ability groups of students of public and private sector about teachers’ idealized influence score:

H :02. There is no significance difference of ability groups of students of public and Private sector about teachers’ inspiration motivation score:

H :03. There is no significance difference of ability groups of students of public and Private sector about teachers’ intellectual stimulation score:

H :04. There is no significance difference of ability groups of students of public and private sector about teachers’ individual consideration score:

H :05. There is no significance difference of ability groups of students of public and private sector about teachers’ contingent reward score:

H :06. There is no significance difference of ability groups of students of public and private sector about teachers’ management by exception score:

H :07. There is no significance difference of ability groups of students of public and private sector about teachers’ heightened to attain designated outcomes score:

H :08. There is no significance difference of ability groups of students of
public and private sector about teachers’ performance beyond expectations score:
H:21 There is no significance gender difference of opinions of students about
Their teachers’ transformational leadership style:

Table 4.44 Mean gender difference of students about teachers’ transformational leadership style

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>314</td>
<td>34.29</td>
<td>6.615</td>
<td>-2.022</td>
<td>598</td>
<td>.044</td>
</tr>
<tr>
<td>Female</td>
<td>286</td>
<td>35.50</td>
<td>7.915</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.44 shows mean difference on the scores of transformational between male and female teacher. The mean of male students was 34.29 and female was 35.50. This mean difference i.e. -1.21 is statistically not significant as P is less than .05. So our null hypothesis that there is significance gender difference of opinions about their teachers’ transformational leadership style.

We can observe that mean score of female is higher (35.50) than male (34.29). It means that significant gender difference was found in students’ opinion about their teachers’ transformational leadership style.
Table 4.45 Mean gender difference of students about teachers’ idealized influence

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>15.40</td>
<td>4.352</td>
<td>-1.091</td>
<td>603</td>
<td>0.276</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>15.80</td>
<td>4.604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.45 shows mean difference on the scores of idealized influence between male and female students. The mean of male was 15.40 and female was 15.80. This mean difference i.e. 0.40 is statistically not significant as P is greater than .05.

We can observe no significant difference of students’ opinion about their teachers’ idealized influence the dimension of transformational leadership style. However we can observe that mean score of female is higher (15.80) than male (15.40).
Table 4.46 Mean gender difference of students about teachers’ inspirational motivation

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>7.73</td>
<td>2.275</td>
<td>-0.749</td>
<td>603</td>
<td>0.454</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>7.88</td>
<td>2.480</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant * t-value at 0.05

Table 4.46 shows mean difference on the scores of Inspirational Motivation between male and female students. The mean of male was 7.73 and female was 7.88. This mean difference i.e. 0.15 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of male and female student about Inspirational Motivation is accepted.

It means that no significant gender difference was found in students’ opinion about their teachers’ inspirational motivation the dimension transformational leadership style. However we can observe that mean score of female is higher (7.88) than male (7.73).
Table 4.47 Mean difference of students about teachers’ intellectual stimulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>7.64</td>
<td>2.588</td>
<td>-0.920</td>
<td>603</td>
<td>0.358</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>7.84</td>
<td>2.716</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.47 shows mean difference on the scores of Intellectual Stimulation between male and female students. The mean of male was 7.64 and female was 7.84. This mean difference i.e. 0.2 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of male and female student about Intellectual Stimulation is accepted.

We can observe no significance difference in students’ opinion about their teachers’ transformational leadership style. However we can observe that mean score of female is higher (7.84) than male (7.64).
Table 4.48 shows mean difference on the scores of Individual Consideration between male and female students. The mean of male was 7.66 and female was 7.96. This mean difference i.e. 0.3 is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance difference of opinions of male and female student about Individual Consideration is accepted.

So we can observe no significant gender difference in students’ opinion about their teachers’ individual consideration the dimension of transformational leadership style. However we can observe that mean score of male is less (7.66) than female (7.96).
H:22 There is no significance gender difference of opinions of students about Their teachers’ transactional leadership style:

Table:4.49  Mean gender difference of students about teachers’ transactional leadership style

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>314</td>
<td>49.06</td>
<td>6.151</td>
<td></td>
<td>.671</td>
<td>598</td>
</tr>
<tr>
<td>Female</td>
<td>286</td>
<td>48.69</td>
<td>7.915</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.49 shows mean difference on the scores of transactional leadership style between male and female students. The mean of male students was 49.06 and female was 48.69. This mean difference i.e. 0.37 is statistically not significant as P is greater than .05.

So our null hypothesis that there is no significance difference of opinions of male and female student about their teachers’ transactional leadership style. However we can observe that mean score of male is higher (49.06) than female( 48.69).
Table 4.50 Mean gender difference of students about teachers’ contingent reward

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>7.18</td>
<td>2.678</td>
<td>-1.032</td>
<td>603</td>
<td>0.302</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>7.47</td>
<td>4.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.50 shows mean difference on the scores of Contingent Rewards between male and female students. The mean of male was 7.18 and female was 7.47. This mean difference i.e. 0.29 is statistically not significant as P is greater than .05.

So our null hypothesis that there is no significance difference of opinions of male and female student about Contingent Rewards is accepted and we found no gender difference in students’ opinion about their teachers’ contingent reward the dimension of transformational leadership style. However we can observe that mean score of female is higher (7.47) than male (7.18).
Table 4.51 Mean gender difference of students about teachers’ management by exception

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>30.80</td>
<td>4.874</td>
<td>2.399</td>
<td>603</td>
<td>0.017</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>29.74</td>
<td>5.944</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.51 shows mean difference on the scores of management by exception between male and female students. The mean of male was 7.18 and female was 7.47. This mean difference i.e. 0.29 is statistically significant as P is less than .05. So our null hypothesis that there is no significance difference of opinions of male and female student about management by exception is not accepted.

We can observe that mean score of male is higher (30.80) than female (29.74). It means that significant gender difference was found in students’ opinion about their teachers’ management by exception the dimension of transactional leadership style.
Table 4.52 shows mean difference on the scores of heightened to attain designated outcomes between male and female students. The mean of male was 5.48 and female was also 5.48. This mean difference i.e. 1.000 is statistically not significant as P is greater than .05.

So our null hypothesis that there is no significance difference of opinions of male and female student about heightened to attain designated outcomes is accepted. It means that no significant gender difference was found in students’ opinion about their teachers’ heightened to attain designated outcomes the dimension of transactional leadership style. However we can observe that mean score of male is (5.48) and female is also (5.48).
Table 4.53 Mean gender difference of students about teachers’ performance beyond expectations

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>316</td>
<td>11.41</td>
<td>4.272</td>
<td>0.540</td>
<td>603</td>
<td>0.589</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>11.23</td>
<td>4.021</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant

t-value at 0.05

Table 4.53 shows mean difference on the scores of performance beyond expectations between male and female students. The mean of male was 11.41 and female was 11.23. The mean of male student is greater than female. This mean difference i.e. 0.18 is statistically not significant as P is greater than .05.

So our null hypothesis that there is no significance difference of opinions of male and female student about performance beyond expectations is accepted. It means that no significant gender difference was found in students’ opinion about their teachers’ performance beyond expectation the dimension of transactional leadership style. However we can observe that mean score of male is higher (11.41) than female (11.23).
H:23 There is no significant difference of ability groups of students of public and private sector about teachers’ transformational leadership score:

Table 4.54 Comparison of students of different ability groups about teachers’ Transformational leadership style

<table>
<thead>
<tr>
<th>Transformational Leadership</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational Low Mean</td>
<td>37.79</td>
<td>39.46</td>
</tr>
<tr>
<td>SD</td>
<td>8.508</td>
<td>11.009</td>
</tr>
<tr>
<td>Moderate Mean</td>
<td>40.08</td>
<td>39.76</td>
</tr>
<tr>
<td>SD</td>
<td>13.288</td>
<td>56.911</td>
</tr>
<tr>
<td>High Mean</td>
<td>39.46</td>
<td>39.5</td>
</tr>
<tr>
<td>SD</td>
<td>10.427</td>
<td>56.911</td>
</tr>
</tbody>
</table>

Table 4.54 shows that students from moderate ability group are more concern about teachers’ transformational than students of low and high ability groups. The result show that students from public sector with moderate abilities have higher means score (40.08) in compare to private sector students’ of moderate abilities mean score (39.76).
Table 4.55 Analysis of variance of students of different ability
(low, moderate, high) groups about teachers’ idealized influence

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>40.700</td>
<td>2</td>
<td>20.350</td>
<td>1.016</td>
<td>.363</td>
</tr>
<tr>
<td>Error</td>
<td>12053.459</td>
<td>602</td>
<td>20.022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12094.159</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.55 shows that F-Value (1.016) regarding students’ ability group views about idealized scores is not significant at 0.363 level of significance, so our null hypothesis that there is no significant difference in the idealized score of different ability group of public and private sector students, is accepted and it is concluded that ability of students of public and private sector has no significant influence on their opinion about their teachers’idealized influence.
Table 4.56 Analysis of variance for teachers’ inspirational motivation of students of different ability (low, moderate, high) groups

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>14.063</td>
<td>2</td>
<td>7.032</td>
<td>1.249</td>
<td>0.288</td>
</tr>
<tr>
<td>Error</td>
<td>3389.530</td>
<td>602</td>
<td>5.630</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3403.593</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.56 shows that F-Value (1.249) regarding ability group of students views about Inspirational motivation scores is not significant at 0.288 level of significance, so our null hypothesis that there is no significant difference in the Inspirational motivation score of different ability group of public and private sector students, is accepted and it is concluded that ability groups of students have no significant difference on their opinion about their teachers’ inspirational motivation.
Table 4.57 Analysis of variance for teachers’ intellectual stimulation of students of different ability (low, moderate, high) groups

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>17.923</td>
<td>2</td>
<td>8.962</td>
<td>1.277</td>
<td>0.280</td>
</tr>
<tr>
<td>Error</td>
<td>4223.290</td>
<td>602</td>
<td>7.015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4241.213</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.57 shows that F-Value (1.277) regarding ability group of students on their opinions about Intellectual stimulation scores is not significant at 0.280 level of significance, so our null hypothesis that there is no significant difference in the Intellectual stimulation score of different ability group of public and private sector students, is accepted and it is concluded that ability groups have no significant effect on students’ opinion about their teachers’ intellectual stimulation.
Table 4.58 Analysis of variance for teachers’ individual consideration of students of different ability (low, moderate, high) groups

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>1.966</td>
<td>2</td>
<td>.983</td>
<td>.151</td>
<td>.860</td>
</tr>
<tr>
<td>Error</td>
<td>3916.834</td>
<td>602</td>
<td>6.506</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3918.800</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.58 shows that F-Value (.151) regarding the effect of ability group students’ opinions about Individual consideration of their teachers scores is not significant at 0.860 level of significance, so our null hypothesis that there is no significant difference in the Individual consideration score of different ability group of public and private sector students, is accepted and it is concluded that ability groups have no significant influence on students’ views about their teachers’ Individual consideration.
H:24 There is no significant difference of ability groups of students of public and private sector about teachers’ transactional leadership score:

Table:4.59 Comparison of students of different ability groups about teachers’ transactional leadership style of their teachers

<table>
<thead>
<tr>
<th>Transactional</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Mean</td>
<td>52.46</td>
<td>57.68</td>
</tr>
<tr>
<td>SD</td>
<td>9.649</td>
<td>16.305</td>
</tr>
<tr>
<td>Moderate Mean</td>
<td>57.68</td>
<td>53.51</td>
</tr>
<tr>
<td>SD</td>
<td>16.305</td>
<td>12.052</td>
</tr>
<tr>
<td>High Mean</td>
<td>53.51</td>
<td>52.11</td>
</tr>
<tr>
<td>SD</td>
<td>12.052</td>
<td>10.277</td>
</tr>
</tbody>
</table>

Table 4.59 shows that students from moderate ability group are more concerned about their teachers’ transactional leadership styles than students of low and high ability groups. In this table we can observe that moderate ability group in public have higher mean score (57.68) than private sector where same ability group (moderate) have less mean score (56.91).
Table 4.60 Analysis of variance for students of different ability (low, moderate, high) groups about their teachers’ contingent reward

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>45.658</td>
<td>2</td>
<td>22.829</td>
<td>2.011</td>
<td>.135</td>
</tr>
<tr>
<td>Error</td>
<td>6833.773</td>
<td>602</td>
<td>11.352</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6879.431</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.60 shows that F-Value (2.011) regarding the effect of ability group students on their opinions about Contingent Rewards of teachers' scores is not significant at 0.135 level of significance, so our null hypothesis that there is no significant difference in the Contingent Rewards score of different ability group of public and private sector students, is accepted and it is concluded that ability groups have no significant effect on students’ opinion about their teachers’ Contingent Rewards score of public and private sector.
Table 4.61 Analysis of variance for teachers’ management by exception of
Students of different ability (low, moderate, high) groups

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>896.630</td>
<td>2</td>
<td>448.315</td>
<td>15.940</td>
<td>.000</td>
</tr>
<tr>
<td>Error</td>
<td>16931.410</td>
<td>602</td>
<td>28.125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17828.040</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.61 shows that F-Value (15.940) regarding the effect of ability group students on Management by Exception of teachers scores is highly significant at 0.000 level of significance, so our null hypothesis that there is no significant difference in the Management by Exception score of different ability group of public and private sector students, is not accepted and it is concluded that ability groups have significant effect on students’ opinion about their teachers’ Management by Exception score of public and private sector.
Table 4.62 Analysis of variance of students of different ability
(low, moderate, high) groups about their teachers’ heightened to
attain designated outcomes

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>16.880</td>
<td>2</td>
<td>8.440</td>
<td>1.613</td>
<td>.200</td>
</tr>
<tr>
<td>Error</td>
<td>3150.151</td>
<td>602</td>
<td>5.233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3167.031</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.62 shows that F-Value (1.613) regarding the effect of ability group students on Heightened to attain designated outcomes scores is not significant at 0.200 level of significance, so our null hypothesis that there is no significant difference in the Heightened to attain designated outcomes score of different ability group of public and private sector students, is accepted and it is concluded that ability groups have no significant influence on students’ opinion about their teachers’ Heightened to attain designated outcomes score of public and private sector.
Table 4.63 Analysis of variance of students of different ability (low, moderate, high) groups about their teachers’ performance beyond expectations

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability group</td>
<td>120.511</td>
<td>2</td>
<td>60.256</td>
<td>3.526</td>
<td>.030</td>
</tr>
<tr>
<td>Error</td>
<td>10288.689</td>
<td>602</td>
<td>17.091</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10409.200</td>
<td>604</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.63 shows that F-Value (3.526) regarding the effect of ability group students on Performance beyond Expectations scores is significant at 0.030 level of significance, so our null hypothesis that there is no significant difference in the Performance beyond Expectations score of different ability group of public and private sector students, is not accepted and it is concluded that ability groups have significant effect on students’ opinion about their teachers’ Performance beyond Expectations score of public and private sector.
Objective: To compare relationship between teachers’ leadership styles and students’ academic achievement:

H:25 There is no significance relationship of teachers’ transformational leadership style with students’ academic achievement:

H:26 There is no significance relationship of teachers’ transactional leadership style with students’ academic achievement:

Sub-hypothesis

H:01 There is no significance difference of opinions of teachers’ and students’ from public and private sector about teachers’ leadership styles:

H:25 There is no significance relationship of teachers’ transformational leadership style with students’ academic achievement:

Table: Correlation between students’ academic achievement and Their teachers’ transformational leadership style mean score

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Pearson ‘r’</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Achievement</td>
<td>605</td>
<td>3.04</td>
<td>1.200</td>
<td>0.098</td>
<td>0.017*</td>
</tr>
<tr>
<td>Transformational Leadership Style</td>
<td>605</td>
<td>34.87</td>
<td>7.282</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.01 level (2-tailed).

Table 4.64 Depicts that the value of Pearson ‘r’ 0.098 between students achievement and teacher transformational leadership style mean score was significant at 0.01 level, so our null hypothesis that there is no significant relationship between students achievement and teacher transformational leadership style is accepted.
H:26 There is no significance relationship of teachers’ transactional leadership 
Style with students’ academic achievement:

Table 4.65 Correlation between students’ achievement and their teacher 
transactional leadership style mean score

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Pearson ‘r’</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Achievement</td>
<td>605</td>
<td>3.04</td>
<td>1.200</td>
<td>0.116</td>
<td>0.004*</td>
</tr>
<tr>
<td>Transactional Leadership Style</td>
<td>605</td>
<td>48.88</td>
<td>6.763</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.01 level (2-tailed).

Table 4.65 indicates that the value of Pearson ‘r’ 0.116 between students achievement and teacher transactional leadership style mean score was significant at 0.01 level, so our null hypothesis that there is no significant relationship between students achievement and teacher transactional leadership style is not accepted.
H:01 There is no significance difference of opinions of teachers’ and students’
From public and private sector about teachers’ leadership styles:

Table: 4.66 Comparison of teachers and students’ opinion about teachers’
transformational and transactional leadership styles

<table>
<thead>
<tr>
<th>Sector</th>
<th>Decrp. Statistic</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TFLS</td>
<td>TSLS</td>
</tr>
<tr>
<td>Public</td>
<td>Mean</td>
<td>39.08</td>
<td>54.15</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>10.891</td>
<td>12.634</td>
</tr>
<tr>
<td>Private</td>
<td>Mean</td>
<td>38.82</td>
<td>54.61</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>9.979</td>
<td>9.881</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>38.93</td>
<td>54.42</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>10.348</td>
<td>11.083</td>
</tr>
</tbody>
</table>

Table 4.66 shows that students from public sector are more concern about their
teachers’ transactional leadership styles than teachers from public sector. Then
students from private sector are also more concern about their teachers’ transactional
leadership style than teachers from private sector.
Objective: To calculate gender differences in academic achievement of students in public and private sector:

H: There is no significance gender differences in academic achievement of students in public and private sector:

Table: Mean gender difference in academic achievement of students in public and private sector

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>314</td>
<td>3.04</td>
<td>1.194</td>
<td>.099</td>
<td>598</td>
<td>.921</td>
</tr>
<tr>
<td>Female</td>
<td>286</td>
<td>3.03</td>
<td>1.207</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant t-value at 0.05

Table 4.67 shows mean difference on the scores of academic achievement between male and female students. The mean of male was 3.04 and female was 3.03. The mean of male student is greater than female. This mean difference i.e. .099 which is statistically not significant as P is greater than .05. So our null hypothesis that there is no significance gender differences in academic achievement at college level.
CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS
AND RECOMMENDATIONS

5.1 SUMMARY

The study intended to compare the effectiveness of teachers’ transformational and transactional leadership styles on students’ academic achievement. Main objectives of this research were: to compare public and private sector college teachers' transformational leadership style; to evaluate public and private sector college teachers’ transactional leadership style; to explore gender wise differences in public and private sector college teachers' views about their leadership styles; to measure gender wise differences in students’ views of public and private sector college about their teachers’ leadership styles; to compare relationship between teachers’ leadership styles and students’ academic achievement; to calculate gender wise differences in academic achievement of students in public and private sector.

The study was delimited to teachers teaching secondary classes and students of 12th grade from public and private colleges registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad.

Multifactor Leadership Questionnaires (MLQ 5x-short) 3rd edition developed by Bruce J.Avolio and Bernard M.Bass was used for assessing the teachers’ and students’ opinions about teachers’ leadership styles. The questionnaire was consisted on 45 items of four dimensions of transformational and four dimensions of transactional leadership style. Validity of the instrument was checked through experts’ opinions.

A demographic variable Performa was developed by the researcher to get information about variables of teachers' gender, age level, income, qualification, job description and about their designation was included in MLQ.
For pilot testing questionnaire was administered to 115 students and 106 teachers. Total 36 null hypotheses were formulated to measure the cause-effect relationship of teachers’ transformational and transactional leadership styles and between variables of students' academic achievement.

In which 27 Major hypotheses (18 were accepted, 9 were not accepted) and 9 sub-hypotheses (6 accepted and 3 not accepted). The data was collected through a personal visit of institutions. The differences calculated by applying the statistical methods of t-test, ANOVA and co-relation interpreted accordingly through using statistical package for social sciences (SPSS).

The major findings inferred from the data analysis were: there was found significant gender difference in the opinion of teachers about teachers’ transformational leadership style, male and female teachers did not show any difference of opinion about teachers’ transactional leadership styles, teachers gave different opinion about management by exception the dimension of teachers’ transactional leadership styles, male and female students from public and private sector gave different opinion about their teachers’ transformational leadership style, male and female students gave different opinion about their teachers’ transactional leadership style, difference of opinion of male and female students was observed about their teachers’ management by exception the dimension of teachers’ transactional leadership style, students from moderate ability groups were found more concerned about their teachers’ leadership styles; the transformational and the transactional leadership styles than low and high ability groups, positive relationship was found between teachers’ transformational and transactional leadership styles with students’ academic achievement, students were found more concerned about their teachers’ leadership style than teachers and students from public sector were more concerned about their teachers’ transactional leadership style than transformational leadership style.
5.2 FINDINGS

Findings related to teachers’ questionnaire (TMLQ);

From statistical analysis of the data following findings were inferred:-

1. There was found no significance difference of opinion of public and private sector college teachers about transformational leadership style (Table 4.22).

2. Teachers in public and private sector college did not show any significance difference in opinion about idealized influence the dimension of transformational leadership style (Table 4.23).

3. We did not observed any difference in the opinion of public and private sector college teachers about the dimension of inspirational motivation of transformational leadership style(Table 4.24).

4. There was found significant difference in the opinion of public and private sector college teachers about the dimension of intellectual stimulation of transformational leadership style(Table 4.25).

5. There was found significant difference in the views of public and private sector teachers about individual consideration dimension of transformational leadership style (Table4.26).

6. There was found no significance difference of opinion of public and private Sector college teachers about transactional leadership style (Table 4.27).

7. There was found no significance difference of opinion of public and private Sector college teachers about contingent reward dimension of transactional Leadership style(Table4.28).

8. There was found no significance difference of opinion of public and private Sector college teachers about management by exception dimension of Transactional leadership style(Table 4.29).
9. There was found no significance difference of opinion of public and private sector college teachers about heightened to attain designated outcomes dimension of transactional leadership style (Table 4.30).

10. There was found no significance difference of opinion of public and private sector college teachers about performance beyond expectations dimension of transactional leadership style (Table 4.31).

11. There was found significant gender difference of opinion of public and private sector college teachers about transformational leadership style (Table 4.32).

12. We observed significant gender difference of opinion of public and private sector college teachers about idealized influence dimension of transformational leadership style (Table 4.33).

13. There was found no gender difference of opinion of public and private sector college teachers about inspirational motivation dimension of transformational leadership style (Table 4.34).

14. There was found no significance gender difference of opinion of public and private sector college teacher about intellectual stimulation dimension of transformational leadership style (Table 4.35).

15. There was found no significant gender difference of opinion of public and private sector college teachers about individual consideration dimension of transformational leadership style (Table 4.36).

16. We did not found any significant gender difference of opinion of public and private sector college teachers about transactional leadership style (Table 4.37).

17. There was found no significant gender difference of opinion of public and private sector college teachers about contingent reward dimension of transactional leadership style (Table 4.38).
18. Significant gender difference in the opinion of public and private sector college teachers was observed about management by exception dimension of transactional leadership style (Table 4.39).

19. There was found no significance gender difference of opinion of public and private sector college teachers about heightened to attain designated outcomes dimension of transactional leadership style (Table 4.40).

20. There was found no significance gender difference of opinion of public and private sector college teachers about performance beyond expectations dimension of transactional leadership style (Table 4.41).

21. We observed no significant gender difference of opinion of students about their teachers’ transformational leadership style (Table 4.44).

22. There was found no significance difference of opinion of male and female students about their teachers’ idealized influence the dimension of transformational leadership style (Table 4.45).

23. There was found no significance difference of opinion of male and female students about their teachers’ inspirational motivation the dimension of transformational leadership style (Table 4.46).

24. There was found no significance gender difference of opinion of students about their teachers’ intellectual stimulation the dimension of transformational leadership style (Table 4.47).

25. We did not find significance difference of opinion of male and female students about their teachers’ individual consideration the dimension of transformational leadership style (Table 4.48).

26. There was found no significance difference of opinion of male and female students about their teachers’ transactional leadership style (Table 4.49).

27. There was found no significance difference of opinion of male and female students about their teachers’ contingent reward the dimension of transactional leadership style (Table 4.50).
28. We observed significance difference of opinion of male and female students about their teachers’ management by exception dimension of transactional leadership style(Table 4.51).

29. There was found no significance gender difference of opinion of students about their teachers’ heightened to attain designated outcomes the dimension of transactional leadership style(Table 4.52).

30. There was no significance difference of opinion of male and female students about their teachers’ performance beyond expectations the dimension of transactional leadership style(Table 4.53).

31. We observed that the students from moderate ability group of private sector were more concerned about their teachers’ transformational leadership score than the students of low and high ability groups of public and private sector (Table 4.54).

32. There was found no significant difference of students of different ability Groups of public and Private sector about their teachers’ idealized influence The dimension of transformational leadership score(Table 4.55).

33. No significant difference of students of different ability groups of public and private sector was found about their teachers’ inspirational motivation the dimension of transformational leadership score(Table 4.56).

34. There was found no significant difference of different ability groups of public and private sector students about their teachers’ intellectual stimulation the dimension of transformational leadership score(Table 4.57).

35. All ability groups, high, moderate and low from public and private sector were not different about their teachers’ individual consideration the dimension of transformational leadership score (Table4.58).

36. It was observed that students from moderate ability groups of public sector were more concerned about their teachers’ transactional leadership score than students of low and high ability groups of public and private sector(Table 4.59).
37. There was found no significant difference of students of different ability groups of public and private sector about their teachers’ contingent rewards. The dimension of transactional leadership score (Table 4.60).

38. Students of different ability groups of public and private sector were not different about their teachers’ management by exception the dimension of transactional leadership score (Table 4.61).

39. Students of different ability groups from public and private sector were not different about their teachers’ heightened to attain designated outcomes the dimension of transactional leadership score (Table 4.62).

40. There was found significant difference of students of different ability groups of public and private sector about their teachers’ performance beyond expectations the dimension of transactional leadership score (Table 4.63).

41. There found no significant relationship between teachers’ transformational leadership style and students’ academic achievement (Table 4.64).

42. There found significant relationship between teachers’ transactional leadership style and students’ academic achievement (Table 4.65).

43. Students were found more concerned about teachers’ transformational and transactional leadership style than their teachers. Students from public sector were found more concerned about their teachers transactional leadership style than transformational leadership style (4.66).

44. We did not observed any significance differences in academic achievement of male and female students at college level in public and private sector (Table 4.67).

5.3 DISCUSSION

Previously leadership was considered as a quality just for an administrator not for a teacher. But because of global changing, advancements of technology, requirements of our student and changed status of our educational
institutions now the task of a teacher is totally changed. Now he/she is not simply a teacher to teach his/her students, not a simple guide to indicate the right way but he/she is person who not only teaches students but also develop the personality of his students by teaching them, guiding them, leading them and even counseling them.

Teaching and leadership consist of complex interactions comprised of communication, control, coordination of activities and combination of patience, skill, expertise in a particular discipline, and teacher as an expert in the social dynamics of classroom interactions in order to create better student outcomes.

Teaching is the process of development of personalities and nations. The role of a teacher is like a leader in his classroom environment. For this, if a teacher has such abilities to lead his class so he can achieve such targets.

Keeping in view the importance of teacher leadership, the current study aims to compare the effects of teachers' transformational and transactional leadership styles on students' academic achievement at college level. The present study also sought to examine the effects of teachers’ gender, age level, income, designation, and job status and job description. Major findings of the present study support the literature review, with some exceptions.

Previously, teaching, leadership and its style were considered two different concepts, but now our world is like a global village which is scientifically and technologically changing very rapidly.

Now a student is not simply comes to learn or to get information but he/she requires to be a complete person, having knowledge, personality development and profession. In this situation the teaching process is not limited to simply transformation of knowledge from one generation to the other generation. This gave a huge burden of responsibilities on the shoulder of a teacher that requires teacher some specific qualities.
These qualities are, to develop interest in the student, to motivate him, to guide him, to provide counseling, to understand students’ individual differences levels and level of growth i.e. physical, mental, psychological and social.

It will be the role of the teacher to incorporate effective, innovative, teaching strategies in order for all students to learn in a positive environment. For this purpose there is a need to be such type of a teacher who is committed. He should have knowledge about the teaching methodologies.

Having grip on child psychology and rapidly changing his mental situation. There is a need to understand the techniques about the vast world of computerization and technology. This is very important for a teacher to know the leadership qualities.

Thirty six null hypotheses were developed to achieve the objectives of the study (27 Major hypotheses (18 were accepted, 9 were not accepted) and 9 sub-hypotheses (6 accepted and 3 not accepted).

The hypotheses are; to compare public and private sector college teachers’ transformational leadership style; to evaluate public and private sector college teachers’ transactional leadership style; to explore gender wise differences in public and private sector college teachers views about their leadership styles; to measure gender wise differences in students’ views of public and private sector college about their teachers’ leadership styles; to compare relationship between teachers’ leadership styles and students’ academic achievement; to calculate gender wise differences in academic achievement of students in public and private sector college.

The description of objectives and their findings are discussed here; the first objective of the study was, to compare public and private sector college teachers’ transformational leadership style;

For attaining the first objective, five hypotheses bearing No, 1, 2, 3, 4 and 5 were prepared. Hypothesis No.1, 2 and 3 were accepted while 4 and 5 were not accepted. It was concluded that teachers from both, public and private sector have the same opinion about transformation leadership style with some exception like intellectual stimulation and individual consideration.
The findings are according to our present situation where we can not found any concept of teacher leadership but this concept is just related with administration. That’s why we can observe that our educational administrators do not give any consideration to leadership qualities of the teachers. Therefore, it may be that they are not aware about their leadership role and qualities.

The result is consisted with the study of Mahmood Ahmad Bodla (2010) in which he declared that teachers in both sectors have same degree of transformational leadership style.

This result is also consisted with the findings of Ingram (1997), Yuen and Cheng (2000), Northous (2007), Burns’ (1978), Chory and McCroskey (1999).and Schermerhorn (2008) in which they declared the same level of opinion and same importance of teacher’ leadership style.

As the present study gave results that there is a difference of opinion of public and private teachers about the intellectual stimulation and individual consideration, in which teachers from private sector were more concerned about these variables than the public teachers because they do not give any value to their students, polishing their abilities and the public sector teachers have job security so they don’t need to tackle their students’ problems.

This situation describes us the reality that there are significant dissimilarities between public and private sector like,Dahl and Lindbloom, (1953); Downs (1967); Lindblom, (1977); Wamsley and Zald, (1973); Rainey, (1989), Bacali, (2010) explained some major differences in their studies that relate to values, structure, legal framework, interest representation, purpose, culture and impact of decisions.

The findings of the current research is also consistent with the findings of Hinea, (2008) and within the lines of Pollit and Bouckaert, (2000) where they explained the fact that, modern public administration faces tremendous politic, economic, technologic, and social challenges.
There are some issues like issue of performance and its measurement which is being difficult in public sector because of their multiple goals as according to lines Van Slyke and Alexander (2006).

The finding is also consistent with the study of Bacali, (2011) who explained that in public sector the authority is more diffuse, fragmented and outside pressures stronger so the decisions are far more complex and cumbersome like a continuo struggle to find support of other stakeholders for their policies so they do not gives importance to the teachers’ leadership.

Another fact is also reflected in the present study that there is a lack of leader-follower relationship which is the result of flexibility of rewards and the discretion and authority with which to incentivize alignment and sanction divergence among subordinates, including the freedom to hire and fire.

All this is an argument for the increased pressures on public sector leaders compared to their private counterparts. The researchers like, Howell (1997), Wright and Pandey (2009) and Bass and Riggio (2006) claimed that transformational leaders are expected to be both less common and less effective in public sector organizations than private sector organizations because the former are thought to rely more on bureaucratic control.

But inconsistently there are series of meta-analytical studies like, Dumdum, Lowe, Avolio (2002); Lowe, Kroeck, Sivasubramaniam(1996), that gave evidence that transformational leadership behavior is at least as common and effective in public as it is in private ones.

In defining the public sector Wright and Pandey (2009); Boyne (2002); Wright (2004) explained that the public organizations are generally seen by theorists as more bureaucratic then they actually are.

According to the recent studies, it is suggested that, on average, government organizations show only moderate levels of bureaucratic control mechanisms like
centralization, formalization, and reutilization with increasing emphasis on creativity, innovation, flexibility, responsiveness from public organizations at the same time with cost reductions, increased effectiveness and sensitivity to citizen’s needs.

There is another problem with public sector that the administration appears to be less responsive to change. The distance between the objectives proposed by a public institution and the results obtained is ever so great this is within the lines of Mora and Ticlău, (2008), Cepiku and Mtitelu (2010) and because of this public administration do not take any initiative.

On the other hand in the private sector, administration usually takes initiative and interest. They work hard to change their situation according to the global changing. They want to develop their institution and make prominent. For this they develop their students through their teachers.

Teachers can perform well only by developing their leadership abilities. So the teachers have awareness and give importance to polish their students’ abilities. This is consistent with the study of Pounder (2003) in which he described that a teacher leaders attempt to develop subordinates abilities: to think critically and independently, be creative, and obtain many perspectives on a problem before arriving at a solution.

The outcomes of pertaining to current research are within the lines of researches of Jung, Chow, and Wu (2003), Shin and Zhou (2003) ,Kahai, Sosik, and Avolio (2003). They examined the effects of transformational leadership on creativity-relevant group processes and outcomes(e.g., group efficacy, satisfaction, participation, cooperation, and originality of solutions) in a laboratory experiment focused on examining e-leadership.

After an extensive analysis, these researchers also found that the followers/students working with transformational leaders/teacher leaders can fundamentally change the situation.

The result of the present study is also within the lines of the studies of Barling, Slater, & Kelloway (2000) in which they examined creativity and intelligence which is
associated with three aspects of transformational leadership (i.e., idealized influence, inspirational motivation, and individualized consideration).

For attaining the second objective; to evaluate public and private sector college teachers' transactional leadership style, five hypotheses No. 5, 6, 7, 8, 9, and 10 were prepared in which all hypotheses were accepted. The findings depict that teachers of both public and private sector have the same opinion about transactional leadership style.

It was concluded that teachers from public and private sector gave same value to the teachers’ transactional leadership style. This is the clear picture of our education system that teachers, whether they are from public sector or from private sector don’t have any awareness and training about transactional leadership styles.

Without any knowledge about leadership style they habitually or traditionally used to follow some of its dimension like contingent reward. Teachers in all levels, give response to their students in the form of gestures, any word, or any value able thing like a gift etc and only following this they enhance their students’ academic achievement.

The outcomes pertaining to current research is according to the findings of Jiao, Richards & Zhang (2010) the results based upon similar findings regarding these researches.

These results are also in the lines as Riaz & Haider (2010) pointed out in a research concerning transactional leadership was found significantly related to job success and found highly related with career satisfaction.

The studies conducted by researchers have reflected that there are no differences between public and private employees towards transactional leadership behavior Khoury & As-Sadeq (2005), Lee and Wei (2007).

The third objective of the study was, to explore gender wise differences in public and private sector college teachers’ views about their leadership style. For attaining this
objective ten hypotheses, Nos. 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 were prepared. The three hypotheses were not accepted while others were accepted.

It was concluded that male and female teachers from public and private sector were equal in their opinion about transformational and transactional leadership style with some exceptions like transformational leadership style, idealized influence the dimension of transformational leadership style and management by exception the dimension of transactional leadership style.

These findings of the present research study are same as were in the research studies of Eagly and Johnson (1990) and Adewunmi (2000), but in contrast with the findings of Markhan (1982), Ajayi (1987), and Smith (1992).

The findings of the present study are same as in the studies conducted by Lockheed and Harris (1984); Sadker, Sadker and Bauchner, (1984); Massey and Christensen (1990); Rodriguez (2002); Einarsson and Granström (2002) that described that female teachers have more transformational leadership qualities than the male teachers. The results are also same levels as the results of Rodriguez (2002).

The results of the study are inconsistent with the results of Vecchio, (2002,) as female are more transformational than male. Male have qualities like; competitiveness, daring, assertiveness while female have qualities like; kindness, supportiveness, and affection.

Identical results were displayed through the studies conducted by Eagly and Johnson (1990) comparing men and women on task and interpersonal styles as well as democratic and autocratic styles.

They also explained that evidence was found for both the presence and absence of differences between men and women. They concluded that the overall search for gender differences in leadership style was not demonstrated. Significant gender differences were reported in the use of democratic or participatory styles of leadership.
These results are also in the lines of Eagly, Makhijani, and Klonsky (1992), Johannesen-Schmidt, & van Engen, (2003) in which they exhibited the same concept. On reviewing of the studies, it also established that men usually possess the motivation and leadership qualities necessary for effective performance more than women. Women possess more feminine attributes.

The same effects were revealed in the study of Boldry, Wood, & Kashy, (2001) in the military context and also explained that men and women did not differ on objective measures of actual performance; therefore, the authors argued that gender stereotypes negatively influenced cadets’ evaluations of their female classmates.

The inconsistent results were found in the study of Eagly, et al. (1992) where he explained that female leaders were evaluated slightly more negatively than male leaders. Russell et al. (1988) with the evidences of several studies concluded the difference between male and female leaders.

Maher’s (1997) evaluated that female leaders attributed their use of relational styles to their transformational leadership whereas men felt that their power and direct styles contributed to transformational leadership.

Literature provides the fact that no doubt we have less data on this topic and specially in Pakistan. But it is reality that teachers' gender is systematically related and has great impact on students and class environment and their outcomes. So there is a solid ground for further research.

To obtain the fourth objective, to measure gender differences in students’ views of public and private sector college about their teachers’ leadership style and also difference in the views of different ability groups like low, moderate and high ability groups, the hypotheses Nos.21,22,23 and 24 with 12 sub-hypotheses were prepared, in which four were rejected while all other were accepted.

It was depicted from the findings that male and female students from public and private sector, related from different ability groups like low, moderate and high having same views about teachers’ transformational and transactional leadership style
with some exceptions like in some cases female students became more transformational or transactional than male students and in other cases male became more transactional than female.

In some places moderate ability groups became more transformational than the other groups like low and high. These results depict the same conclusion as the studies of Eagly, Makhijani, and Klonsky (1992), Eagly, Johannesen-Schmidt, and van Engen,(2003), described.

According to this concept we have significant amount of researches searching the difference between male and female leadership style. They gave very interesting results like in some studies, the stereotypic male qualities (e.g., competitiveness, daring, assertiveness) are more aligned with stereotypic views of managerial roles, versus ‘communal’ stereotypic female qualities (of kindness, supportiveness, and affection)” (Vecchio, 2002, p. 652).

This is according to the present research study that male teacher leaders generally have qualities like: providing rewards, to get involved, doing extra efforts and providing knowledge to their students.

While female teacher leaders have such qualities like: charisma, motivator, problem solver and having ability to enhance the meaning full experiences of students.

This is same as the current study found that the male teacher leader have qualities like, While in a specific study in military context Boldry, Wood, & Kashy, (2001) were believed to possess the motivation and leadership qualities necessary for effective performance more than women, and women were believed to possess more feminine attributes that impair effective military performance.

But this is the natural fact that men and women are same on objective measures of actual performance; therefore, Boldry, Wood, & Kashy, (2001) argued that gender stereotypes negatively influenced cadets’ evaluations of their female classmates.
Inconsistently with the findings of the present study, Eagly, et al. (1992) found female leaders were evaluated slightly more negatively than male leaders.

This is consistent with the findings of the study of Schein(1973, 1975); Schein, Mueller, & Jacobson, (1989);Brenner, Tomkiewicz & Schein (1989),in which theoretical debate is reflected in the controversy about gendered management styles and explain that in most countries characteristics of successful managers are perceived to be similar to characteristics of men, not women.

We can found similar views during the 1970s, and much of the literature was based on the concept that women lack the necessary attributes to succeed in management (Wajcman, 1996). Now this concept is totally changed and women performing in all spheres of life very successfully.

Supporters of the "difference standpoint" claimed, for instance, that women’s leadership is based on previously unrecorded dimensions of leadership like spirituality (Hare, 1996); feeling (Fisher & Nelson, 1996); or care and friendship.

It was concluded from the current findings that there was no significant difference in the opinion of students of different ability groups e.g. low, moderate and high with some exceptions like some findings depict that the moderate groups were more concerned about their teachers’ transformational and transactional leadership styles than low and high ability groups.

These findings are consistent with the research findings of Kulik, (2003); Slavin, (1987), Wiggins & McTighe,(1998), Renzulli, (1994);Tomlinson,(1995, 1999),in which they discussed effectiveness of moderate ability groups in academic achievement and gave the positive results.

These results show the natural fact that student from moderate ability groups are usually more hard worker, energetic and more aware about their teachers’ leadership style students than the low ability group and the high ability groups.

It is in this context that the present study become important and essential as it is endorsed by the specific concern of earlier researchers of views of different ability groups about the importance of teachers’ leadership styles and we can analysis their views very clearly by making such groups.

Inconsistently Bode (1996) proposed that the controversy over ability grouping has become one of equity versus excellence. The opponents of ability grouping stress its inequitable effects, especially on those in the low groups.

In order to achieve the fifth objective, two hypotheses Nos: 25 and 26 with one sub-hypothesis were developed. In which, one is accepted (25), other was not accepted(26). The sub hypothesis was also not accepted were accepted.

It was concluded from the findings of the present research that there was found no significant relationship between teachers’ transformational and students’ academic achievement. These results show the present educational situation in our educational system in all levels and especially in our college levels.

This situation we can see in private and in public sector alike. Teachers have no awareness about the importance of teachers’ transformational leadership style. In the public and in private sector mostly teachers use to follow transactional leadership style with some exceptions.

The results of the study inconsistent with the results of Antonakis and House, (2002), Avolio and Bass,(2002, 2004), in which they explained the positive relationship between transformational and transactional leadership style and students’ academic achievement.
In describing the effectiveness of teachers’ leadership on students’ academic achievement there are many literature studying school leadership posits that leadership has a minimal direct impact on student achievement (Ross & Gray, 2006).

In the lines of the similar result with the findings of current study, Kruger, Witziers and Sleegers (2007), described that teacher leadership is no longer proposed as having a direct influence on academic outcomes, but indirectly influences instructional organization and culture that can directly effect on the performance of a student that we can see in the form of his/her academic achievement.

The studies held by Dionne (2003), Eden (2002), Pillai & Williams, (2003) and Pounder, (2003) have showed positive relationship and many different outcomes of effective transformational leadership. In which cohesion, performance, employee satisfaction, innovation, organizational commitment, follower/students’ development and in a variety of contexts military, corporate, emergency response, and in the educational sector.

In this manner Eden (2002) showed that the transformational leadership involves other dimensions. A transformational leaders exert influence similar to transactional leaders – setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for accomplishments.

The influence is used to motivate, empower, foster creativity and critical thinking, and improve engagement. However, a transformational leaders go beyond task influence and attempt to build follower/student confidence and elevate their goals so they can perform beyond expectations. Transformational leadership also encompasses an element of charisma, a distinction from the transactional leadership model.

Here our findings are inconsistent with the findings of previous researchers i.e. (Marshall et al., 1992; Medley and Larochelle,1995; Masi and Cooke, 2000).
On the other hand transactional leadership style was found to enhance the performance of the students. Here our findings match with the findings of previous studies i.e. (Clover, 1990; Deluga, 1992; Sparks and Schenk, 2001).

The transformational leader can change the situation of his followers. As researchers observed that students’ academic achievement is due to the transformational leadership style (Clover, 1990; Deluga, 1992; Marshall 1992; Masi and Cooke, 2000). We can found lot of work in teachers’ students relationship and relationship between teachers’ performance and students’ academic achievement in the research work of Blair (1975).

The study held by Dionne (2003), Avolio, Waldman, & Yammarino, (1991) explained that transformational leadership is composed of the four I’s: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

The result of the current study is also inconsistent with the results of Eom (2009) who evaluated numerous studies in virtual environment and enlightened positive outcomes of applicability of transformational leadership style and he also found that transformational leader behaviors in virtual organizations led to employees’ increased trust in the leader and higher overall performance.

In the same way, Purvanova and Bono (2009) examined employee outcomes in terms of performance and satisfaction in the same environment and compared to face-to-face organizations with leaders considered to display transformational behaviors of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Results indicated that the more transformational leadership behaviors that are displayed by leaders, the more satisfied employees are. The same happened with the research studies of Ruggieri (2009) who examined the construct of transformational and transactional leadership in relation to follower outcomes in interactive virtual contexts and found positive results and they also compared the transformational and transactional leadership and discovered that transformational leaders are described by
followers as oriented more toward the future and development of followers than are transactional leaders (Ruggieri).

According to the study of Lindgren (1976), Classrooms that are characterized by high-pitched tension where the teacher behave as ringmasters, putting the students together through their acts with military precision often result in students’ needs in the class being at odds with the group norms as determined all are because of the leadership of the teacher.

Then in defining the physical setting, rules, classroom routine, interpersonal judgment and mode of positive communication both verbal and non-verbal, deliberate policies and factors which influences the nature of interaction between students and teachers, and students’ outcomes, Donaldson and Elias,(1976) said that all are due to the leadership abilities of a teacher.

Then inconsistently with the findings of the present study, Allport (1972), Gronund (1985) Porter & Applewhite,(1968), Aspy and Roebuck (1972) Bandura (1977) and many other researchers were of the view that students’ performance and their academic achievement are because of their teachers’ abilities, teaching methodologies and leadership styles and their facial expression, gesture and bodily postures are all important tools that help to carry meaning implicitly to others and could have either positive or negative effect on students’ academic performance.

Other researchers like Hoyt and Blascovich’s (2003) in their study, observed higher levels of follower satisfaction with leaders displaying transformational leadership behaviors than those displaying transactional leadership behaviors in virtual interactive contexts.

When led by a transformational leader, followers reported higher levels of satisfaction, motivation, empowerment, and cohesion (Hoyt & Blascovich; Ruggieri).

Then in another research study, Aspy and Roebuck (1972) observed a significant relationship between teachers’ positive regard for students and the students cognitive functioning.
Then in recent studies Ashibi (2005) beautifully captured the position of teachers in the classroom and explained that teaching-learning process can be positively associated with the teachers’ leadership qualities and styles.

There are some researches like, Harvey et al. (2003) Pounder (2003), substituted the leader / teacher and subordinate / student relationships successfully in their study. Inconsistent with the present findings, they found a positive relationship between teacher’s transformational leadership and student satisfaction with the instructor, student report of instructor performance, and student respect for the instructor.

Then these researches suggested that the transformational leaders attempt to develop subordinates ability to think critically and independently, be creative, and obtain many perspectives on a problem before arriving at a solution.

Later in his research Pounder (2003) posits that these goals are similar to those desired in the instructional context. Pounder’s study (2003) and the research by Luechauer and Shulman, (1996) applied the transformational model to management development instruction; however, given the instructional context of this application it is logical to extend the application to other academic disciplines.

The findings of the present study indicates that there is a positive relationship between teachers’ transactional leadership style and students’ academic achievement.

This is a clear picture of our educational system that depict from the findings that teachers does not used to follow the transformational leadership style but they generally used transactional leadership style.
This result is consistent with the findings of Antonakis, Avolio, & Sivasubramaniam, (2003) in which they explained that transactional leadership style is an exchange process based on the fulfillment of contractual obligations. It has positive relationship with employees’/students’ performance conditions. They also elaborated that this type of leadership style typically represented as setting objectives, monitoring and controlling outcomes.

According to their findings, transactional leadership is theorized to comprise the following three first-order factors: (a) Contingent reward leadership (i.e., constructive transactions) refers to leader behaviors focused on clarifying role and task requirements and providing followers with material or psychological rewards contingent on the fulfillment of contractual obligations; (b) management-by-exception active (i.e., active corrective transactions) refers to the active vigilance of a leader whose goal is to ensure that standards are met; and (c) management-by-exception passive (i.e., passive corrective transactions) leaders only intervene after noncompliance has occurred or when mistakes have already happened.

The finding of the present study is same as was the research study of Yukl, (1981). The outcomes of his study describes that transactional leadership has relationship with workers’ performance. It represents those exchanges in which both supervisor and subordinates influence on each other. Simply transactional leaders follow the rule of consideration (something in return).

The other studies conducted by researchers have shown that transactional leadership have positive relationship between the leadership style of a leader/teacher leader and employees’/students’ performance and outcomes. Because of their performance their leaders work with coordination of their followers so that their leaders rewarded and praised also. Effective transactional leaders fulfill the expectations of their followers and get the desired results from them.
About the different levels of the transactional leadership style and its effectiveness on employee’ performance, researchers like; Burns (1978) and Bass (1985) held research studies and gave results that there are two ranges of transactional leadership i.e. obvious (jobs for votes, subsidies for campaign contribution) and less obvious (respect, commitment and exchange of trust).

Similarly Bass (1985) considered that transactional leaders have a variety of transactions available to them. They use their transactions (e.g. working overtime for a period vocation) to achieve the outcomes of the organization by motivating their employees as a teacher leader motivate his/her students by giving some rewards to reinforce them.

On reviewing of the studies, it also established that transactional process, in which the leader clarifies what the associates need to do for a reward. The same concept was also revealed from the studies of Burns (1978), Waldman and Bass (1986); Howell and Avolio, (1993); Waldman, Bass, Yammarino (1990) and they also explained that transactional leadership in achieving the goals of the leader, associate, group, and organization.

To obtain the sixth objective hypothesis No.27 Prepared and accepted. It was concluded that male and female students from public and private sector were same in their academic achievement.

The findings of the present research study are same as were in the research studies of Lao (1980),Mackintosh (1998),Flynn (1998) Kimball (1989) Wilberg and Lynn (1999) arrived at a similar conclusion, but the result of present study was inconsistent with the studies of Stage and Kloosterman (1995) who described gender difference in math achievement.
Other researchers like, Young and Fisler (2000), Bridgeman and Wendler, (1991), Byrnes, Hong and Xing, (1997); Young and Fisler, (2000) had same results.

Inconsistently with the present findings, most studies show that, on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys like Jacobs,( 2002) also explained in his research study.

Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing, and general knowledge (National Center for Education Statistics, 2003).

As it was clear from the literature review in analyzing the difference explained that females outscored males on reading literacy in every country.

But this is also reality described in literature that although, there were no differences between boys and girls in fourth grade on mathematics, boys began to perform better than girls on science tests in fourth grade (International Association for the Evaluation of Education Achievement, n.d.). Girls continue to exhibit higher verbal ability throughout high school, but they begin to lose ground to boys after fourth grade on tests of both mathematical and science ability.

Inconsistent with the present findings, Lao (1980) in investigating the academic performance at pre-collegiate level asserted that female students to obtain higher CGPA as compared to males. Examining gender difference in classroom grades, Kimball (1989) described that in contrast to standardized measures of mathematics achievement tests like SAT-M3, female students outperform males in math classes.

In the same lines, Wilberg and Lynn (1999) described that for history classes vs. history tests and explain this pattern by stating that females tend to work more conscientiously and have a stronger work ethic than males. They also tend to have better language abilities including essay writing skills, vocabulary and word fluency which contribute to better course work.
Meltem Dayio lu(2004), in his research paper on gender difference in academic achievement at university level explained the fact that, smaller number of female students manage to enter the university and when they do so, they enter with lower scores. However, once they are admitted to the university, they excel in their studies and outperform their male counterparts. This result holds after controlling for the field of study and individual attributes. This is the similar result as the result of present that both male and female did not show any difference in their academic achievement.

The similar result explained by Stage and Kloosterman (1995) that although gender differences in math achievement continue to exist on high cognitive level tasks at the high school level, such differences appear to be declining.

These studies were mainly helpful in developing the method and procedure adopted in the present research study. A notable feature of the overview of literature of the present study is that there has been not a single recorded evidence of the research work carried out on teachers’ transformational and transactional leadership style in college level in Pakistan along with the lines identified in the foregoing conclusion.

As shown in the research, studies found significant effectiveness of teachers’ transformational and transactional leadership style on students’ academic achievement has been pointed out by the number of researchers those who have contributed a lot for the teaching learning process and its effectiveness on students’ academic achievement.

The importance of teachers’ transformational and transactional leadership style was revealed from going through and analyzing the research studies. During this process there disclosed the current situation of Pakistan as well as revealed some very sensitive and important issues that teachers in college level in private and especially in public sector have no awareness about teachers’ leadership qualities and also it was cleared from the results of the study, that if some teachers and students have awareness about the effectiveness of teachers’ leadership qualities on students’
academic achievement but they don’t have any opportunity to develop these qualities. Not a single effort has made to train teachers for using leadership style.

In present study, the researcher studies the different dimensions of transformational and transactional leadership styles and their effectiveness on students’ academic achievement.

The above findings have implications for teachers, teacher-trainers, curriculum developers and administration. The study provides evidence that both leadership styles have positive impacts on students’ academic achievement. Thus, teachers should make efforts, so that the teaching learning process remains productive.

This could achieve by following the leadership qualities in our teachers through education and training programs. Teacher-trainers need to make awareness of what makes teaching more productive. Therefore, inferences of this study are vital for educationist, curriculum developers, as well as teacher-trainers and training colleges who are concerned with developing students’ personalities and developing leadership qualities in them.

According to the findings of this study, there is a dire need to make more orientation program related with teachers’ leadership qualities in model of teaching for college level to make them fully aware about the new world of teaching –learning process in teacher education.

**CONCLUSION 5.4**

The following conclusions were drawn from the major findings of the study:-

1. It was concluded that the teachers of both public and private sector have the same opinion about transformation leadership style, and its dimensions, idealized influence and inspirational motivation. Which support to conclude that the teachers in both sectors have same degree of transformational leadership(Findings Nos.1,2,3).
The results of current research were according to the current situation of our education system in our country where we observe there is only one concept of leadership which is role is associated with the administrator and there is no concept of teachers’ leadership. That is why college’s teachers are not trained for their leadership role, qualities and effects of leadership on student’s performance.

2. There was found significant difference of opinion of public and private sector college teachers about intellectual stimulation and individual consideration (Findings 4,5).

It was concluded that the teachers from private sector were more aware about the intellectual stimulation dimensions of transformational leadership style, and individual consideration than the teachers from public sector.

The results again reflected the real picture of our education system. We are aware that teachers of private sector are more concerned with about the importance of building and polishing the students’ thinking abilities and providing them individual attention because of concern of the administrative authorities of private sector.

Private sector is more concerned about providing teachers instructions about developing students’ thinking skills and improving the academic performance of each and every student through individual attention, teachers’ activities link with such type of performance.

This is the reason that we found the score of private sector teachers high on intellectual stimulation and individual dimensions of transformational leadership style those public sector teachers. Whereas college teachers of public sector have job security improvement and don’t provide intellectual stimulation and individual attention. They do not have any fear of job losing. Hence they follow traditional system of teaching and bother no innovation.
3. There was found no significant difference of opinion of public and private sector teachers about teachers’ transactional leadership style and its dimensions, contingent reward, management by exception, heightened to attain designated outcomes and performance beyond expectations (Findings Nos, 6, 7, 8, 9, 10). It was concluded that the teachers of both public and private sector have the same opinion about transactional leadership style.

The findings of present research depict the real picture of education system of our country that teachers in both sectors used to follow the transactional leadership style as an effective tool for motivating their students by exchange rewards of their performance in the classroom using sometimes negative or positive motivational techniques to inspire their students and help them to work hard and these gestures reinforce them and strengthen towards learning.

It is described as an instrumental approach to organizational leadership that is associated with task orientation. Transactional leadership as occurring when the teacher leader and his or her students agree on what they need to do and to get rewards, with little effort to change students’ personal values or to develop a sense of trust and commitment towards their teachers. In this leadership style transactional leaders rely heavily on rewards to motivate students and prevent poor performance using negative feedback and criticism.

Teacher leaders may even attempt to motivate their students by using extrinsic rewards. The contingent reward system serves as positive reinforcement of the desired behaviors in the classroom, and is based on the teacher leader’s efforts to satisfy his/her students’ needs in exchange for desired performance outcomes and this system of reward can yield effective results, but does not place emphasis on student’s personal development or the facilitation of trust and identification between the teacher leader and the student.

The result of the current study reflects the present situation in teaching learning process in our colleges. Teachers from public and private sector have same degree of management by exception the dimension of transactional
leadership style. It means that a teacher leader specifies the standards for compliance which constitutes ineffective performance of their students, and the teacher may punish his/her students for being out of compliance with those standards.

In this process the teacher as leader closely monitor the mistakes and errors of his/her students and then gives active and quick feedback as early as possible. This process enhances the learning capability of a student.

Our colleges present the same picture as the study reveals the fact, that teachers from both sectors gave the parallel views about heightened to attain designated outcomes. They are always active to achieve their specific outcomes like passing on knowledge to their students for achieving their educational goals (getting good marks) which is considered as the main aim of students’ learning that’s why teachers of both sector (public and private) have the same opinion.

Again the results show that public and private sector teachers gave same value to the performance beyond expectations as being a transactional teacher leader they always expect from their students, extra ordinary performance and they are willing to offer assistance to their students for achieving educational targets. They do not try to develop students’ critical thinking, problem solving skills, and do not inspire students with their vision.

4. There was found significance gender difference of opinion of public and private sector college teachers about the dimension of transformational leadership style, the idealized influence, and the dimension of transactional leadership style the management by exception (Findings Nos.11,12,18).

It was concluded that the male and female teachers of both public and private sector have different opinion about the dimensions of transformation leadership style, idealized influence and the dimension of transactional leadership style, the management by exception.
The findings of present research described that female teachers from public and private sector colleges used to follow the leadership style more actively and effectively than the male teachers.

This is the current situation of our colleges especially in the private sector where female teachers are more dedicated than male teachers and they are more likely than men to be described as charismatic leaders.

It is fact that teachers’ gender significantly contributed to teachers’ performance, which in turn reflects in students’ academic performance. In our country the female teachers are more active and used to follow the transformational leadership style than the male teachers. Male teachers used to follow the transactional leadership style.

As the present results indicate us that the female teachers were more concern about management by exception the dimension of transactional leadership style, it means that they actively take action whenever they found any problem regarding students’ learning and always trying to improve their academic achievements. They use to involve in situations whenever there is necessary to involve.

5. There found no significant gender difference of opinion of public and private sector teachers about inspirational motivation, intellectual stimulation, individual consideration the dimensions of teachers’ transformational leadership style and transactional leadership style and its dimensions, contingent reward, heightened to attain designated outcomes and performance beyond expectations(Findings Nos.13,14,15,16,17,19 and 20).

It was concluded that the male and female teachers from public and private sector colleges have the same opinion about teachers’ transformational and teachers’ transactional leadership style with some exceptions. These results
present the clear picture of our current situation that because of expansion of education, mushroom growing business tycoons and technology we cannot found any gender differences in any corners of our life, weather it is related with medical or with teaching profession, male and female are actively performing their roles.

If we analyze the management abilities we can found similarities between male and female contributions and strives to provide equal access and identical norms for men and women.

In today’s day and age the new role of the teacher incorporate many new domains and take on many new roles without any gender discriminations, these include: transform the situation, providing clearly articulate a vision, to motivate, providing exchange of followers efforts, informing true methods of solving problems, working as a role of mentor, providing followers with challenges and meaning for engaging in shared goals, positive reinforcement, solving problems, trying to involve and trying to make improvements because this is the need of student and modern era.

So this is the evidence of our current findings and that’s why male and female teachers gave the same importance and same level of acceptance to transformational and transactional leadership style and their dimensions with some of exceptions.

6. There was found no significance gender difference of opinion of public and private sector college students about their teachers’ transformational leadership style and transactional leadership style management by exception the dimension of transactional leadership style(Findings Nos.21,26).

The result of the present study indicates that male and female students of public and private sector colleges were gave same opinion about their teachers’ leadership styles; the transformational and transactional leadership style.
The findings of the research explain that because of the advancement of technologies and awareness from electronic as well as the print media a student is more aware about his/her education, personal growth and about his personality development than the student of old era. He has awareness about his/her teachers’ leadership style and its importance.

Social change reached by revaluing feminine characteristics. Now women have equal rights, equal treatment, equal educational opportunities and have the same access to power as men, gender difference is totally disappear. This revolution enhance the importance of teachers, their guidelines, their leadership qualities and effectiveness of teaching their methods.

Students whether they are male or female have awareness about the importance of learning and their personality development. They also want to develop their leadership qualities. This can be possible through their teachers’ leadership qualities that can be seen the results of the present study.

In Pakistani situation, where the students of private sector are more aware than the public sector even then both gave the same opinion. These results indicate that male and female students weather they belong from public or from private sector have same awareness about the importance of their teachers’ leadership styles.

7. There was found no significance gender difference of opinion of public and private sector college students about their teachers’ idealized influence, inspirational motivation, intellectual stimulation and individual consideration the dimensions of teachers’ transformational leadership style and contingent reward, heightened to attain designated outcomes and performance beyond expectations dimensions of transactional leadership style(Findings Nos.22,23,24,25,27,29,30).

As results explain the fact that students weather they are male or female from public and private sector gave same grade to the dimensions of teachers’
transformational and transactional leadership style with some exceptions this describe the awareness of our students. Because we are living in a world of technologies, rapidly changing the life style and mentality and increase in the importance of education and awareness the role of a teacher which is totally changed and become significantly more complex.

The knowledge base for being an effective teacher has increased dramatically over the past decade. Teachers today must understand how students learn and develop, and must draw on a repertoire of teaching strategies to meet a wide range of individual needs. Therefore, teachers today must incorporate multidimensionality into their teaching practice.

This refers to the large quantity of events and tasks, which take place in the classroom. Because today our classrooms are crowded places in which many people with different preferences and abilities are sitting to accomplish a broad range of their social and personal objectives.

Male and female students and have awareness about the importance of their teachers’ role. They knew that teachers will have to make a difference in their lives – more prominent, more active, more visible and more problematic so that’s why they gave such type of opinion about their teachers’ transformational and transactional leadership style.

8. It was concluded that students from moderate ability group of public and private sector were more concerned about their teachers’ transformational and transactional leadership style than low and high ability groups of public and private sector (Findings Nos.31,36).

As the results of these findings explain, that the students from moderate ability groups from both public and private sector gave their opinion in favor of their teachers’ transformational and transactional leadership styles than students of high and low ability groups. It means students of moderate ability group wants
to grow academically in their studies that is why they like their teachers whenever their teachers provide chance for their grooming in their studies and overall development of personalities and their thinking through their leadership role.

9. Students from high, moderate and low ability groups were equal in giving the opinion about their teachers’ idealized influence, inspirational motivation, intellectual stimulation and individual consideration the dimensions of transformational leadership style. There was observed no difference of opinion of all ability groups, high, moderate and low about their teachers’ contingent reward, heightened to attain designated outcomes and performance beyond expectations the dimensions of transactional leadership style (Findings Nos.32,33,34,35,37,39,40).

It was concluded that students from all ability groups weather they are from high, low or moderate ability groups have awareness about the importance of dimensions of their teachers’ transformational and transactional leadership styles with little exceptions.

They knew very well that if their teachers follow these leadership style so their educational process will complete successfully.

A teacher leader use deceitful methods to achieve students’ goals by using motivational, strategic and management skills. He/she creates such type of culture which encourages individual thinking and attainment.

10. There was found no significant relationship between teachers’ transformational leadership style and students’ academic achievement (Findings Nos.41). The conclusion of the present study describes that there found no effectiveness of teachers’ transformational leadership style on students’ academic achievement.
The findings indicates the present picture of our teachers’ leadership styles and the educational system. Where teachers’ does not motivate their students and enhance their intellectual capabilities. They do not provide individual attention to their students by being a role model for them.

11. There was found significant relationship between teachers’ transactional leadership style and students’ academic achievement (Findings Nos. 42).

The findings of the present research study indicates that there was found positive relationship between teachers’ transactional leadership style and students’ academic achievement.

It is clear that whatever styles a teacher adopts, it gives positive effects on students’ overall achievement. A teacher with the help of his/her leadership styles enhance achievement levels of their students, by developing their talents, giving high standards of knowledge, developing their skills and understanding them.

This is reality that whenever a student follow his/her teacher then this depict in his results or academic achievement. A teacher’ leadership styles play a very important role in educational achievements because the teacher is ultimately responsible for transforming knowledge, motivating and his students.

The findings of the present research indicated the real picture of our culture and our educational system. Where all teachers weather they belong from public sector or from private sector use to follow transactional leadership style.

A transactional teacher leader influence his students by setting their goals, clarifying their desired outcomes, providing them feedback, exchanging and giving them rewards for accomplishments of their project and performances.
12. Students were found more concerned about their teachers’ leadership style than teachers and students from public sector were more concerned about their teachers’ transactional leadership style than transformational leadership style (Finding No.43).

The findings of the result of present study describe two conclusions, firstly it explains that students are more concern about their teachers’ transformational and transactional leadership style than the teachers and secondly it describes that the students from public sector are more concerned about teachers’ transactional leadership style while the students from private sector are more concern about teachers’ transformational leadership style.

These results are the clear picture of our educational system because on the one hand, students have awareness about the importance and effectiveness of teachers’ leadership style. They knew very well that if they want to improve their academic level and achieve their goals the only way is to follow their teacher leaders.

It is clear from the findings of the study that teachers have awareness about the importance of leadership styles and their utility but unfortunately they don’t have guidelines, professional education and training programs. Leadership styles are such type of tools that cannot achieve without professional training.

The second conclusion indicates the fact that in public sector teachers mostly used o follow just transactional leadership style by providing rewards and exchange of their performances. So their students gave preference to the transactional leadership style. The private sector gave importance to the teachers’ transformational leadership style. This is because of their environment where teachers not only provide exchange of their performances but also encourage them. They motivate them, provide different ways to polish their thinking abilities and develop their personalities. They also consider their
abilities, individual differences and personal uniqueness. This situation we cannot see in our public sector.

13. There was observed no significant difference in academic achievement of male and female students in public and private sector (Finding No.44).

The finding of the result of present study indicates that male and female students from public and private sectors have same level of academic achievement. This describes the present situation of our education system. This is also a clear evidence of the awareness level of our students which is because of the advancement of education. Now students whether they are from cities or from any remote areas, have same level of awareness about the importance of education.

For this situation we can give reward to our private sector also because of them there are many institutions available in all levels cities and also in very remote areas.

5.5 RECOMMENDATIONS FOR ACTION

Based upon the above conclusions and discussions, following recommendations made for further research:-

1. Educational administrations of public and private sector may involved teachers in decision making process within the college. This practice may enhance teachers’ leadership qualities.
2. College’s teachers can be assigned various projects relating to college welfare, so that they may have opportunities to develop the leadership skills.
3. In the teachers’ education curriculum at Bachelor (B.Ed) and master (M.Ed) levels there is no space for leadership training. Because of importance and effectiveness of a teacher as a leader. So leadership training course may be included in the curriculum.
4. There is a need to design a complete course for teachers’ training in leadership and this course may be included in teacher training programs. As in current
scenario the leadership skills consider an essential quality for a teacher. So it may be essential for our teaching training programs.

5. This study is comparative, introductory and basic having some limitation; however, the results may stand in future research. Future research may apply transformational leadership and transactional leadership styles on other situations and add to the specificity of this research along with attempting to replicate these findings.

6. Future research may be continuing to other discipline. The utility of such crossover applications offers a fresh perspective.

7. The results of the study indicates only one sure thing to emerge, that transformational leadership and transactional leadership styles have same utility in the classroom environment; however, more research is necessary to determine the true role of teacher as a leader and transformational and transactional leadership styles in the instructional context.

8. The clear picture from the results of the study requires the government, through the Ministry of Education to come up with effective ways of improving teachers’ leadership styles. The teachers’ extensive knowledge and ability to apply leadership styles are fundamental for creating a healthy and suitable environment for teaching and learning process and it only can be start by teachers’ leadership skills.

9. The teachers’ training program for in-service college teachers may be designed for development of traits of leadership and for this purpose the model proposed by the researcher may be used for designing teachers’ leadership training course.

10. International organizations like, UNESCO, USAID, UKAID, Australian aid etc may be approaches for funding and providing professional development to our teachers in the skills of leadership.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Since the scope of this research was limited to college level students but it is recommended that similar studies may be conducted at university level. This will help in arriving at the conclusions, which may be useful in improving the training of teachers as a whole and might be used to develop generalization.
1. Further researches may be conducted on effects of Transformational and Transactional leadership styles of teachers on emotional intelligence and academic achievement of learners.

2. Comparative studies may be expanded on teachers’ transformational and transactional leadership styles by taking sample from rural and urban teachers at school level, secondary level, college level and university level.

3. Replication of the present study may be done at university level.

4. Studies may be conducted to investigate the effectiveness of teacher leadership style with reference to organizational effectiveness.

5. Effects of teachers’ leadership styles may be investigated with reference to self actualization of students.

6. The result of the study may be forwarded to all teacher-training institutions and other departments related to teacher training programmes for guidance in research activities. It is suggested to conduct study at national level by taking large sample size and also with other leadership styles, other variables related with professional attitude, professional development and work behavior for achieving better results.

7. Researches may be conducted on developing teacher training programs for leadership development of teachers.
5.7 MODEL OF TEACHERS’ LEADERSHIP STYLE;
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Appendix-A

TEACHERS’ QUESTIONNAIRE

Dear teacher!

I am doing a research about teachers’ leadership styles in classroom and its effects on students’ academic achievement. You are requested to give opinion about your leadership style. The information provided by you will be used only for research purpose. Thanks

1. Gender: Male/Female
   I. Male:  ii. Female:  

2. Age:
   1. 15 to 30 yrs:  ii. 30 to 40 yrs:  iii. More than 40 yrs:  

3. Martial status:
   i. Married:  ii. Unmarried:  

4. Qualification:  Subject:  

5. Sector:
   i. Govt:  ii. Private:  

6. Income:
   i. Rs.10000 to Rs.20000  ii. Rs.21000 to 30000:  iii. More than Rs.40000:  

7. Designation:  

8. Job description:
   i. Permanent:  ii. On contract:  iii. Daily wages:  

9. Experience: Yrs:  Months:  Days:  

Directions for selecting options in questionnaire: Given below are statements about various aspects of teacher’s leadership style. You are requested to mark the most relevant point at the given scale. The description of scale (0-4) is as under:

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<th>0=Strongly agree 1=Agree 2=Strongly Disagree 3=Disagree 4=Don’t Know</th>
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<tr>
<td>1. I provides assistance to my students in exchange of their efforts</td>
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<td>2. I re-examines students’ critical ideas of their appropriate questions</td>
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<td>3. I fails to interfere students’ problems until they become serious</td>
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<td>4. I focus attention on students’ irregularities, mistakes and exceptions from standard</td>
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<td>5. I avoids getting involved when important issues arise in the class</td>
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<td>6. I talks with students about my most important values and beliefs</td>
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<td>7. I am absent when students needed</td>
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<td>8. I seeks differing perspectives when solving students’ problems</td>
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</tr>
<tr>
<td>43</td>
</tr>
<tr>
<td>44</td>
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<tr>
<td>45</td>
</tr>
</tbody>
</table>
STUDENTS’ QUESTIONNAIRE

Dear student!

I am doing a research about teachers’ leadership styles in classroom and its effects on students’ academic achievement. You are requested to give opinion about your teachers’ leadership style. The information provided by you will be used only for research purpose.

Thanks

1. Gender: Male/Female:
   i. Male: [ ] ii. Female: [ ]

2. Age:
   i. 18 to 20 yrs: [ ] ii. 20 to 25 yrs: [ ] iii. 25 to 30 yrs: [ ] iv. More than 30 yrs: [ ]

3. Sector:
   i. Govt: [ ] ii. Private: [ ]

4. Marks in previous result:
   i. In %: [ ] ii. In GPA: [ ]

Directions for selecting options in questionnaire: Given below are statements about various aspects of teacher's leadership style. You are requested to mark the most relevant point at the given scale. The description of scale (0-4) is as under:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

1. My teacher provides me assistance in exchange of my efforts
2. My teacher re-examines critical ideas of my appropriate questions
3. My teacher fails to interfere my problems until they become serious
4. My teacher gives attention on my irregularities, mistakes and exceptions from standard
5. My teacher avoids getting involved when important issues arise in the class
6. My teacher talks me about his/her most important values and beliefs
7. My teacher is absent when I need him/her
8. In solving class problems my teacher seeks differing perspectives
9. My teacher talks optimistically about my future
10. I feel pride in associating with my teacher
11. My teacher tell me what I need to do for better academic achievement
12. My teacher waits for things to go wrong before taking action
13. My teacher provides good descriptions about how I can accomplish learning task
14. My teacher gives importance of having a strong sense of purpose for
<table>
<thead>
<tr>
<th></th>
<th>Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>My teacher spends his/her time teaching and coaching the class</td>
</tr>
<tr>
<td>16</td>
<td>My teacher clarify me what I expect to receive when performance goal achieved</td>
</tr>
<tr>
<td>17</td>
<td>My teacher explain me that he/she is a believer that if things are well, no need to change them</td>
</tr>
<tr>
<td>18</td>
<td>My teacher clarify me what I expect to receive when performance goal achieved</td>
</tr>
<tr>
<td>19</td>
<td>My teacher treats me as individual than just as a member of . class</td>
</tr>
<tr>
<td>20</td>
<td>My teacher explain me to take action before problems become serious</td>
</tr>
<tr>
<td>21</td>
<td>My teacher deals me in respectful manners</td>
</tr>
<tr>
<td>22</td>
<td>My teacher attentively deals my mistakes, complaints, and failures</td>
</tr>
<tr>
<td>23</td>
<td>My teacher considers the moral &amp; ethical consequences of decisions relating to students</td>
</tr>
<tr>
<td>24</td>
<td>My all mistakes keeps on track by my teacher</td>
</tr>
<tr>
<td>25</td>
<td>I displays a sense of power and confidence with my teacher</td>
</tr>
<tr>
<td>26</td>
<td>My teacher articulates a compelling vision of my future</td>
</tr>
<tr>
<td>27</td>
<td>My teacher directs my attention toward failures to meet standards</td>
</tr>
<tr>
<td>28</td>
<td>My teacher avoids making decisions relating with me</td>
</tr>
<tr>
<td>29</td>
<td>My teacher considers my different needs, abilities and aspirations</td>
</tr>
<tr>
<td>30</td>
<td>My teacher provides alternative ways for looking problems</td>
</tr>
<tr>
<td>31</td>
<td>I develop my strengths with help of my teacher</td>
</tr>
<tr>
<td>32</td>
<td>My teacher guides me new ways to complete my assignment</td>
</tr>
<tr>
<td>33</td>
<td>My teacher delays responding to my urgent question</td>
</tr>
<tr>
<td>34</td>
<td>My teacher gives importance to collective sense of mission of the class</td>
</tr>
<tr>
<td>35</td>
<td>My teacher express satisfaction when I meet expectations</td>
</tr>
<tr>
<td>36</td>
<td>When I achieve goal my teacher expresses confidence on me</td>
</tr>
<tr>
<td>37</td>
<td>My teacher is effective in meeting my educational needs</td>
</tr>
<tr>
<td>38</td>
<td>My teacher uses leadership methods the satisfying class</td>
</tr>
<tr>
<td>39</td>
<td>My teacher allows me to think what/how I am doing</td>
</tr>
<tr>
<td>40</td>
<td>My teacher help me in representing before principal</td>
</tr>
<tr>
<td>41</td>
<td>My teacher work with me in a very satisfactory way</td>
</tr>
<tr>
<td>42</td>
<td>My teacher heightens my desires to succeed</td>
</tr>
<tr>
<td>43</td>
<td>My teacher is effective in meeting students’ needs</td>
</tr>
<tr>
<td>44</td>
<td>My teacher help me to increases my willingness to work hard</td>
</tr>
<tr>
<td>45</td>
<td>My teacher lead my class that is effective for achieving learning/academic goals</td>
</tr>
</tbody>
</table>
Demographic Variable Information Performa (DVIP)

1. Gender: Male/Female
   I. Male: □ ii. Female: □

2. Age:
   1. 15 to 30 yrs: □ ii. 30 to 40 yrs: □ iii. More than 40 yrs: □

3. Marital status:
   i. Married: □ ii. Unmarried: □

4. Qualification: □ 5. Subject: □

6. Sector:
   i. Govt: □ ii. Private: □

7. Income:
   i. Rs.10000 to Rs.20000 □ ii. Rs.21000 to 30000: □ iii. More than Rs.40000: □

8. Designation: □

9. Job description:
   I. Permanent: □ ii. On contract: □ iii. Daily wages: □

10. Experience: Yrs: □ Months: □ Days: □
LIST OF COLLEGES AND NUMBER OF RESPONDENTS (MALE)

<table>
<thead>
<tr>
<th>List of colleges</th>
<th>No of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. F.G Post Graduate college for men H/8</td>
<td>30</td>
</tr>
<tr>
<td>2. Islamabad college for boys F-10/4</td>
<td>20</td>
</tr>
<tr>
<td>3. F.G college for men F-10/4</td>
<td>40</td>
</tr>
<tr>
<td>4. Islamabad college for boys G-10/4</td>
<td>50</td>
</tr>
<tr>
<td>5. Islamabad college for boys I-8/3</td>
<td>30</td>
</tr>
<tr>
<td>6. F.G. Boys Higher Secondary School G-6/2</td>
<td>40</td>
</tr>
<tr>
<td>7. F.G. Boys Higher Secondary School I-10/1</td>
<td>40</td>
</tr>
<tr>
<td>8. Islamabad Model College for Boys F-11/3</td>
<td>20</td>
</tr>
<tr>
<td>9. Islamabad Model College for Boys F-7/3</td>
<td>30</td>
</tr>
<tr>
<td>10. Islamabad Model College for Boys G-11/1</td>
<td>20</td>
</tr>
<tr>
<td>11. F.G. Degree College for Men Sihala</td>
<td>30</td>
</tr>
<tr>
<td>12. F.G. Boys Higher Secondary School G-9/2</td>
<td>30</td>
</tr>
<tr>
<td>15. Islamabad Model College for Boys F-11/1</td>
<td>20</td>
</tr>
<tr>
<td>16. O.P.F. Boys College H-9</td>
<td>20</td>
</tr>
<tr>
<td>17. Bahria College Naval Complex E-8</td>
<td>20</td>
</tr>
<tr>
<td>18. Bahria Foundation College F-11/1</td>
<td>20</td>
</tr>
<tr>
<td>19. P.B.F. International College H-9</td>
<td>30</td>
</tr>
<tr>
<td>20. Imperial International College F-10/3</td>
<td>20</td>
</tr>
<tr>
<td>College Name</td>
<td>Number</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>21. Fazia Inter College E-9</td>
<td>20</td>
</tr>
<tr>
<td>22. Pak.Turk International College G-10/1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
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</table>
**LIST OF COLLEGES AND NUMBER OF RESPONDENTS (FEMALE)**

<table>
<thead>
<tr>
<th>List of female colleges</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. F.G. College for Women F-7/2</td>
<td>100</td>
</tr>
<tr>
<td>2. Margalla College for Women F-7/4</td>
<td>50</td>
</tr>
<tr>
<td>3. F.G. Degree College for Women I-8/3</td>
<td>40</td>
</tr>
<tr>
<td>4. Islamabad College for Girls F-6/2</td>
<td>30</td>
</tr>
<tr>
<td>5. Islamabad College for Girls F-10/2</td>
<td>20</td>
</tr>
<tr>
<td>6. Islamabad College for Girls F-8/1</td>
<td>50</td>
</tr>
<tr>
<td>7. Islamabad College for Girls G-10/2</td>
<td>60</td>
</tr>
<tr>
<td>8. Islamabad College for Girls I-8/4</td>
<td>80</td>
</tr>
<tr>
<td>9. F.G. Higher Secondary School for Girls I-9/1</td>
<td>50</td>
</tr>
<tr>
<td>12. F.G. Higher Secondary School for Girls G-6 ¼</td>
<td>10</td>
</tr>
<tr>
<td>14. O.P.F. Girls College F-8/2</td>
<td>10</td>
</tr>
<tr>
<td>15. Bahria College Naval Complex E-8 (girls campus)</td>
<td>10</td>
</tr>
<tr>
<td>16. Becon House H-9 (girls campus)</td>
<td>10</td>
</tr>
<tr>
<td>17. Pak. Turk International College G-10/1(girls campus)</td>
<td>10</td>
</tr>
<tr>
<td>18. Imperial International College F-10/3</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>
LETTER OF AUTHENTICITY

Dr. M.N. Qazi,
Head of Education Department
WISH, Islamabad.

Subject: AUTHENTICICATION AND VALIDATION OF QUESTIONIORS

In reference to the subject, the committee has thoroughly gone through, the
amendments of questionnaire derived from the International Multi-factor
leadership Questionnaire (MLQ) in its recent version (Form 5x) by Bass &
Avolio (1994) and being used by Ph.D Scholor Nighat Firdous. These
amendments are best possible in the instrument. The validity of the instrument
has been checked according to Pakistani culture and its requirements.

Thanks

Committee Members

Name: Dr. Mustofeez Ali
Designation: Prof. Hod Dall St.
Signature: [Signature]

Dr. Mustofeez Ahmed Ali
Head of Islamic Studies
WISH, H-6/2, Islamabad.

Name: Dr. M.N. Qazi
Designation: Professor
Signature: [Signature]

Name: Dr. Zahiruddin Husain
Designation: Professor
Signature: [Signature]