IMPACT OF TRANSFORMATIONAL LEADERSHIP ON JOB SATISFACTION: A MEDIATING ROLE OF SCHOOL CLIMATE IN SCHOOL TEACHERS OF PAKISTAN

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ABSTRACT

Purpose: Study aims to determine that how transformational leadership styles of head teachers' effects the job satisfaction of teachers. It also yearns to uncover whether school climate intervene amongst the transformational leadership style adopted by head teacher and job satisfaction of teachers.

Research Design/ Methodology: Data has been collected by using an online questionnaire survey. Convenient sampling technique has been utilized for collecting data from education sector of Pakistan. 295 valid responses have been taken for analysis. Data analysis has been done by using SPSS and AMOS 21.

Findings: The outcomes of the current study unveiled that there is full mediation of school climate among transformational leadership style and job satisfaction. It also revealed significant positive relation amongst transformational leadership style and job satisfaction. The results also showed a positive and significant relation amid transformational leadership style and school climate.

Originality/Value: Numerous investigations on transformational authority have been attempted in developed nations but restricted research has been accomplished with regards to Pakistan. The novelty of this study is the examination of interceding consequence of school climate on the connection among the transformational leadership style and representative job satisfaction in teaching staff of Pakistan.

Implications: Study would be helpful for school administration. It would facilitate them to use the transformational leadership for satisfying the teachers at their workplace and tender a conducive environment to teachers so, that the teacher will be able to work competently and illustrate exceptional performance.

KEY WORDS

INTRODUCTION

In the current focused circumstance, links grow internationally and face a great deal of obscurities to meet their targets and followed to be extra effective from others. The pioneer investigators presume essential part in attainment of these objectives and boost worker's implementation by satisfying them during their employments accordingly, it obtains a handle on the contemplation of investigators from various years, until now we can't axis around one explanation. Number of investigators have considered distinctive element of leadership. Leadership is the input to believe that instigates as of the view of others (Mintzberg, 2010). Moreover, another investigator directed their examination on the leadership and their styles and recommended that powerful the adherents and association also (Jamaludin, 2011). According to Jamaludin (2011), pioneers are one of the real key drivers in improving the creation and advancements. Leadership is specifically linked with the performance to which employees are committed (Raelin, 2011). Moreover, one of the investigators indicated that the most generous of pioneers is their persuasive identity that has positive connection with the adherent's activity fulfillment and the execution (Lian et al, 2011). Though diverse hypothetical methodologies have studied leadership however the majority eminent structure is transactional leadership and transformational leadership (Hambley et al, 2007). According to Bass (1998), transactional leadership is used when links give investigations by tribute, pay increments and specialized accomplishment for well performers and regulation for poor entertainers. Transformational leadership is a novel approach that assists conventional leaders in modifying their abilities and managing their followers (Nguon, 2022). Transformational leadership is related with subordinate's ethical qualities (Mulla and Krishnan, 2011). A large portion of the investigator stressed on transformational leadership yet some additionally offered significance to transactional leadership. Transformational style is more successful than style of transactional leadership, paying small mind to hierarchical kind, tactic received by the previous investigations depends on his individual's capacity, preferences and come across (Egan, Sarros & Santore, 1995). So, as to it might be linked outcome is contrarily inclined by the transactional leadership style (Bass, 1999; Paracha, M. U., et al., 2012).

Leadership styles have a particular position in affecting occupation fulfillment. According to Pool (1997's) authority conduct is an indicator of employment fulfillment. There is a solid connection amongst fulfillment and supervision (Bateman & Organ, 1983). The reason for this affiliation is that directors in the association speak to the straightest wellspring of change in occasions that impact positive effect of representatives. In addition, as of other initiative composes, the transformational leadership style has been a standout amongst the majority essential determinants. Since, the transformational leadership style, while recently and additional typical sculpt inside present initiative styles, give an open door which enhances participation on behalf of pioneer, devotee, and for their prosperity. Group execution inside association and elevated fulfillment with lofty inspiration driven pioneers are essential attributes of the transformational leadership style (Avolio, Bass, & Jung, 1999). At the position as transformational pioneers who provide extraordinary thoughtfulness regarding their adherents and concern their requirements extra, the supporters are extra probable work towards accomplishing longer period objectives to meet up the pioneer's desires. Consequently, this circumstance finding in expanded employment fulfillment (Walumbwa, Orwa, Wang, Lawler, 2005). Then again, albeit plenteous

investigations demonstrate the connection between transformational initiative practices and representatives' activity fulfillment (Podsakoff, MacKenzie, Moorman, and Fetter, 1990), here is a rare writing that weight on the transformational leadership style parts as well as employment fulfillment connection. In any case, numerous observational examinations about the connection between initiative styles and representatives' activity fulfillment have been led in various areas, for example, saving money division (Belias & Koustelios, 2014; Awanleh & Al-Dmour, 2004), wellbeing part (Lorber & Savic, 2012; Kuzey, 2012; Peltier & Dahl, 2009). Yet, restricted writing has concentrated on this association in instruction area. In support of instance, Amorosso (2002's) contemplate and suggested with the intention of the higher activity fulfillment of representatives at instructive establishments is emphatically consistent with authority style (Bayram, H., & Dinç, S., 2015).

Schools in the change procedure regularly inspect the different authority factors that assume a significant part in discipline adequacy (Bruggencate, Luyten, Scheerens, & Sleegers, 2012). The school locale with the intention of looking to explore supported strategies for change in school should start by means of inspecting grounds initiative styles and observing their impact on the school atmosphere and understudy accomplishment. According to one of the investigator the school pioneer is observed as notable amongst the most compelling elements in the encroachment of the character and quality of a school (Cohen, McCabe, Michelli, & Pickeral, 2009). In any case, the attainment of a relationship is firmly identified with its capacity to keep up inward adequacy and to adapt to the tide of the outside condition. Past inquiries about in different instructive settings recommended that activity fulfillment affects the quality and security of guideline, which may affect understudies' prosperity (Duff 2013; Russell et al. 2004; Hoy and Miskel 2008; Robinson 2010). Moreover, in Pakistan, educators' activity fulfillment, responsibility, and maintenance are significant to the dominant schools. A solid and positive association of school atmosphere converts into expanded instructors' activity fulfillment. A solid school atmosphere not exclusively will build the activity fulfillment of educators yet will increase the learning circumstance and increment the productivity of the school in the meantime. Subsequently, the requirement for examines on school hierarchical atmosphere and instructors' activity fulfillment is highlighted (Ghavifekr, S., & Pillai, N. S., 2016).

The transformational authority style is being powerful in rousing representatives to perform past desires (Bass, 1985). A transformational pioneer actuates representatives higher request desires and propels them to execute taking care of business. The two representatives and associations advantage accordingly (Allen, Herst, Bruck, and Sutton, 2000). A transformational leadership style pioneer additionally assumes a basic part in overseeing change inside the association by offering his vision to the representatives (Wang et al., 2016). Different examinations have analyzed the circuitous impact of transformational authority on representative execution. Transformational leadership encourages employees to achieve goals that improve their work performance (Nguon, 2022). A portion of the halfway builds utilized for estimating this association are culture, development and information administration (Birasnav, 2014; Muenjohn and Armstrong, 2015; Paulsen, Callan, Ayoko, and Saunders, 2013; Qabool, S., & Jalees, T., 2017). Studies reveal that school climate put forth a positive effect on job satisfaction. (Malinen & Savolainen, 2016; Zakariya, Y. F. (2020). While numerous investigations on

transformational authority have been attempted in created nations, restricted research has been completed with regards to Pakistan. The motivation behind this examination is to research the interceding consequence of school climate on the connection among the transformational leadership style and representative job satisfaction in Pakistan.

> *RQ1: Does Transformational leadership effects school climate?*
> *RQ2: Does Transformational leadership effects job satisfaction?*
> *RQ3: Does school climate effects job satisfaction?*
> *RQ4: Is there any mediating impact of School Climate among Transformational Leadership and Job Satisfaction?*

Studies demonstrate that there is a considerable measure of issues looked by educators in Pakistan (Ahmad., et.al 2013). This examination will be led in to research the effect of transformational authority in teaching staff rather the past examination was led on Banking Sector (Qabool, S., &Jalees, T. 2017) and nursing sector (Choi, S. L., et.al, 2016). It will explore an assortment of angles that adds to work fulfillment teachers and their subsequent support in the diverse training division of Pakistan surroundings by researching the effect of transformational leadership.

There is a broad commitment of this research to existing learning and bless with sorted out knowledge for teaching staff for understanding the issues identified with disposition of laborers. This exploration is prominent and selective in four different ways.

➢ Firstly, this study fulfills the theoretical gap of research. This examination has tended to all possible future bearing with a specific end goal to develop the exhaustive framework. In past investigations the immediate connection of transformational leadership has been checked with job satisfaction and school climate however this examination looks at the mediating relationship of school climate among transformational leadership with job satisfaction.
➢ Secondly, the present examination fills up the contextual gap of research. The past examinations are led in developed nations and on different divisions. This investigation will be led in educational segment of a developing nation Pakistan.
➢ Thirdly, this examination can be generalized. This examination will gather information from teaching staff of Pakistan. Thus, this examination may be summed up to other Asian nations because the working condition in the Asian nations is relatively same. Be that as it may, this examination will be useful for the Asian scientists for encourage examination.

This present examination is an undertaking to conceal the worries identified with Transformational leadership in the teaching staff of Pakistan.

Hypothetically, it fills the gap of research because in past investigations the immediate connection of transformational leadership style has been checked with job satisfaction and school climate however this examination analyzes the mediating relationship of school climate among transformational leadership with job satisfaction.

Section 1 contains the background of study, problem statement, significance and scope of research. Section 2 gives the definitions and a comprehensive discussion regarding the supported theories. Section 3 is endowed with the methodology of research that is utilized in the present study. Section 4 comprised of results and discussion. Section 5 consists of conclusion, limitations and future direction and conclusion of the investigation.

LITERATURE REVIEW

Leadership

Leadership has been characterized based on characteristics, conduct, and impact over other individuals, association designs, part connections, possessing a regulatory place, and authenticity of impact as seen by others (Yukl, 1989). According to Northouse (2007) leadership consists of 4 center segments: leadership is a procedure; leadership involves authority; leadership arises in a group perspective; leadership contains goal achievement. Leadership is definitely not a normal for people, but instead is a gathering wonder identified with the collaboration of hierarchical individuals (Levin, 2008).

THEORETICAL SUPPORT AND HYPOTHESES DEVELOPMENT

Transformational Leadership and Job Satisfaction

Transformational pioneers are for the most part depicted as initiator who transform the qualities, wants, goals, and requirements of their workers and inspire representatives to beat desires (Bass BM. ,1995). The association among transformational leadership and job satisfaction is entrenched in current writing (Walumbwa FO. et al., 2004). The qualities of transformational management conceptualized through Bass (1990) bestow hypothetical founding to clarifying workers' commotion fulfillment. Bogler (2001) elucidate that transformational practices can influence work implementation during representatives' intuition of transformational pioneers. Such pioneers increment representatives' desires and appreciation of their work and upgrading workers' activity fulfillment through transformational initiative practices. The pertinence of transformational leadership to representatives' activity fulfillment isn't limited to a specific hierarchical setting. Earlier examinations have reliably discovered that transformational practices happen and upgrade adherents' activity fulfillment in different hierarchical settings, including instructive, modern, military, and volunteer settings (Walumbwa FO et al., 2005; Braun S et al., 2013; Yang F-H et.al, 2011; RowoldJ & Rohmann A, 2009).

Specifically, researchers have recognized the significance of transformational initiative in upgrading the activity fulfillment of staff in social insurance ventures (Nielsen K, et al. 2009; Wang X, Chontawan R, Nantsupawat R. 2012; Fuller JB et al. 1999; Andrews DR & Dziegielewski SF. 2005). Representatives in the medicinal services segment regularly work in high weight conditions. Directors' transformational practices can build up a feeling of poise and fitness among representatives and in this manner upgrade work fulfillment (Nielsen K, et al. 2009). Andrews and Dziegielewski (2005) clarify so as to instructing personnel by and large lean toward bosses with transformational practices that concentrate on workers' personage needs (Choi, S. L., et al. 2016; Jameel, A. S., & Ahmad, A. R., 2019). In this manner, transformational leadership style might diminish showing turnover of staff attributable to little occupation fulfillment.

> **H1:** *Transformational leadership has a positive impact on job satisfaction among teachers of, Pakistan.*

Transformational Leadership style and School Climate

Transformational leadership style has additionally been found to influence educators' view of school atmosphere, their person's duty to alter, and hierarchical educating and understudy outcomes (Hallinger and Heck, 1998). In view of Finnigan and Stewart (2009)

transformational management practices were mainly as often as possible apparent in higher achieving schools, loaning trustworthiness to conviction to transformational authority is the best type of initiative. Although the association is a confounded one, the impact of transformational initiative characteristics on "devotee" results and the improvement of affirmative workplace is a vital one to note. In accordance to Cohen et al. (2009) there is no generally settled in the lead of definition; atmosphere of school, in an expansive sagacity, envelops educators' mutual view of their general place of work to incorporate the inner highlights that identify one grounds from an extra and its cause on demeanor of its employees (Owens, 2004; Hoy, 1990; Stolp and Smith, 1995; Hoy and Tarter, 1992). As indicated by Vos et al. (2012), an unfortunate school environment can rapid inability. It has been found that the atmosphere of a school is a critical part to develop procedures for management and change of connections of general wellbeing. Furthermore, the general atmosphere of a grounds notably affects the activity accomplishment levels of workers individuals, it is chiefly critical to levy hierarchical wellbeing to keep up positive work execution (Vos et al., 2012). Ultimately, a reasonable, optimistic school ambiance empowers the learning and advancement fundamental for understudies to wind up beneficial supporters of a law-based culture (Allen, N., Grigsby, B., & Peters, M. L., 2015; Cohen et al., 1999).

In the view of Mooney (2003), we found the connection among transformational authority style and the atmosphere of school in western Pennsylvania primary schools. The information bolstered the possibility that transformational authority style, at the same time as evaluated by means of the educator's view of their principals, was identified with school atmosphere. In investigations of the apparent authority appraisals of instructors, solid connections were found among most transformational administration aspects and the atmosphere of school measurements of steady central conduct and collegial conduct. While the findings likewise demonstrated to the transformational administration style, components of romanticized impacts, (ascribed and conduct), additional exertion, individualized thought, and scholarly incitement had the best association to an open atmosphere of schools. One of the investigators analyzed the connection among initiative styles and atmosphere of school by directing the MLQ-5X and OCDQ-RM to an example of 1080 center teachers and 36 principals from Tennessee. Discoveries disclosed 5 significant relationships among teachers view of transformational leadership and factors of climate of school: principal-directed manners, teacher-collegial behavior, teacher-committed behavior and openness of teacher behavior (McCarley, T. A., Peters, M. L., & Decman, J.M., 2016; Garrett-Booker, 2003).

Studies unveil that transformational leadership would be helpful for the creation of novel environment in schools. School head as a transformational leader would be responsible for formation of trustful and protected environment for faculty (Cohen et al. 2009; Liu et al. 2013; Wang, S. 2019). So, it may result in positive relation among transformational leadership and school climate.

H2. *There is a positive and significant relationship between transformational leadership and school climate.*

School Climate and Job Satisfaction

The constructs of school climate and job satisfaction are related however dissimilar in nature (Keuter et al. 2000). The school climate has paying attention on the organizational

characteristics of schools as alleged by the school teachers, whilst job satisfaction concentrate on view and approach that the teacher presents about their work. A good environment of school results of high satisfaction level of the teachers and improves the retention level of teachers in schools. It is essential for the head teachers who are working as a leader develop a good environment in the organization for higher satisfaction of teachers (Anderson et al. 2000; Duggan 2008). As Knox (2011) considered two high schools for investigation of school climate and job satisfaction which are on the top of the list. His findings revealed that both have different school climate and satisfaction level even though there are same in nature of academics and demographics. Likewise, Wahat (2009) studied the association amid school climate and job satisfaction of fresh faculties of Malaysia in three public universities. The study originates a significant, positive affiliation among school climate and job satisfaction. Moreover, findings of Malinen, O. P., &Savolainen, H., (2016) also show a positive relationship among school climate and job satisfaction. Also, Ghavifekr, S., & Pillai, N. S. (2016) study findings be evidence for a positive relationship of school climate and job satisfaction. Studies reveal that school climate put forth a positive effect on job satisfaction. (Malinen & Savolainen, 2016: Zakariya, Y. F. 2020; Fei, E. L. E., & Han, C. G. K. 2020; Robiatun, D., & Putrawan, I. M., 2020).

> **H3**: *There is a positive and significant relationship between school climate and job satisfaction.*

Transformational Leadership, School Climate and Job Satisfaction

School administration style impacts the atmosphere of a school and builds up the environment of school, making diverse criterion for the practices that employee's take after (Cohen et al., 2009). Winged creature et al. (2010) express to the central's initiative practices, style, and aptitudes affect the conditions of school, employee's attributes, and scholarly execution. Moreover, Moolenaar et al. (2010) noticed that leadership of school is emphatically corresponded with the way school employees comprehend the progressions that happen in their schools. According to Moolenaar et al. (2010), educators who execute managerial undertakings to help the foremost notwithstanding their encouraging activity regarded as their school atmosphere as fewer creative than instructors who are not distributed to extra regulatory errands. School Principals can enhance instructors' comprehension of school atmosphere through sharing basic leadership and endeavoring to evacuate any hindrances that repress educators from concentrating on directions (Way et al., 2007). Additionally, Way et al. added that at what time educators start to comprehend that the administration style of school is to enhance the atmosphere of school, they will be more dynamic, affected, and propelled in classroom administration, and in instructing and understudy accomplishment. This shows that school principals who want to upgrade atmosphere of school emphatically ought to center around inspiring school employees, providing the important help and assets to improve understudies' accomplishments and learnings (Allen et al., 2015). In addition, Vos et al. (2012) expressed that an undesirable school atmosphere prompts an insufficient connection among school employees and understudies, showing style, and understudies' realizing, which affect understudies' execution and scholastic attainments (Alhosani, A. A., Singh, S. K., & Al Nahyan, M. T., 2017).

In view of Mooney (2003) the connection among transformational initiative and the atmosphere of school in western Pennsylvania primary schools. The information upheld the possibility that transformational administration, as evaluated through the educator's impression of their school principals, was identified with atmosphere of school. In examination of the apparent initiative evaluations of educators, solid connections were found to be among most transformational administration aspects and the atmosphere of school measurements of steady collegial and primary conduct. Although, the discoveries likewise demonstrated that the transformational administration components of glorified impact (ascribed and conduct), additional exertion, individualized thought, and scholarly incitement had the best affiliation to an open atmosphere of school. An investigator inspected the connection between initiative styles and school atmosphere by directing the MLQ-5X and OCDQ-RM to an example of 1080 center teachers and 36 principals from Tennessee. Discoveries uncovered five noteworthy connections between instructor impression of transformational administration and parts of atmosphere of school: main coordinated conduct, receptiveness of educator conduct, educator collegial conduct, and educator conferred conduct (Garrett-Booker, 2003); McCarley, T. A., Peters, M. L., & Decman, J. M., 2016; Fei, E. L. E., & Han, C. G. K. 2020).

Positive atmosphere of school has additionally been observed to relate to bring down impression of higher viability, stress and occupation fulfillment amongst instructors (Lee, Dedrick, & Smith, 1991; Collie et al., 2012; Taylor and Tashakkori, 1995; Hoy &Woolfolk, 1993). Also, the discoveries from an investigation directed by Ingersoll (2001) proposed that positive atmosphere of school could be an approach to fortify educator maintenance (Malinen, O. P., &Savolainen, H., 2016). Studies reveal that school climate put forth a positive effect on job satisfaction (Malinen & Savolainen, 2016: Zakariya, Y. F. (2020).

H4: *There is significant mediating relationship relation of school climate between transformational leadership and job satisfaction.*

PROPOSED MODEL

In the proposed model all the five dimensions of transformational leadership is taken ad considered it as independent variable. In the proposed model the direct impact of transformational leadership has been examined with job satisfaction. However, the indirect impact has also been examined with mediating role of school climate amongst transformational leadership and job satisfaction.
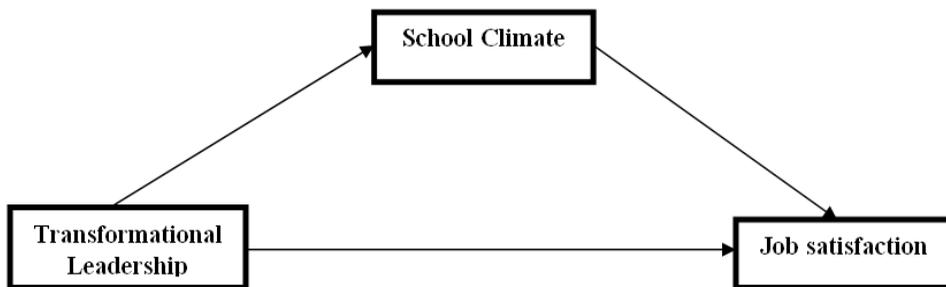

Figure 1: Theoretical Framework of the Study

RESEARCH METHODOLOGY

Population and Sample

The target population of the present study is teachers of Pakistan. There are some rules for determination of sample e.g. 3:1, 6:1, 10:1, 15:1, or 20:1. Hogarty et al. and MacCallum et al. have carried out investigations to test these guides (Williams, B., Onsman, A., & Brown, T., 2010). In the current study 10:1 (for 1 item 10 questionnaires are filled) has been taken for the choice of sample. As in the current study nonprobability sampling technique has been used.

410 online questionnaires given to the teaching staff of Pakistan, out of which 295 filled questionnaires were considered valid (actual response rate= 71.9%) and taken for data analysis.

Measures

It includes the sample of the study, procedures used, measures which were considered for analysis and statistical tools which have been adopted in the current study. The opinion of respondent has been given from 1 to 5 as strongly disagree to strongly agree. A Multifactor Leadership Questionnaire (MLQ) created by Avolio and Bass (1995) was led to quantify respondents' observation about transformational leadership conduct toward their bosses. Transformational leadership style comprises of 5 measurements that spoken to by 17 things. Every one of them comprises of four things; Idealized Influence (ascribed) shows 'imparts delight in me for being related with them, Idealized Influence (conduct) delineates 'discusses their most essential qualities and convictions', Inspirational Motivation outlines 'speaks hopefully about the future', scholarly incitement represents 'rethinks basic suppositions to address whether they are fitting', individualized thought delineates 'invests energy for educating and instructing'. It was utilized in a few investigations and their reliability was from 0.81 to 0.94 (Avolio et al., 1999; Bass, 1999; Bayram, H., & Dinç, S., 2015). The OCDQ-RS, that estimates atmosphere of school at the optional level, is an upgrade of the first form, OCDQ. The OCDQ-RS is a 34-thing instrument that separates school atmosphere into five measurements: (a) Supportive Behavior, (b) Engaged Behavior, (c) Directive Behavior (d) Frustrated Behavior, and (e) Intimate Behavior (Hoy, 2013). The OCDQ-RS estimates 2 measurements of leadership, supportive and directive, and 3 measurements of teacher interactions, frustrated, engaged and intimate behavior. This past investigation established the Cronbach's alpha reliability coefficients to be as per the following: Supportive Behavior (0. 91), Engaged Behavior (0. 83), Directive Behavior (0.79), Intimate Behavior (0.74) and Frustrated Behavior (0.74) (Scherman, V., 2002). Job satisfaction has been deliberate by using scale of 6 items created by an investigator Weiss et al. (1967), Brayfield and Rothe (1951).

Analytical Strategy

In the present study CFA (confirmatory factor analysis) has been used. Confirmatory factor analyses were applied on all variables via use of AMOS 21. In the present study, investigator used SEM (structural equation modelling) method via the use of AMOS 21 for analyzing mediating effect between endogenous and exogenous variables.

RESULTS AND DISCUSSIONS

Table 1 exhibits the sample description of demographics of teaching staff (age, gender, qualification, and job experience) from Schools of, Pakistan.

Table 1
Sample Description of Demographics

	Demographic Features	Frequency	Percentage
	25-29	58	19.5
	30-34	56	18.8
	35-39	51	17.4
Age	40-44	59	20.1
	45-49	17	6
	50 & above	54	18
	Total	295	100
	Female	159	53.8
Gender	Male	136	46.1
	Total	295	100
	Matriculation	53	18.1
	Intermediate	6	2
	Bachelors	63	21.5
Qualification	Masters	165	55.7
	Above Masters	8	2.7
	Total	295	100
	> 5 years	81	27.5
	5-10 years	50	16.8
Job Experience	10-15 years	59	20.1
	15 or above	105	35.6
	Total	295	100

Demographic results unveil that 19.5% of data is collected from teachers age >25, 18.8% from age>35, 17.4% from age >40, 20.1% from age >45, 6% from age >50 and 18% collected from above 50. Table 1 demonstrates that 53.9% data has been collected from females and 46.1% from males. Results also reveals that 2% of teachers are intermediate, 21.5% are bachelor, 55.7% are masters and 2.7% are above masters. As for job experience is concerned 27.5% have >5 years' experience, 16.8% have >10 years' experience, 20.1% have >15 years' experience and 35.6% have above 15 years' experience.

Convergent and Discriminant Validity

Composite reliability (CR) has been utilized for assessing the reliability. All the CR values are greater than 0.7 which has the reliability of the data. Average variance extracted (AVE) has been used for checking the convergent validity of data. All the values of AVE are greater than 0.5 which confirms the convergent validity of data (Kline, 2015; Wong, 2013).

Table 2
Convergent and Discriminant Validity

	Mean	Cronbach alpha	CR	AVE	TLS	SC	JS
Transformational Leadership Style	3.963	0.887	0.890	.0519	1		
School Climate	3.498	0.870	0.873	0.635	.474**	1	
Job Satisfaction	3.653	0.902	0.904	0.683	.207**	.420**	1

Table 2 also demonstrates that data has possession of discriminant validity because it shows that variables have highest correlation with itself. (Afthanorhan, 2013; Kline, 2015).

CFA

Model fitness of the study has been evaluated by using CFA that is considered as a multi-vitiate mathematical procedure to verify that constructs of study are adequate for variable considerable figures.

Table 3
Fit Indices Measurements

Indicators	Threshold range	Current values
CMIN/DF	Less or equal 3	2.190
GFI	Equal or greater .80	.836
CFI	Equal or greater .90	.921
IFI	Equal or greater .90	.921
RMSEA	Less or equal .08	.063

Table 3 reveals that CMIN/DF value is 2.190 which is less than 3. GFI value is 0.836 which is also greater than 0.80. Furthermore, IFI value is concerned is 0.921 which is also greater than 0.90. RMESA value is also less than 0.08. Consequently, all the indicators are acceptable for model fitness.

SEM Analysis

In present study, SEM (structural equation modeling) has been used to show path analysis endogenous and exogenous variables by using AMOS 21. Figure 4.16 shows the hypothetical relationship among Transformational leadership style, School Climate and job satisfaction to examine whether the relationship is significant or not. The Model was developed through observed variables on the base of hypothetical framework.

SEM

Table 4
Regression Weights

			Standardized Estimates	S.E.	C.R.	P	Hypothesis	Decision
SC	←	TLS	.472	.049	6.508	***	H1	Accepted
JS	←	SC	.411	.163	4.854	***	H2	Accepted
JS	←	TLS	.019	.111	.227	.820	H3	Rejected
	Mediating Effect		.192	.052	2.489	.010	H4	Accepted

The result significance is on P-values basis. P-value <0.05 is regarded as significant and acceptance of hypothesis is based on the p-value 0.05. Table 4 demonstrates that TLS has positive and significant impact on JS. It also reveals that SC has a positive and significant effect on JS. Furthermore, table exhibits that TLS has no impact on JS. That's why H3 hypothesis is rejected. Table 4 also reveals that school climate has an intervening effect among the TLS and JS which shows that there is full mediation of school climate among TLS and JS.
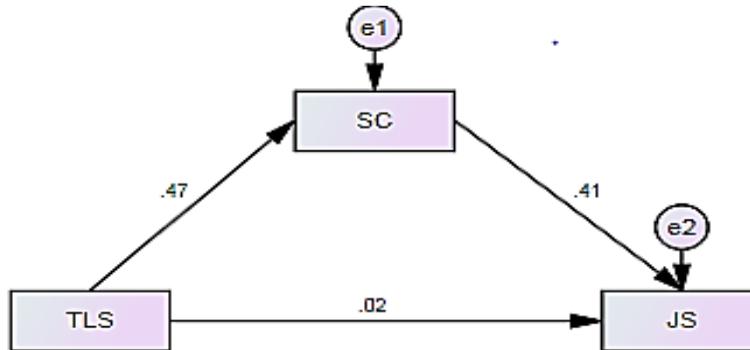

Figure 6: Structural Equation Modeling

In the current study, the investigator has attempted to examine whether the results of previous studies (Choi, S. L., et al., 2016; Alhosani, A. A., Singh, S. K., & Al Nahyan, M. T., 2017; McCarley, T. A., Peters, M. L., & Decman, J. M., 2016; Malinen, O. P., &Savolainen, H., 2016; Noraazian, O., & Khalip, M. , 2016; Damanik, E. , 2014; Dutta, V., & Sahney, S., 2016; Malik, W. U., Javed, M., & Hassan, S. T. 2017; Bayram, H., & Dinç, S., 2015; Qabool, S., & Jalees, T., 2017) differs contextually which is investigated in western countries could be generalizeable in other countries.The investigator attempted to address the most up-to-date contextual, methodological, and theoretical gaps and extended past models (Choi, S. L., et al., 2016; Alhosani, A. A., Singh, S. K., & Al Nahyan, M. T., 2017; McCarley, T. A., Peters, M. L., & Decman, J. M., 2016; Malinen, O. P., &

Savolainen, H., 2016; Noraazian, O., & Khalip, M. , 2016; Damanik, E. , 2014; Dutta, V., & Sahney, S., 2016; Malik, W. U., Javed, M., & Hassan, S. T. 2017; Bayram, H., & Dinç, S., 2015; Qabool, S., &Jalees, T., 2017).

410 online questionnaires given to the teaching staff of Pakistan, out of which 295 filled questionnaires were considered valid (actual response rate= 71.9%) and taken for data analysis. Furthermore, the examiner has also used CFA for confirming the construct. And the investigator has used the SEM for measuring the mediating role of school climate.

The present study has attempted to examine the effect of transformational leadership style on the job satisfaction of teaching staff with the mediating effect of school climate. The outcomes of the present study showed that there is positive correlation among transformational leadership style and job satisfaction of teaching staff which accept the H1. Therefore, this result is supported by the prior studies that there is positive relation amongst the transformational leadership and job satisfaction (Voon & Ayob, 2011; Sohail & Delin, 2013; Thamrin, 2012; Tesfaw, 2014; Riaz & Haider, 2010; Bayram, H., & Dinç, S. 2015; Omar & Hussin, 2013; Cohen et al. 2009; Liu et al. 2013; Muslichah, M., & Asrori, S. 2018; Wang, S. 2019; Jameel, A. S., & Ahmad, A. R., 2019). The findings also reveal that transformational leadership has positive correlation with school climate of teachers of which accept the H2. These findings are consistent with the prior investigations (Hallinger and Heck, 1998; Cohen et al., 2009; Owens, 2004; Way et al., 2007; Moolenaar et al., 2010; Vos et al. 2012; Allen et al., 2015; Alhosani, A. A., Singh, S. K., & Al Nahyan, M. T., 2017; Damanik, E., & Aldridge, J. 2017). The findings of the current study showed that there is positive correlation among School climate and job satisfaction of teaching staff which accept the H3. Therefore, this result is supported by the prior studies that there is positive relation amid school climate and job satisfaction (Keuter et al. 2000; Anderson et al. 2000; Duggan 2008; Knox 2011; Wahat 2009; Ghavifekr, S., & Pillai, N. S. 2016; Malinen, O. P., & Savolainen, H., 2016, Malinen & Savolainen, 2016, Zakariya, Y. F. 2020; Robiatun, D., & Putrawan, I. M. 2020).

The results also supported the H4 and showed that there is full mediation of school climate among transformational leadership and job satisfaction. These results shows that transformational leadership style made the school climate positive, and a positive school climate enhance the job satisfaction of teaching staff of Pakistan.

Study Implications
The outcomes of current study showed several theoretical implications. Firstly, this study fulfills the theoretical gap of research. This examination has tended to all possible future bearing with a specific end goal to develop the exhaustive framework. In past investigations the immediate connection of transformational leadership has been checked with job satisfaction and school climate however this examination looks at the mediating relationship of school climate among transformational leadership with job satisfaction. Secondly, the present examination fills up the contextual gap of research. The past examinations are led in developed nations and on different divisions. This investigation will be led in educational segment of a developing nation Pakistan. Thirdly, this examination can be generalized. This examination will gather information from teachers of Pakistan. Thus, this examination may be summed up to other Asian nations because the

working condition in the Asian nations is relatively same. Be that as it may, this examination will be useful for the Asian investigators for encourage examination.

Limitations and future direction of the Study

The examiner has tried its level best to cover each aspect but there are some limitations in the current study. Firstly, it has attempted to add the maximum items of transformational leadership, school climate and job satisfaction but it is needed to add more dimensions of classification of job satisfaction (i.e. nature of work and operating conditions) and the former investigator can also use the dimension of transformational separately for findings. As in the present study, transformational leadership and school climate is taken rather than separate dimension. So, it is recommended that investigator can use separate dimension in the future studies. Secondly, in the current study one mediator, one independent and one dependent variable has been taken. So, it is recommended that more than one mediator, independent and dependent variable will be used in the future studies.

Thirdly, there are some methodological issues and misspecification in the model. it has been suggested that to enhance the sample size by collecting data from more schools. In the current study sample is taken from Pakistan that's why it has been suggested to collect data from other countries for more generalization. Further it has been suggested that moderating effect should also be examined in the future studies on the given model.

CONCLUSION

According to results of the present study the investigator has concluded that there is full mediation of school climate amongst transformational leadership style and job satisfaction. It shows that a transformational leader makes the school climate positive and better for proper working that also enhance the satisfaction level of the teaching staff of Pakistan. Furthermore, findings also reveal that transformational leadership has positive impact on the job satisfaction of the employees of teaching sector which means that a transformational leader increase the employee's satisfaction regarding their work. Moreover, results also show that their positive relation among the transformational leadership style and school climate. This means that a leader having transformational abilities can enlarge and improve the working environment of schools for proper and better functioning. The current study finding supports the all-research question of the study.

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