Ensuring Teacher's Job Satisfaction Through Distributed and Instructional Leadership of Chinese School Principals: Mediating Role of Reward, Motivation and Effectiveness

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ABSTRACT

Teacher performance and satisfaction is influenced through the organizational environment. Thus, this study explores the effectiveness of leadership styles in promoting teacher satisfaction, namely instructional leadership, and distributed leadership. The direct effects of instructional and distributed leadership on teacher's job satisfaction along with the indirect effects through the mediation of reward, motivation and effectiveness were studied. The data was collected from 342 teachers employed in secondary schools of China, and the overall association among the factors was studied through the application of PLS-SEM. The findings of the study have indicated that instructional and distributed leadership styles are effective for curating the job satisfaction of teachers. Moreover, rewards, motivation, and job effectiveness were found to significantly mediate the association between leadership styles and job satisfaction. The results of the research study offer crucial implications for educational policies by demonstrating how job satisfaction among teachers can be enhanced through the implementation of appropriate leadership styles, emphasizing on reward, motivation, and effectiveness. The study suggests that development of teacher-focused policies and effective remuneration plans will lead towards satisfaction and therefore effective performance in the future.

Keywords: Instructional leadership, Distributed leadership, Job Satisfaction, Reward, Motivation, Teachers

1. INTRODUCTION

Leadership style is one of the crucial aspects in determining the satisfaction and performance of the employees in any organization. Due to the constant changes in a social, economic, and technological environment, the leadership is becoming an essential attribute of the institutional management (Garbin Praničević et al., 2018). Leadership performs the influencing function of management and effectively controls the behavior of the employees resultantly marking their improved performance. Leadership styles have been facing numerous challenges in the academic organizations due to the distinct nature of educational curriculum, departments and teams, work environment, and the administrative policies (Anastasiou & Garametsi, 2021). As performance and efficiency are dependent on the well-being of school staff, different leadership styles play different roles in regulating employees' experience. In academic or professional settings, distributed leadership is highly emphasized by the researchers. It is highlighted by Torres (2019) that the distributed leadership fosters the professional collaboration that positively impacts the satisfaction and performance of the teachers. Moreover, it involves different stakeholders and reflects diverse behaviors which make every involved actor accountable for regulating an influence. Instructional leadership in the same way exerts a strong influence on the behaviors and work ethics of the employees. As indicated by Wahab et al. (2020), the instructional leadership practices of headmaster positively impact the performance of the teachers. However, the level of performance is dependent on the level of instructional leadership behavior. The ministry of education therefore stresses the adoption of appropriate leadership styles in order to effectively manage the performance of staff.

There is an important issue in workplace related to the behavior and attitude of the staff. As the schools are learning organizations and build on the idea of learning, mutual cooperation, and empathetic behaviors. In such cases, poor authoritative behavior and leadership practices trigger job dissatisfaction and negatively impact the performance of staff (Makgato & Mudzanani, 2019). As school leadership is fundamental in achieving desired learning and teaching objectives, the poor choice of leadership styles pushes the working staff to demonstrate negative behaviors that as a result impact the learning of students. Moreover, it is also emphasized that leadership styles control occupational perception. The poor leadership through negative occupational perception thus transforms the teacher's behaviors in a negative way (Abu Nasra & Arar, 2020). The overall

school performance and reputation are therefore dependent on the organizational leadership behavior towards their working staff (Sunarsi et al., 2020).

The professional learning community in secondary schools of China is witnessing multiple administrative and supervision issues. Even though the school leaders demonstrated strong leadership behavior and construct workplace suitable for their employees, the issues are arising related to the mutual trust, administrative support, and emotional bonds between school leadership and teachers (Wang, 2018). Previous literature established a strong conception of the challenges regarding professional leadership and school-based communities' behavior. The study by Liu and Hallinger (2018) highlighted that the principal time management skills and efficacy are the major antecedent behavior teacher positive behaviors in schools of China. School-based leadership directly impacts the teacher's learning practices leading to healthy workplace learning. The study by Zheng et al. (2019) identified a strong relationship between leadership behaviors and self-efficacy of the teachers. It is proven that the collaborative activities and the instructional leadership have a strong impact on the teaching practices of staff. It is argued by the Hartinah et al. (2020) that principles' leadership and the work environment is the biggest motivation behind teacher efficiency and improved working. Despite the presence of abundant literature on the leadership behaviors and teachers' performance, the scarcity of literature in context of China's secondary schools demands novel investigation of the matter. The paper aims to fill the research gaps by examining the significance of distributed and instructional leadership of school's principals on the performance of secondary school teachers in China. The mediating of reward, motivation, and effectiveness is also examined in association between principal's leadership and teacher's performance. The findings of the study have vast implications as it provides empirical evidence that facilitates the understanding of leadership challenges and the respective solutions to improve leadership practices and teacher's performance.

2. Literature Review

2.1 Theoretical Background

To develop the association among variables selected in this study, Path-Goal theory of leadership (House, 1996) has been utilized. It is one of the most comprehensive and sophisticated theories that highlights the role of leaders in the development of efficient employee behavior. The features of respective theory state that leaders and their behavior provide necessary support and direction

to subordinates which helps them to achieve organizational goals. The stated goal of this theory is to enhance the performance of employees and increase their satisfaction by focusing on certain aspects like motivation (Malik, 2013). In this accordance, the respective theory highlights the different behavior of leaders to understand performance-to-outcome probabilities. The most effective leader ensure the provision of valued rewards to his subordinates to achieve their goals. Saleem et al. (2020) highlight that path-goal theory basically consisted of four styles of leadership i.e., supportive, directive, achievement orientated and participative. These leadership styles are efficient in a working environment and provide support to enhance performance of employees to assist the achievement of their goals. In light of the notions provided by this theory, this study tends to analyze the association of Instructional leadership and distributed leadership with job satisfaction of teachers and how motivation, reward and effectiveness enhance this association.

2.2 Instructional leadership and teacher's job satisfaction

Instructional leadership refers to principal's behaviors that are directed to improve the conduct and performance of teachers in the schools. Following instructional leadership, principals evaluates the performance of the teachers based on vision and goal of school and improve their Instructional strategies to enhance teachers' performance (Liu et al., 2021). The majority of studies in the existing literature have identified significant impact of Instructional leadership on job performance and job satisfaction of teachers. The studies of Cansoy (2019) conducted a systematic review to examine the association between Instructional leadership of school principle and job satisfaction of teachers. The findings of the study highlight that the instructional leadership of principals has a stronger linkage with job satisfaction of teachers. The results further revealed that transformational leadership is more efficient predictor of teachers' job satisfaction as compared to instructional leadership. Zahed-Babelan et al. (2019) indicate that there is no direct impact of instructional leadership on work engagement of teachers however, through other variables like job characteristics and teacher empowerment this leadership style impacts job satisfaction of teachers. Maheshwari (2022) also emphasize that instructional leadership matters as it exerts direct impact on performance and satisfaction of teachers. In this accordance, the first hypothesis of this study states:

H1: Instructional leadership significantly impacts job satisfaction of teachers.

2.3 Distributed leadership and teacher's job satisfaction

Distributed leadership relies on collective activities of school members that creates a high level of ownership. From the perspective of distributed leadership, communication patterns among employees/teachers are necessary that promotes the participation of them in decision-making and achieving the prime goal of institute (Kılınç & Özdemir, 2022). Within the context of schools, distributed leadership is significantly promoting as institutes are considered as complex to be ruled by single leader (Karakose et al., 2022). The existing research studies on the respective topic indicate that teachers are unable to fulfill their responsibilities without appropriate support. The involvement of them in important matters followed by distributed leadership enhance their confidence which is an important predictor of job satisfaction. Amzat et al. (2022) bring forth that distributed leadership plays a significant role in establishing a sustainable learning community and formulates efficient relationships in this community. In addition, this leadership style plays an important role in the professional development of teachers which in turn boosts their job satisfaction. Likewise, Jakobsen et al. (2023) also indicate that distributed leadership strengthens the service system in an organization and support subordinates, thereby, it enhance their job satisfaction. In this accordance, the second hypothesis of this study states that:

H2: Distributed leadership significantly impacts job satisfaction of teachers.

2.4 Mediating role of Motivation

Job satisfaction is significantly influenced by work motivation which is remarkably linked with leadership styles as well. Sirait et al. (2022) believe that motivation is a process of influence in which leaders provide encouragement to subordinates to actively participate and fulfill organizational roles. Nurbaeti (2022) states that efficient leadership enhances the motivation of the employees and improves knowledge and satisfaction of them. Many educational institutions improve the performance of their staff by providing motivation, which also increases their job satisfaction. Motivation, in this accordance, also strengthens the bond between leadership and job satisfaction. Iskandar et al. (2023) indicate that the level of teacher's professionalism and performance is dependent on motivation which implies that motivation guides leaders and encourage teachers to do their jobs. Hasibuan (2022) brings forth that leadership of principal (especially instructional) along with motivation presents a strong association with job satisfaction of teachers. Birhasani and Sulaiman (2022) also bring forth that there is a direct and significant

correlation exist among instructional leadership, job satisfaction and motivation. Accordingly, the third hypothesis of this study states that:

H3: Motivation plays a significant mediating role in the association of instructional leadership and teachers' job satisfaction.

Bektaş et al. (2022) state that distributed leadership has significant impact on teachers' performance and work motivation remarkably mediates this association. It implies that within an organizational context, motivation is a key factor that influences the behavior of teachers and boosts their satisfaction. The study of Jambo and Hongde (2020) observe the impact of this phenomenon on students' achievement as well and brings forth that with undeniable leadership of principal and work motivation of teachers the academic achievement of students has increased. It implies that efficient leadership along with motivation not only enhances the job satisfaction of teachers but significantly impacts the performance of students as well. Likewise, Joo (2020) states that internal aspects of institutes (motivation) strengthen the bond between distributed leadership and teachers' professionalism and job satisfaction. Therefore, it is evident that distributed leadership in presence of motivation can have notable capability to enhance job satisfaction of teachers. Accordingly, the fourth hypothesis of this study states that:

H4: Motivation plays a significant mediating role in the association of distributed leadership and teachers' job satisfaction.

2.5 Mediating role of Rewards

Instructional leadership is significant form of supervision which in view of Hidayat et al. (2018), foster work motivation to enhance job performance. This association is boosted by rewards that completely or partially impacts the performance and satisfaction of teachers. Nasution (2018) state that improvement in teacher's performance and job satisfaction requires the aspects in which the respective phenomenon can be efficiently grow. The results of the study indicate that there is a direct and significant impact of incentive reward on performance of teachers which is also significantly linked with leadership styles of school principals. Similar to it, Francisco (2019) brings forth that contingency rewards enhance the self-efficacy of teachers which is significant predictor of job satisfaction. The study further highlights that if school principals nurture their leadership skills this association can be further enhanced. With instructional leadership of

principals, the power, guidance and support has remarkably empower the job satisfaction of teachers (Hallinger et al., 2020), thus, if with support and guidance rewards are also given a significant level of job satisfaction in teachers can be achieved. Therefore, on these bases, the fifth hypothesis of this study states that:

H5: Rewards play a significant mediating role in the association of instructional leadership and teachers' job satisfaction.

Distributed leadership extends the status of leadership and invites multiple opinions which increase the self-efficacy of teachers and become significant predictor of job satisfaction (Samancioglu et al., 2020). Along with it, Tirta and Enrika (2020) brings forth that reward and recognition are essential aspects to improve the job satisfaction of employees. The notions of self-determination theory and motivation theory supports this aspect that with efficient leadership in form of collaboration like distributed leadership elements of rewards and recognition can have remarkable capability to enhance job satisfaction. The study of Kumari et al. (2021) found that the association between reward and job performance is dependent on job satisfaction. The strategy of reward thus can be efficiently used by principals to not only boost performance of teachers but also to enhance their job satisfaction. The results of Baqir et al. (2020) also indicate that support and leadership of supervisor with reward and recognition can engage the employees in efficient performance. Accordingly, distributed leadership boosts the confidence of teachers and increases their job satisfaction while rewards help them to engross in more efficient presentation of their skills which boost the former linkage. Therefore, the sixth hypothesis of this study states that:

H6: Rewards play a significant mediating role in the association of distributed leadership and teachers' job satisfaction.

2.6 Mediating role of Effectiveness

Effectiveness is linked with idealized influence which has important linkage with employees' satisfaction and performance. Leadership has also significant association with personal effectiveness as highlighted by Misra and Srivastava (2018) who identifies that leadership enhance the effectiveness of employees. Bellibaş et al. (2022) bring forth that instructional leadership has significant impact on learning and performance effectiveness as it develops a positive working climate and encourage professional development within the institutional community. The efficient

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formulation of working community along with the personal effectiveness can have the capability to generate such working circumstances which formulates the long-term job satisfaction of teachers. In this accordance, the role played by effectiveness in boosting the association between instructional leadership and job satisfaction cannot be neglected. Davis and Boudreaux (2019) highlight that following instructional leadership by school principal impact the behavior of teachers and motivates them to efficiently communicate their perspectives and beliefs. This behavior is a strong predictor of job satisfaction which in the presence of effectiveness becomes more strengthened. On the basis of these evidence, the seventh hypothesis of this study can be stated as:

H7: Effectiveness plays a significant mediating role in the association of Instructional leadership and teacher's job satisfaction.

Distributed leadership is a significant contributor to effectiveness in terms of professional networking within the context of educational institutions. The respective style of leadership, in this accordance, promotes collaboration and promotes significant effectiveness of working staff in a school (Azorín et al., 2020). The impact of distributed leadership on job satisfaction is proven by majority of studies which can be further enhanced by personal effectiveness. Lopes and Oliveira (2020) indicate that effectiveness particularly in context of schools is an important determinant of achievement for students and teachers. The variables associated with effectiveness are significant predictors of teacher's job satisfaction. In addition, Hickey et al. (2022) state that distributed leadership enhance shared decision and collective engagement which is necessary to improve work performance and job satisfaction. It also suggests that collective engagement influenced by distributed leadership in presence of effectiveness can have more capability to impact job satisfaction of teachers. This evidence has led to the formulation of eighth and last hypothesis of this study which states that:

H8: Effectiveness plays a significant mediating role in the association of distributed leadership and teacher's job satisfaction.
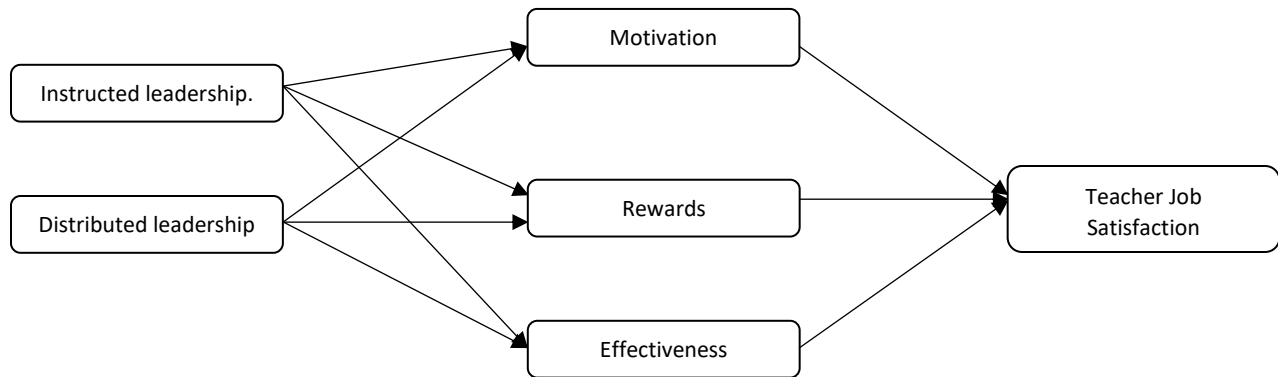
Figure 2.1: Conceptual Framework

3. METHODOLOGY

3.1. Target population

This study formulated its aim to investigate the contribution of different job and management-related constructs in defining the job satisfaction of the teachers. So, it becomes clear from the aim that the study has grounded its strategy of data collection on the educational and the target population of the study were the teachers. In addition to the target population, the researcher has specifically targeted the schoolteachers within the context of China. Further, it is evident that the target population has an unknown size, so the researcher has to go through some specific sampling techniques. In this domain, the researcher used the non-purposive sampling technique and specifically targeted the teachers at the schools and omitted or ignored other staff in the school during data collection. The study defined a specific number of sample sizes that can effectively represent the empirical model. The researcher assumed a sample size of 260 based on the item response theory.

3.2. Data Collection Method

To achieve the desired number of mentioned sample sizes, the researcher used a physical self-administered data collection approach and distributed 400 questionnaires for filled responses. The researcher avoided using the online survey method as it has a very low response rate. In return, after gaining a sufficient number of responses, the researcher evaluated the response sheet and removed the ineffective responses that had missing values or blank responses. After which the researcher was empowered with a total of 285 valid responses.

3.3. Measurement of the Measures

To gather the respondents' viewpoints, the researcher designed the survey tool for data collection. The questionnaire was designed in different sections; however, the main body of the questionnaire was comprised of the scale items identified from valid literature sources. The researcher has attached all the brief information on the number of items adopted in the following table. All the items or statements for measuring variables were evaluated using a 5-point Likert scale which has a range from 1 to 5.

Table 3.1: *The measurement of the variables*

Variable	No of items used	References
Instructed leadership.	3	(Bellibas & Liu, 2018)
Distributed leadership	3	(Bellibas & Liu, 2018)
Motivation	4	(Torbergsen et al., 2023)
Rewards	10	(Chantal et al., 2022)
Job Effectiveness	4	(Gashi et al., 2022)
Teacher Job Satisfaction	2	(Pinnington et al., 2023)

4. ANALYSIS AND RESULTS

4.1. Reliability Analysis

In order to evaluate the reliability of the dataset utilized in the research, the investigator performed a Cronbach alpha reliability analysis. Cronbach alpha threshold value is 0.7 (Taber, 2018). The metric is utilized to evaluate the dependability of a multitude of constructs. The methodology involves the application of the "test-retest method," in which an identical examination is conducted on two distinct occasions; the outcomes are then compared. The results indicate a considerable degree of effectiveness and reliability. The utilization of the Cronbach Alpha coefficient (α) is employed in order to evaluate the reliability of variables. Nevertheless, t Cronbach alpha

demonstrated restricted efficacy in precisely ascertaining reliability. Consequently, composite reliability was subsequently proposed as a method for determining true reliability. Composite dependability denotes the amalgamation of the dependability of numerous objects that possess commonalities. Construct representation, as it pertains to structural equation modeling (SEM), denotes the extent to which the model effectively represents the sets of constructs in connection with the supplied latent variables. Based on the data provided in Table 4.10, it is evident that the composite reliability index and α values exceed the critical value of 0.7, signifying that all variables exhibit satisfactory reliability. This provides evidence of the model under investigation's dependability. In addition, scholarly investigations have utilized metrics including "average variance extracted" and "composite reliability" to evaluate convergent validity. As stated by Azlis-Sani et al. (2013), it is advisable for the CR value to surpass 0.5 and the AVE value to surpass 0.7. All alpha values are greater than 0.7, CR values exceed 0.7, and AVE values surpass 0.5, according to the findings.

Table 4.1: *Reliability Analysis*

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
DL	0.877	0.878	0.924	0.802
EFFE	0.907	0.907	0.935	0.782
IL	0.87	0.872	0.92	0.793
JS	0.938	0.941	0.95	0.73
MOT	0.887	0.892	0.922	0.747
RWD	0.973	0.973	0.977	0.809

Note: "IL= Instructional leadership, DL= Distributed leadership, JS= Job Satisfaction, RWD= Reward, MOT= Motivation, EFFE= Effectiveness."

4.2. Validity Analysis

The discriminant validity was evaluated in this study utilizing the Fornell and Larcker criterion. It is generally acknowledged that employing this criterion is a common practice when evaluating the discriminant validity of the measurement model utilized in the research. Discriminant validity is established, according to the findings of Shiu et al. (2011), when the latent variables in the study

explain a greater proportion of the variance in their respective indicator variables than the variance provided by other constructs in the study's model. In accordance with the criterion that was chosen, the results shown in Table 4.2 demonstrate that the investigation possesses discriminant validity.

Table 4.2: *Validity Analysis*

	DL	EFFE	IL	JS	MOT	RWD
DL	0.896					
EFFE	0.582	0.884				
IL	0.477	0.468	0.891			
JS	0.593	0.361	0.517	0.854		
MOT	0.7	0.592	0.477	0.558	0.864	
RWD	0.523	0.435	0.903	0.55	0.526	0.899

Note: "IL= Instructional leadership, DL= Distributed leadership, JS= Job Satisfaction, RWD= Reward, MOT= Motivation, EFFE= Effectiveness."

4.3. HTMT Analysis

HTMT criterion is the latest approach to confirm the presence of discriminant validity in the study. The results displayed in table 4.3 show that discriminant validity exists in the collected statistical data set of the study.

Table 4.3: *HTMT Criterion*

	DL	EFFE	IL	JS	MOT	RWD
DL						
EFFE	0.651					
IL	0.546	0.525				
JS	0.649	0.386	0.568			
MOT	0.789	0.657	0.537	0.606		
RWD	0.565	0.462	0.978	0.569	0.563	

Note: "IL= Instructional leadership, DL= Distributed leadership, JS= Job Satisfaction, RWD= Reward, MOT= Motivation, EFFE= Effectiveness."

4.3. Outer Loadings

When employing structural equation modeling (SEM), it is critical to conduct an examination of the variables' outer loadings. Researchers benefit from the evaluation of factor loading values for the items comprising the measuring instruments employed to assess the constructs under investigation. Kamis et al. (2020) state that the factor demonstrates a significant value exceeding 0.6. The resultant peripheral loadings are displayed in Table 4.3s. EE is measured with 10 items, EI is analyzed with 6 items, EM is examined with 3 items, GEB is measured with 5 items and UES is analyzed with 3 items. The factors below 0.6 have been eliminated such as UES1.

Table 4.3: *Outer loadings*

	DL	EFFE	IL	JS	MOT	RWD
DL1	0.886					
DL2	0.924					
DL3	0.877					
EFF1		0.866				
EFF2		0.886				
EFF3		0.895				
EFF4		0.891				
IL1			0.888			
IL2			0.892			
IL3			0.891			
JS1				0.83		
JS2				0.859		
JS3				0.854		
JS4				0.855		
JS5				0.864		
JS6				0.858		
JS7				0.86		
MOT1					0.853	
MOT2					0.891	
MOT3					0.861	

MOT4	0.851	
RWD1		0.83
RWD10		0.9
RWD2		0.819
RWD3		0.936
RWD4		0.922
RWD5		0.91
RWD6		0.93
RWD7		0.899
RWD8		0.914
RWD9		0.925

Note: "IL= Instructional leadership, DL= Distributed leadership, JS= Job Satisfaction, RWD= Reward, MOT= Motivation, EFFE= Effectiveness."
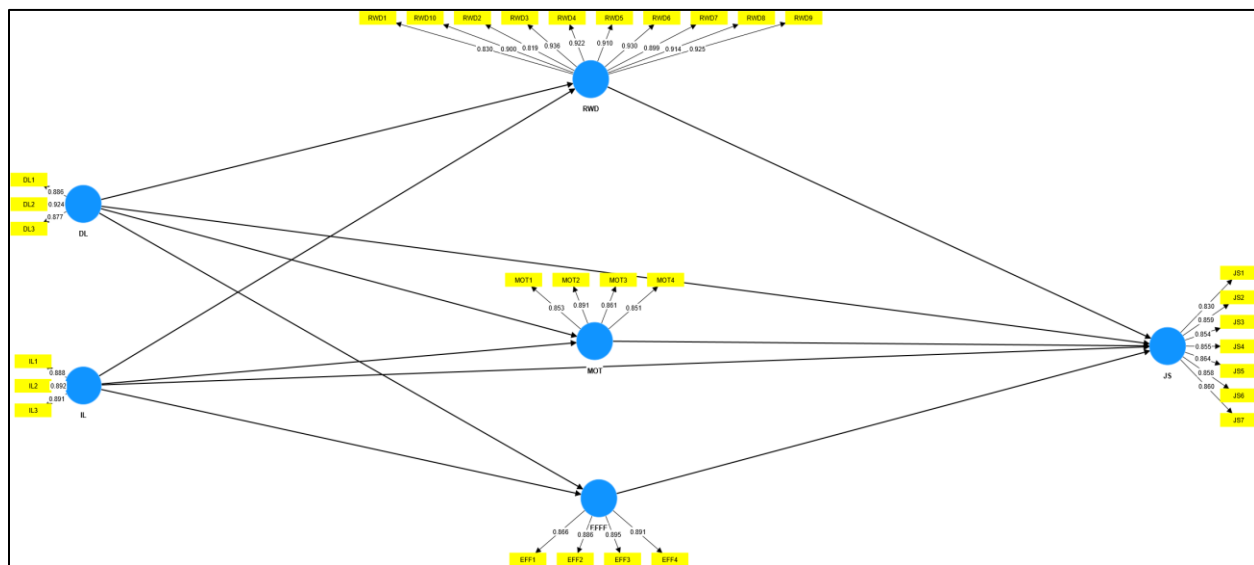

Figure 4.1: Measurement Model

4.4. R-square

The coefficient of determination, represented symbolically as R² or R-Squared, is a statistical measure utilized in regression analysis to evaluate the degree to which the variability observed in the dependent variable can be explained by the independent variable. To put it simply, the coefficient of determination, also known as r-squared, is a metric that assesses the fit of the

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regression model by quantifying the extent to which the observed data correspond to the model. The result of r-square has shown that there is a variance of 38.5%, 45.7%, 51.6% and 82.6% is the study's dataset.

Table 4.4: *R-square*

	R-square	R-square adjusted
EFFE	0.385	0.381
JS	0.457	0.449
MOT	0.516	0.513
RWD	0.827	0.826

4.5. Model Fitness

In the study, researchers applied different indicators to measure the model fitness, the results have shown model of study is a good fit.

Table 4.5: *Model fitness*

	Saturated model	Estimated model
SRMR	0.052	0.057
d_ULS	1.32	1.594
d_G	0.9	0.925
Chi-square	1732.913	1765.829
NFI	0.849	0.846

4.5. Hypotheses Testing

The present investigation utilized structural equation modeling to scrutinize the hypotheses that were formulated and described in Chapter 2. The utilization of this methodology is justified by its practicality and proven effectiveness in investigating the relationships between the observable variables in question.

The results concerning the study's hypothesis are displayed in Table 4.5. Hypotheses that obtained p-values below 0.01, 0.05, and 0.10 were determined to be supported. The research findings indicate that there is a significant relationship between DL and JS, as supported by a p-value of 0.

Furthermore, it was found that IL significantly influenced JS, as indicated by a p-value of 0.06. In addition, the analysis revealed RWD mediates the relationship between IL and JS (p = 0.03) and EFFE significantly mediates the relationship between IL and JS (p = 0.05). Moreover, the current investigation has assessed the mediating role of RWD between DL and JS (p = 0.07). Mediation of MOT is significant between DL and JS (p = 0.007), the mediation of EFFE was accepted between DL and JS (p = 0.04), and the mediation of MOT was significant between IL and JS (p = 0.01).

Table 4.5: *Direct effects*

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV |)	P values
DL -> JS	0.342	0.341	0.081	4.226	0
IL -> JS	0.146	0.149	0.079	1.859	0.063
IL -> RWD -> JS	0.142	0.139	0.068	2.099	0.036
IL -> EFFE -> JS	-0.028	-0.028	0.015	1.908	0.057
DL -> RWD -> JS	0.02	0.02	0.011	1.77	0.077
DL -> MOT -> JS	0.14	0.142	0.052	2.675	0.007
DL -> EFFE -> JS	-0.054	-0.054	0.027	2.022	0.043
IL -> MOT -> JS	0.042	0.041	0.017	2.45	0.014

Note: "IL= Instructional leadership, DL= Distributed leadership, JS= Job Satisfaction, RWD= Reward, MOT= Motivation, EFFE= Effectiveness."

5. DISCUSSION

The results proved the first hypothetical assumption indicating a strong influence of instructional leadership on the job satisfaction of teachers. The results are consistent with the findings of previous studies (Cansoy & Parlar, 2018; Sebastian et al., 2019). The researcher confirmed the relationship between the two by highlighting that the principal's leadership behavior positively impacts the performance of the teachers. Instructional leadership facilitates the development of a working environment that collectively strives to achieve the vision and goals of the academic institute. Instructional constructive behavior is therefore the strong determinant of teacher's satisfaction and performance. The results also confirmed the relationship between distributed leadership and teacher's satisfaction. The results are also supported by previous studies as García

Torres (2018) highlighted that the distributed leadership is a strong predictor of the teacher's work behavior and professional attitude. By influencing the teacher's behaviors, it determines the performance and satisfaction level of the teachers. A similar study by Kilicoglu (2018) also confirmed that the teacher's perception of distributed leadership impacts the professional behavior of staff. In a school setting, distributed leadership is perceived as support and supervision. The assurance of these two factors in maintaining principal-staff relationship decides the job perception and satisfaction of the staff.

The mediating role of motivation is observed in the relationship between instructional, distributed leadership, and teacher's job satisfaction. The results proved the mediation between instructional leadership and job satisfaction. The results are supported by past studies (Birhasani & Sulaiman, 2022; Naz & Rashid, 2021). It is proven that the motivation provided by the authoritative figures plays a significant role in encouraging staff to show positive and constructive behaviors. The display of positive behaviors thus improves their reputation, performance, and subsequently their job satisfaction. Through provoking motivation, the leaders can influence, inspire, and instruct at the same time leading to an efficient organizational culture fostering positivity, mutual trust, positive job perception and job satisfaction. Mediation has also proved significant in the relationship between distributed leadership and job satisfaction. The results proved that distributed leadership has remarkable influence on the behavior of teachers. The achievements that can be assured through collaborative leadership and work motivation are the mark of teacher's positive professional attitude and satisfied performance. As the distributive leadership emphasizes on the interconnectivity and makes every individual in the working environment, the inclusiveness along with the motivation provided by the supervisory authorities influence the teacher's behaviors and enhances job satisfaction (Bektaş et al., 2022).

According to the results, reward plays a strong mediating role in the relationship between instructional leadership and job satisfaction. The results are supported by previous findings (Andriani et al., 2018; Hartinah et al., 2020). The researchers confirmed that instructional leadership is effective when there is fair performance appraisal and proper reward system. Without these factors, the instructional behaviors merely become authoritative leadership that triggers negative behaviors and compels the employees to resist the authority and supervision. The conflict between the authority and staff thus results in a negative work environment that triggers the

dissatisfaction of the faculty members. The reward according to the performance of the teachers enhances their motivation, work perception and job satisfaction. The results also proved the mediation between distributed leadership and job satisfaction. The results are consistent with the previous findings (Holloway et al., 2018; Shava & Tlou, 2018) highlighting that the distributed leadership let the staff grow in a progressive manner. The incentives and awards thus act as catalysts in regulating positive behavior. The reward in this way positively shapes the perception of the teachers and empowers them to show their potential which in result leads them to have enhanced job satisfaction.

Lastly, the mediation of effectiveness is also proved in the relationship between instructional leadership and job satisfaction. The results imply that the effectiveness is associated with the idealized influence which shapes the behavior of the employees. The association between the two thus determines that the effectiveness of employees is mediated by leadership behaviors and their job performance or satisfaction. As the instructional leadership modifies the behaviors in a positive way, the learning and performance effectiveness get influenced by the authoritative behaviors and encourages the employees to engage in an efficient working system. Distributed leadership in the same way fosters learning by developing positive working attitude leading to professional development and constructive behaviors. As the working environment determines the long-term satisfaction of the employees, the strong distributed leadership enhances the employee's effectiveness resulting yielding more productivity and improved performance which is directly linked with the teacher' job satisfaction.

5.1 CONCLUSION

Leadership styles and behaviors hold significance in the modern way working environment. In context of educational setting, the demand of suitable leadership behavior directs attention towards the choice of suitable leadership behavior that contributes to the performance and satisfaction of the teachers. In secondary schools of China, the conflict arising between the school authorities and working staff which raises call for the educational researchers to investigate the matter. Following the current research trends, the researcher took into consideration the leadership styles that impact the satisfaction of the teachers. Moreover, the mediating role of the organizational and individual oriented factors is also analyzed. The researcher collected data through quantitative research design and extracted findings on the basis of numerical data. The findings of the study identified

that instructional leadership and distributed leadership both are positively associated with the teacher's job satisfaction. The results also proved the mediation of motivation in the relationship between instructional and distributed leadership and job satisfaction. The mediation of reward is also significant between leadership styles and teachers job performance. Lastly, the mediation of effectiveness is declared significant as it impacts satisfaction by determining the outcome of leadership behaviors. The general conclusion drawn from the study highlights that leadership practices are important in professional settings in order to improve the job satisfaction of teachers in secondary schools.

5.2 Implications of Study

The paper produces significant results; therefore, it has both theoretical and practical significance. On theoretical level, the findings of the study make significant contribution in the previous literature on the management of school staff. The paper can be seen as an extended body on the debates and academia presenting the novel challenges and opportunities in effective management of employees. The conceptual framework developed by the researcher is novel and presents a significant association between leadership styles and teachers' job satisfaction. There is an abundance of literature on these aspects in terms of educational settings. But the association developed by the researcher is unique and nature and supported by empirical evidence. On such a basis, the study covers the gaps and is valuable to contemporary researchers in developing the basic understanding of the respective issues.

Practically, the findings of the study are useful to the relevant stakeholders. The information can be utilized by the school management to assess the leadership styles and the influence they have on the teacher's performance and job satisfaction. By acknowledging the influence, they have on the teacher's performance, the school management can reconsider their leadership and supervision choices and adopt the ones that suit the nature of employees and the work environment. By reconsidering the leadership behavior, performance management can be improved, and satisfaction can be enhanced.

5.3 Limitations and Future Research Indication

Paper has certain limitations. Firstly, the quantitative method adopted by the researcher restricts the scope of the findings. The specific nature of population and the sampling size impact the utility

of the results. The standards setbacks in quantitative data thus raise questions on the scope and validity of the findings. Due to the limited sample size, the researcher did not research the findings that were anticipated. Secondly, the paper relied on the path-goal theory of leadership to develop the conceptual framework. The choice of specific theoretical lens thus impacts the nature of association and the results extracted from it. Thirdly, the specific regional context limits the generalization of the study. On the basis of specific country context, the findings cannot be effectively applied to any other context. Future researchers are recommended to adopt different research designs i.e., qualitative research methods to obtain in-depth, critical, and broader insights on the employee management issues and the leadership behaviors. The researchers are also encouraged to develop conceptual frameworks based on relevant theories and variables i.e., organizational factors, employees' inter-personal relationships and work environment in association with the teacher's job performance, perception, and satisfaction.

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Appendix

Instructional leadership

1. "I took actions to support co-operation among teachers to develop new teaching practices."

2. "I took actions to ensure that teachers take responsibility for improving their teaching skills."

3. "I took actions to ensure that teachers feel responsible for their students' learning outcomes."

Distributed leadership

1. "This school provides staff with opportunities to actively participate in school decisions."

2. "This school provides parents or guardians with opportunities to actively participate in school decisions."

3. "This school provides students with opportunities to actively participate in school decisions."

Effectiveness

1. "When e-working I can concentrate better on my work tasks."

2. "E-working makes me more effective at delivering against my key objectives and deliverables."

3. "If I am interrupted by family/other responsibilities whilst e-working from home, I still meet my manager's quality expectations."

4. "My overall job productivity has increased by my ability to e-work remotely/from home."

Motivation

1. "This course was fun to take."

2. "I thought this was a boring course (reversed)."

3. "I would describe this course as very interesting."

4. "I put a lot of effort into this course."

Rewards

1. "My organization pays salaries every month."

2. "When salaries are delayed, a valid and timely explanation is given to us."

3. "Bonuses are given by my organization for extra work and hours put in."

4. "I am happy because I will be given accommodation at my workplace."

5. "Due to excellent performance and qualifications, promotions are affected."

6. "Our canteen gives meals at subsidized rates."

7. "I am entitled to paid annual leave."

8. "My organization has a good insurance policy for all the employees."

9. "My efforts are high so that my pension is adequate."

10. "I perform well because when I am sick, my organization cares."

Job satisfaction

1. "You are satisfied with your salary and opportunities for salary increases while working with the organization?"

2. "The interpersonal communication within the organization looks good."

3. "Do you like the people you work with in this job?"

4. "Your superiors have no interest in what their subordinates think? (R)"

5. "Do you think you have too much work to do? (R)"

6. "Do you like what you do at work?"

7. "You are satisfied with the opportunity for advancement in this job?"

8. "When you perform well at work, do you get the rewards you deserve?"