

**Relationship between School Heads' Leadership Styles and
Acceptance of Leader as moderated by Stress: testing path goal
theory in educational setting**

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Abstract

This study was designed to test the path-goal theory of leadership in an educational setting. It investigated the relationship among School Heads' leadership styles (directive, participative, supportive and achievement-oriented) and acceptance of leader as moderated by stress. The questionnaire comprised of a combination of instruments measuring directive, supportive, achievement-oriented and participative leadership styles, acceptance of leader and stress. Population of this study was school teachers situated in Lahore. Sample of 400 teachers were selected from 80 public and private schools. Convenient sampling technique was used. Process Macro was used to know the moderating effect of stress on the relationship of leadership styles and acceptance of leader. Findings indicated that there was no moderating effect of stress on the relationship of leadership styles and acceptance of leader. All the results of the study were discussed in relation to the path-goal theory.

Key Words: *Leadership, Participative Leadership Style, Directive Leadership Style, Achievement-oriented Leadership Style, Supportive Leadership Style, Stress and Acceptance of Leader.*

Introduction

Leadership is a process in which both leaders and followers coordinate to achieve administrative goals. Good leadership occurs through accurate and honest assessments, knowledge of the various ways to lead, and an understanding of the environment and context (Baker, 2013). Leadership role has three core and overlapping functions: to achieve the tasks, to hold a group together as a unity, and to meet individual needs (Adair, 2011). This process can take place with the response of followers, since without followers the field of leadership would be a glass half full and the follower response depends upon the leader's provision of an answer to a situational need (Jones, 2001).

The literature mainly focus that leadership is a process in which leader and followers make changes to achieve institutional goals. There are several different hypothetical bases for leadership. There are three major classifications of leadership theories which include trait, behavioral, contingency. One of the older theories is trait theory or great person theory which implied that some individuals have inborn qualities which makes them leader (Luthans, 2011). Behavioral theories try to explain styles of successful leaders which they used to make their organization successful or to identify the nature of their job. Contingency theories of leadership emphasize the importance of situational factors, external environment and the characteristics of followers. Path-goal theory is one of these contingency theories which are derived from the expectancy theory of motivation developed by Victor Vroom in 1964.

House (1971) developed path-goal theory of leadership. It takes out basics from the Ohio State leadership research on initiating structure and consideration and the expectancy theory of motivation. The theory mainly focuses on followers' satisfaction and motivation.

According to this theory, the role of a leader is defined as to help, give direction and explains the goals to followers and to remove hurdles, make the path easy so followers can achieve goals. House and Dessler (1974) propose that there are six ways in which a leader can perform his or her job.

1. Identifying followers' desires.
2. Raising personal payoffs of followers to achieve goals.
3. Make the path easy to these payoffs by providing direction and training to followers.
4. Assisting followers clarify expectancies.
5. Reducing hurdles.
6. Increasing the chances for personal satisfaction dependent upon efficient performance.

House and Mitchell (1974) defined four types of behavior in further definite terms:

Directive leadership is like the —initiating structure idea explained in the Ohio State studies and the —telling style explained in situational leadership. In this style head give directions to employees and tells them that what they have to do and how it is to be done (Northouse, 2010).

Supportive leadership is like consideration behavior which was recognized by the Ohio State studies. Supportive leadership shows concern for followers 'welfare and personal needs. Leaders using supportive behavior are friendly, open-minded and they create pleasant work environment for subordinates. *Participative leadership* style includes involving followers in decision making process. Participative leaders take suggestions and opinions from followers, and combine all the suggestions and make a decision to precede organization. *Achievement-oriented leadership* includes challenging the followers to perform at their best level. These types of leader show confidence and establish challenging goals for followers to achieve (Hassan, 2013).

Acceptance of leader: This concept refers to acceptance of leader by the subordinate. The subordinate complies with the directives and orders of his leader. He is always ready to accept the decisions made by the leader. He is comfortable with his leader and feels easy while working with him. Participation in decision-making always increases acceptance of leader. Although allocating problem-solving and decision-making tasks to entire groups, as compared with the leader or manager in charge of the groups, requires a greater investment of man-hours but produces higher acceptance of decisions and a higher probability that the decision will be executed efficiently (Awan, 2013).

House describes the path-goal theory of leadership as a situational theory that is deliberately phrased and loosely structured so that additional variables can be added as the effects of these variables become known. So Robert House's suggestion (Personal communications, June 21, 2002) stress was added to the theory as a moderator variable and also as a confounding variable. Stress was studied at two levels – stress of the subordinates that could affect the relationship of leadership styles and subordinates' outcomes; and stress of the leader that could affect the leader's rationality in decision-making (Noureen, 2015) House asserted: "Tests of the theory have been very mixed. My belief is this is because the theory assumes too much rationality on the part of the leader and leaders working under stress cannot be highly rational." This study is unique in using stress as a variable and the effect of intervening variables (acceptance of leader) that are the cause of irrationality in decision making by the leaders.

As far the knowledge of researcher is concerned only two studies have been conducted in Pakistan using path-goal framework (Awan, 2003; Noshaba, 2015). School is the basic unit of education throughout the world including Pakistan. No school will operate long without a capable head, because he/she is person who can make a school

successful enterprise (Noureen, 2003). School effectiveness mainly depends on leadership qualities of school heads. There is a need to conduct research on leadership styles and acceptance of leader in school setting because schools are backbone of our educational system. To fill that gap present study was designed to investigate relationship of leadership styles with acceptance of leader in school setting.

Path-Goal Theory

The Path-goal principle of leadership is broadly diagnosed contingency method to leadership. The ideas and phrases used in Path-goal had already been used by using Georgopoulos et al. (1998) at University of Michigan's Institute of Social Research, earlier than it was once developed and posted as a concept through House. Evans (1999) and House (2000), who wrote one at a time on the subject, are typically authorized for the cutting-edge improvement in the theory.

This Path goal theory focuses on various levels of participative leadership and how every degree of participation influences the best and accountability of choices and has three foremost components: chief participation style, a set of diagnostic questions and a collection of selection rules. Similarly, a variety of situational elements form the probability that both a participative or autocratic method will provide the high-quality effect (Daft, 2005).

It is based totally on the premise that situational variables engage with non-public attributes or characteristics of a chief and result in chief Styles that can have an effect on organizational effectiveness. Further, the leader's feasible Styles are contingent upon the interplay between questions and leader's evaluation of the scenario whilst responding these questions (Yukl, 2006).

The Path-goal theory of leadership is widely recognized contingency approach to leadership. The concepts and terms used in Path-goal had already been used by Georgopoulos et al. (1957) at University of Michigan's Institute of Social Research, before it was developed and published as a theory by House. Evans (1970) and House (1971), who wrote separately on the subject, are usually accredited for the current development in the theory.

Path-Goal Theory of Leadership- a Classic

Why path-goal idea has generated so a great deal interest? Davis (1971) solutions the query that it is now not necessary as how fascinating and non-interesting theories range from every different alternatively the theories denying positive assumptions of their audiences are regarded fascinating theories and vice versa. To Jermier (1996), the path-goal idea (Filley, House & Kerr, 1976) has denied at least 4 assumptions of its audiences. Despite a variety of tries through researchers to perceive range of chief Styles (Wherry, & Jaynes, 1956), Theory that persuasively recognized manifold Styles of a leader. Path-goal idea identified four theoretically divergent Styles of the leader, consequently

refuting what was once preconceived notions related to the exclusivity and predominance of undertaking and relationship oriented chief Styles.

Secondly, this idea postulated that leadership is a greater than a team experience. Leaders had been believed to have distinct have an impact on on the man or woman motivation of subordinates via having an impact on valence and expectation. Similarly, they had an influence on the pride tiers of the man or woman followers hence denying preconceived notions of the consistency and uniformity of team leadership and opened the area to think about individualized processes to managerial leadership.

Thirdly, the concept stepped up the pastime in contingency methods in organizational Styles lookup by way of indicating greater intricate groupings of variables which reasonable the influences of leader's Styles. Not solely did it reject the restrictions of one first-rate way wondering however additionally examined how mixtures of situational variables reasonable the results of chief Styles.

Fourthly, it leads the basis for consideration of such a state of affairs the place leaders' Styles had both scarce or no impact. The principle postulated that leader's Styles would result in motivation amongst the followers in such a way that these complement the venture environment, for this reason inserting a query mark on the predominance of the preconceived assumptions that Styles of the chief will always have extensive impacts. The concept received momentum, as mirrored in the work of Calder (1977), Pfeiffer (1977), Kerr and Jermier (1978), Meindl, Erlich and Dukerich (1985) and others.

Empirical Support

The path-goal has generated considerable empirical support and a brief review of these studies is:

Supportive Leadership

It used to be hypothesized that supportive leadership will positively have an effect on subordinate satisfaction, performing traumatic and irritating or dissatisfying tasks. This speculation used to be examined in 10 samples of personnel (House & Dessler, 1974), solely one of these research denied nice relationship (Luthans, 2008).

Directive Leadership

It was once hypothesized that directive leadership is positively correlated with the approval and expectations of the followers when they are performing doubtful jobs and is negatively correlated when engaged in clear tasks. In different words, when duties are ambiguous or organizational procedures, regulations and insurance policies are no longer clear, a chief directive Styles compliments the duties by way of presenting the vital education and psychological shape for subordinates and when duties are clear to subordinates, chief directive will become counterproductive. Studies of seven companies have demonstrated the hypothesized equation (Luthans, 2008).

Participative Leadership

It was once hypothesized when subordinates are particularly ego-involved and the selections or demand of the undertaking are unclear, the chief will be required to have participative leadership talent in order to positively have an effect on the subordinates' motivation and satisfaction, regardless of the reality whether or not the follower is predisposed towards self-discipline, totalitarianism or want for independence; and Similarly, when the followers are no longer ego-centric and demand of the duties is unambiguous, the subordinate that are lenient and unbiased and are self-controlled will have a favorable response to the participation of the leaders whereas these that have a contradictory character will reply in a much less favorable manner (Luthans, 2008).

Participative leadership is supposed to extend subordinate effort in the state of affairs the place subordinates have an unstructured task. While collaborating in choice making about project subordinates study extra about the assignment and their predicted function thereby, position readability will be elevated and subordinates will have greater effort-performance expectancy.

Achievement Orientation Leadership

It was once hypothesized that achievement-oriented leadership will motive subordinates to try for greater requirements of overall performance and to have greater self-assurance in their capacity to meet difficult goals.

In three separate organizations, it was once located that for personnel performing ambiguous, non-repetitive tasks, the greater the success orientation of the leader, the greater friends have been assured that their efforts would pay off an fantastic overall performance (Luthans, 2008).

Stress

Stress is an adoptive response to a state of affairs that is perceived challenging or threatening to persons' well-being. To Kreitner & Kinicki (2007), the stress response is a complicated emotion that produces physiological challenges to put together us for 'fight or flight' to protect ourselves towards the chance or flea from it. There are three inter-associated dimensions of stress: Environmental needs referred to as stressors produce; an adoptive response that is in addition influenced by using character differences. It is an intangible time period used to describe endless different phrases such as tension, below the weather, depression, frustration, worn and anxiousness out etc.

Antoniou & Cooper (2005) quoted cited that each high quality and bad occasions can set off same stress response and can be each advisable and harmful. The stress that is superb or produces a advantageous effect is referred to as eustress. They similarly referred to that: Stress is no longer in basic terms anxious anxiety as a substitute it can have superb consequences; similarly, it is now not something to be averted alternatively its whole absence is dying as a consequence making it inevitable. So, efforts want to be directed at managing stress and now not escaping it.

According to Muchinsky (2006), psychological responses to stress at work most generally contain affective variables, with job dissatisfaction being the most common. Job stress is related with will increase in terrible thoughts and moods related with anger, irritation, annoyance, and intolerance. Chronic stress is additionally related with decrements in self-confidence and emotions of private worth. Kats de Vries et al (2001) proposed that work caused stress can produce a situation whereby person feels very little or complete absence of pleasure. There is a feeling of emotional numbness, and to persons with this feeling Kats refers as “organizational sleep walkers”.

Acceptance of leader

This idea refers to acceptance of chief by means of the subordinate. The subordinate complies with the directives and orders of his leader. He is usually prepared to receive the choices made through the leader. He is comfy with his chief and feels handy whilst working with him. Participation in decision-making usually will increase acceptance of leader. Although allocating problem-solving and decision-making duties to whole groups, as in contrast with the chief or supervisor in cost of the groups, requires a higher funding of man-hours however produces greater acceptance of selections and a greater likelihood that the choice will be completed efficiently.

The subordinates' acceptance of orders relies upon the prerequisites that amplify or limit such compliance. Orders will be complied with to the extent they are understood, are steady with the cause of the organization, and are like minded with the non-public pastimes of the subordinate and to the extent the subordinate is bodily and mentally in a position to comply with them. The fantastic administrative authority includes inclined alternatively than pressured compliance. Indeed, a fundamental attribute of authority is the willingness of subordinate to comply with directives from superior. But every subordinate has a “zone of indifference” inside which orders are perfect barring the mindful questioning of authority. These zones of indifference are maintained through the pastimes of the group. Johnson (1982) determined that the area of acceptance used to be multiplied extra by means of the extent to which the principals granted the instructors expert autonomy than by using rational self-discipline and rule enforcement.

Reviews of the empirical literature are accessible in reviews with the aid of House and Dessler (1974) and House & Mitchell (1974). Both these evaluations tended to verify the theory. Earlier, House (1971) located aid in a priori exams of the theory; House discovered that the delight of subordinates used to be related with the extent to which the leader's initiation of shape decreased position ambiguity. House had additionally studied the correlates of chief Styles with the motivation of subordinates thru a check of twenty two hypotheses utilized in three one of a kind corporations (House & Dessler 1974).

Objectives of the Study

The main objectives of the study were to:

- i. Find out the relationship between leadership styles (directive, supportive, participative and achievements oriented) and acceptance of leader at school level.
- ii. Find out the relationship between leadership styles(directive, supportive, participative and achievements oriented) and stress
- iii. Find out the moderating effect of stress on the relationship between leadership styles and acceptance of leader at school level.

Hypotheses

Based on the objectives, following null hypotheses were formulated:

H_{01} : There is no significant relationship between leadership styles and subordinates acceptance of leader at school level

H_{02} : There is no significant relationship between four leadership styles, (directive, supportive, participative and achievements oriented) and stress.

H_{03} : There is no significant moderating effect of stress on the relationship between leadership style (directive, participative, supportive and achievement-oriented) and acceptance of leader.

Research Methodology

Research Design

The present research was quantitative in nature. Correlational research design was used to find out the relationship between variables of the study. Identify the moderated effect on the relationship of leadership styles and acceptance of leader through process Macro form SPSS.

Sample of the Study

Through convenient sampling technique 400 teachers were selected from 80 schools (public and private) of Lahore. Therefore the convenience sampling technique 40 schools from public sector and 40 schools from private sector were selected. Further, 200 teachers from public sector and 200 teachers from private sector. Both males and females were included in this sample

Instrumentation

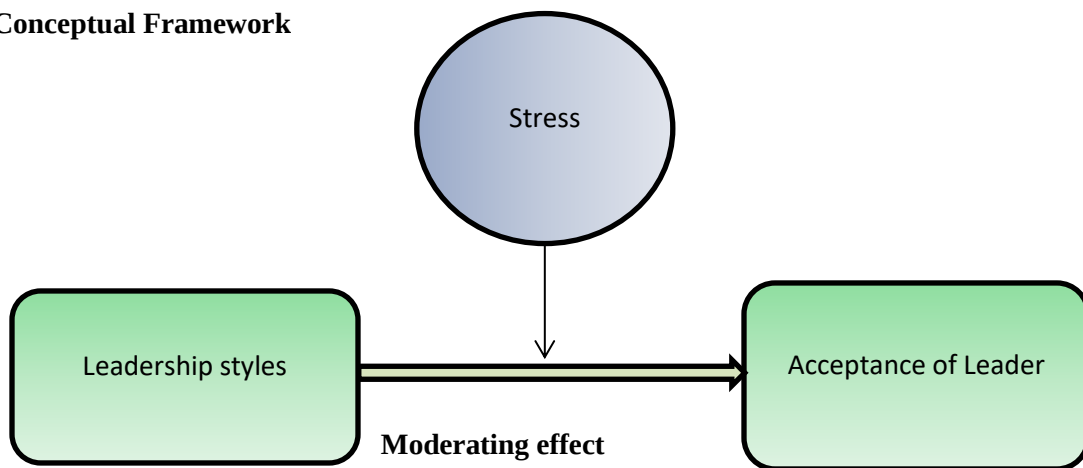
Leader Behavior Description Questionnaire: House and Dessler in 1974 found items for three leadership scales: This scale was based on five likert scale. This scale was based on four indicators of leadership styles in which directive (5 items), supportive (5 items), participative (5 items) and achievement oriented (5 items). Stress was measuring

through 10 statements. The Acceptance of Leader' was measured through a 10 items scale developed by Nisa (2003).

Data Analysis

Inferential statistical was used for testing the null Hypothesis. Pearson product-moment correlation coefficient was used to find out the relationship between the variables and Process Macro was used for moderation analysis through SPSS. Interaction software was used for graphical presentation.

Conceptual Framework



Results

Table 1

Mean and standard deviation of variables

Variables	Means	Std. Deviation
Directive Leadership style	3.02	1.73
Supportive Leadership style	3.59	1.89
Participative Leadership style	2.61	1.61
Achievement-oriented Leadership style	2.23	1.49
Acceptance of Leader	3.31	1.81
Leadership Styles	4.21	2.05
Stress	2.21	1.48

Table # 1 shows that the leadership styles the highest mean score and stander deviation ($M=4.21$ and $Std = 2.05$) and stress had the least mean score ($M=2.21$ and $Std = 1.48$).

Table 2

Pearson r correlation matrix based on Leadership styles and Acceptance of Leader

**p<0.01(sig.2 tailed)

Variables	1	2	3	4	5	6	7
1.Directive	1	.485**	.609**	.576**	.821**	.339**	-.360**
2. Supportive		1	.572**	.550**	.797**	.363**	-.143*
3.Participative			1	.499**	.829**	.392**	-.185**
4.Achievement-oriented				1	.805**	.391**	-.057
5.Lerdership style					1	.457**	.230**
6. Acceptance of leader						1	-.177**
7. Stress							1

The table # 2 shows that correlation matrix between the leadership styles (directive, participative, supportive and achievement oriented) and the acceptance of leader. The calculated correlation coefficient for directive leader style and acceptance of leader is ($r = .339$, $p=0.00$); for supportive leader styles and acceptance of leader is ($r = .363$, $p=0.00$); for participative leader style and acceptance of leader ($r = .392$, $p=0.00$) ; for achievement – oriented leader style and acceptance of leader is ($r = .391$, $p=0.00$) and over all leadership style and acceptance of leader is ($r=.457^{**}$, $p=0.00$). The five calculated correlation coefficients (for directive, supportive, participative and achievement-oriented leader styles) are significant at 0.05 level of significance, so the null hypothesis was rejected. It means that there is a significant relationship between leadership styles and subordinate acceptance of leader. The four calculated correlation coefficients (for directive, supportive and participative) with stress are significant at 0.05 level of significance, only achievement oriented style was not significant so the null hypothesis was rejected. Stress had negative contribution. It means that there is a significant negative relationship between leadership styles and stress.

Table 3

Effect of Directive leadership style on acceptance of leader as moderated by stress.

Model	Effect (β)	T	P	LLCI	ULCI	R^2	R^2 change
Constant	5.12	0.84	0.40	-6.87	17.125	0.124	0.0059
Directive leadership style	1.18	2.39	0.01	0.21	2.15		
Stress	0.37	1.02	0.30	-0.34	1.08		
DLS $\times$ STR	-0.042	-1.40	0.15	-0.101	0.016		

Table # 3 describes the result of the moderating analysis using regression analysis through the Macro for SPSS. This table indicates the value of interaction of directive leadership style $\times$ stress (β) = -0.042, which shows 42 % of variance due to predictor variable. The R^2 value= 0.124 which is contribution of interaction that is 12 %. It is concluded that directive leadership style was not significantly related to stress and acceptance of leader not significantly moderated relationship between that the directive leadership style and stress, as the interaction effect of directive leadership style $\times$ stress (β = -0.042, p = 0.15) was not significant. These interaction are illustrate in Figure 1.1.

Figure 1.1: Interaction of Directive leadership style and acceptance of leader as moderated by stress.

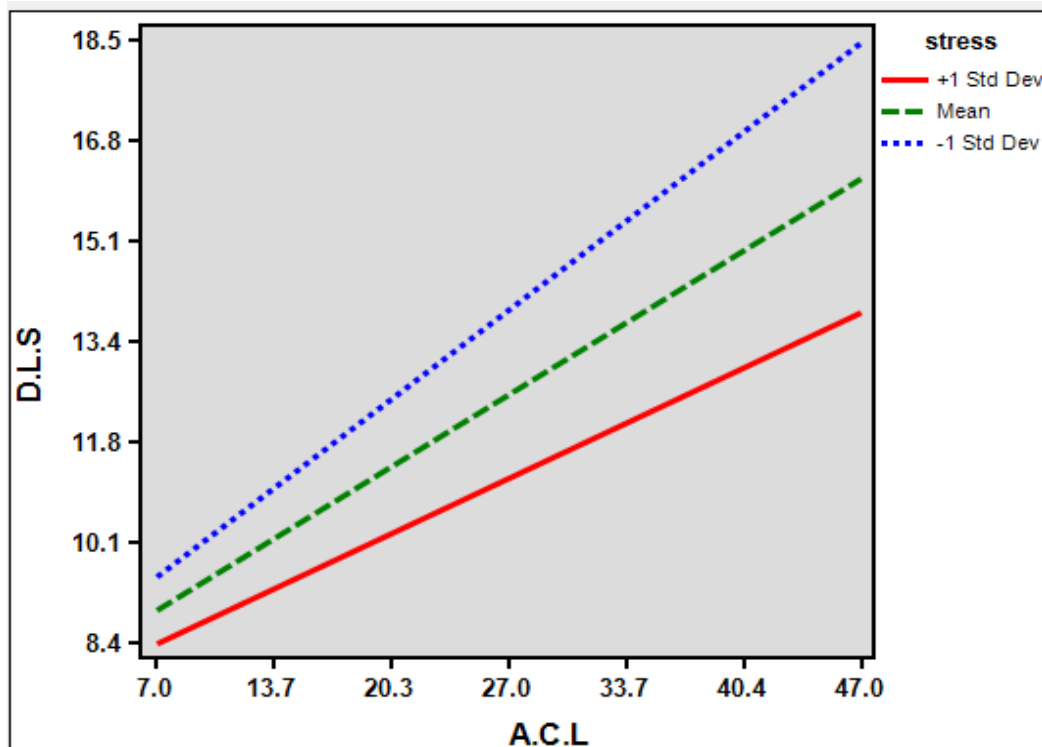


Table 4

Effect of supportive leadership style on acceptance of leader as moderated by stress.

<i>Model</i>	<i>Effect (β)</i>	<i>T</i>	<i>P</i>	<i>LLCI</i>	<i>ULCI</i>	<i>R²</i>	<i>R²change</i>
Constant	17.36	2.88	0.004	5.505	29.22	0.149	0.0017
Supportive Leadership style	0.249	0.591	0.554	-0.57	1.077		
Stress	-0.514	-1.34	0.178	-1.26	0.236		
SLS $\times$ STR	0.020	0.75	0.448	-0.03	0.073		

Table # 4 describes the result of the moderating analysis using regression analysis through the Macro for SPSS. This table indicates the value of interaction of supportive leadership style $\times$ stress (β) = -0.020, which shows 20 % of variance due to predictor variable. The R^2 value= 0.149 which is contribution of interaction that is 14 %. It is concluded that supportive leadership style was not significantly related to stress and acceptance of leader not significantly moderated relationship between that the supportive leadership style and stress, as the interaction effect of supportive leadership style $\times$ stress (β = 0.020, p = 0.44) was not significant. These interactions are illustrated in Figure 1.2.

Figure 1.2: Interaction of supportive leadership style and acceptance of leader as moderated by stress

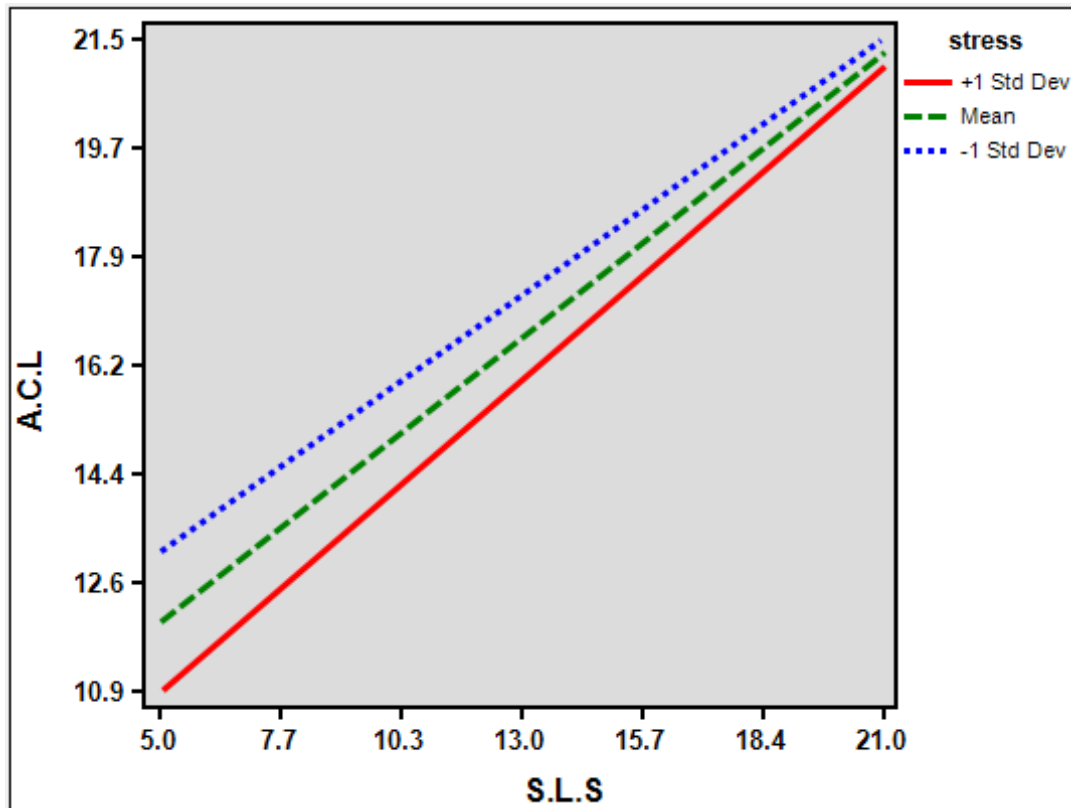


Table 5

Effect of Participative leadership style on acceptance of leader as moderated by stress.

Model	Effect (β)	T	P	LLCI	ULCI	R ²	R ² change
Constant	14.008	2.22	0.02	1.596	26.420	0.406	0.0001
Participative Leadership style	0.46	1.045	0.29	-0.41	1.341		
Stress	-0.28	-0.72	0.46	-1.056	0.486		
PLS $\times$ STR	0.006	0.226	0.821	-0.049	0.061		

Table # 5 describes the result of the moderating analysis using regression analysis through the Macro for SPSS. This table indicates the value of interaction of participative leadership style $\times$ stress (β) = 0.006, which shows 6 % of variance due to predictor variable. The R^2 value= 0.406 which is contribution of interaction that is 40 %. It is concluded that participative leadership style was not significantly related to stress and acceptance of leader not significantly moderated relationship between that the participative leadership style and stress, as the interaction effect of participative leadership style $\times$ stress (β = 0.020, p = 0.44) was not significant. These interactions are illustrated in Figure 1.3

Figure 1.3: Interaction of Participative leadership style and acceptance of leader as moderated by stress.

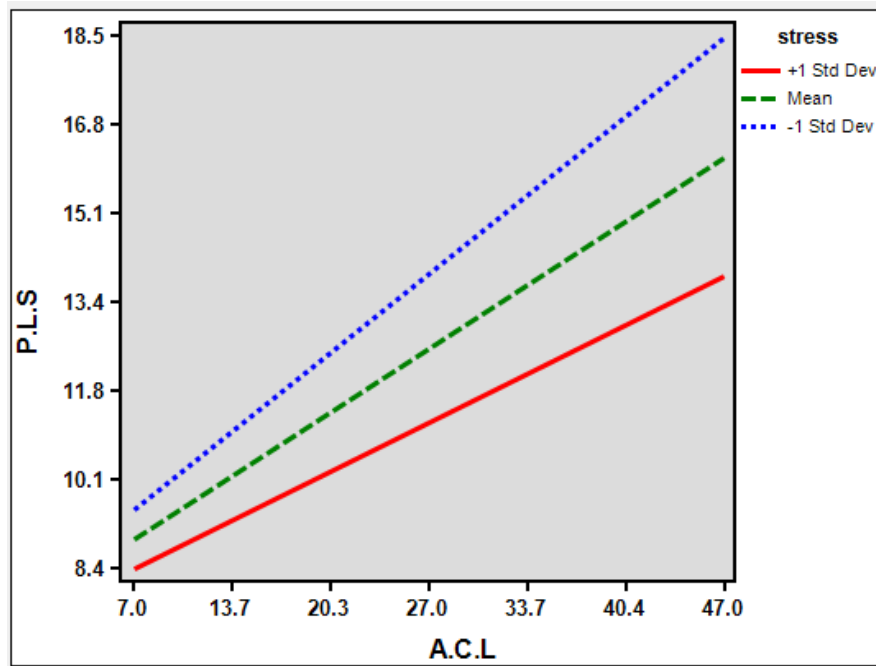


Table 6

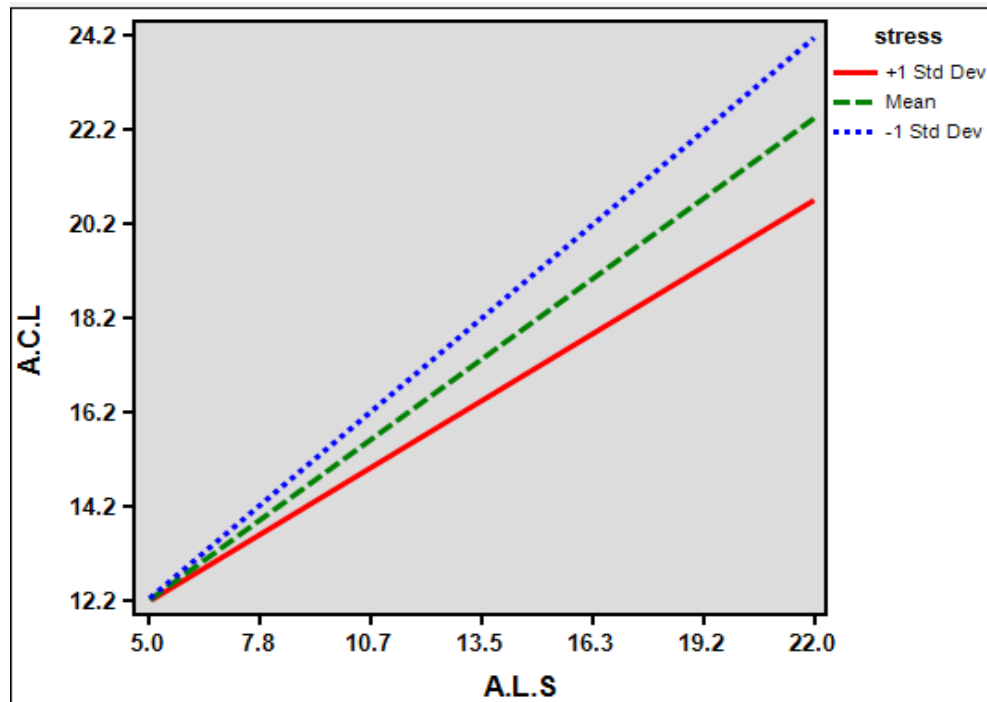
Effect of Achievement-oriented leadership style on acceptance of leader as moderated by stress.

Model	Effect (β)	T	P	LLCI	ULCI	R ²	R ² change
Constant	6.44	1.054	0.29	-5.58	18.48	.1809	0.0044
Achievement-oriented Leadership style	1.18	2.54	0.01	0.26	2.103		
Stress	0.16	0.45	0.65	-0.56	0.97		
ALS $\times$ STR	-0.036	-1.25	0.21	-0.092	0.0205		

Table # 6 describes the result of the moderating analysis using regression analysis through the Macro for SPSS. This table indicates the value of interaction of achievement-oriented leadership style $\times$ stress (β) = -0.036, which shows 36 % of variance due to predictor variable. The R^2 value= 0.1809 which is contribution of interaction that is 18 %. It is concluded that achievement-oriented leadership style was not significantly related to stress and acceptance of leader not significantly moderated relationship between that the Achievement-oriented leadership style and stress, as the

interaction effect of Achievement-oriented leadership style x stress ($\beta = -0.036$, $p = 0.21$) was not significant. These interactions are illustrated in Figure 1.4.

Figure 1.4: Interaction of Achievement-oriented leadership style and acceptance of leader as moderated by stress



Discussion

This study investigated the relationship of leader styles (directive, supportive, participative and achievement oriented) with acceptance of leader. And also identified which leadership styles was more effective keeping in view the school system. Findings of the study concluded that the leadership styles (directive, supportive, participative and achievement-oriented) had significant relationship with acceptance of leader. The analysis reveals that directive leader Styles has strong relationship with acceptance of leader which is in conformity with path goal theory which states that subordinates are more satisfied with directive leader Styles when task is not structured. Further highly structured tasks are less satisfying than unstructured tasks (House & Dessler, 1974). The findings of the study were also consistent with the studies conducted by different researchers including Malik et al. (2014), Silverthorne, (2001) and Alanazi, (2013). Path-goal theory concluded that the stress had no significant on the relationship of leadership styles (directive, supportive, participative and achievement-oriented) and acceptance of leader; the results supported the path goal theory and pervious researches.

This study investigated the relationship of leader Styles (directive, supportive, participative and achievement oriented) with subordinate's acceptance of leader and stress. Findings of the study concluded that the leadership Styles (directive, supportive,

participative and achievement-oriented) had significant relationship with acceptance of leader. The analysis reveals that directive leader Styles has strong relationship with acceptance of leader which is in conformity with path goal theory which states that subordinates are more satisfied with directive leader Styles when task is not structured. Further highly structured tasks are less satisfying than unstructured tasks (House & Dessler, 1974). Correlation with directive, participated supportive and achievement-oriented was significant relationship with environmental and situational factor. Awan (2015) studies the leadership styles relationship with acceptance of leader, stress it's showed the significant relationship with these factor. So this study confirms the assumptions of path goal theory and supports findings of studies conducted by House & Mitchell (1974); House & Dessler (1974); Szilagyi & Simms (1974); Nissa (2007) and Awan(2015).

Many researchers have highlighted that stress affects with leadership style and acceptance of leader. The results of the present study also confirmed the findings discussed in prior research and revealed the inverse relationship between leadership styles and acceptance of leader. The results of this study are consistent with the findings of Kazmi et al. (2008), Kakkos & Trivellas (2011) & Wu (2011) which also showed a negative relationship with acceptance of leader. The findings of the study are also consistent with the studies conducted by different researchers including Dar et al. (2011), Dumdum et al. (2002) and Ahmed & Halim (1982). Path-goal theory concluded that the stress had no significant moderating effect on the relationship of leadership styles (directive, supportive, participative and achievement-oriented) and acceptance of leader; the results did not support the path goal theory and pervious researches.

Conclusions

In the light of findings of this research following conclusions were drawn:

1. Leadership Styles (directive, supportive, participative and achievement-oriented) were positively and significantly correlated with acceptance of leader.
2. Directive leadership Styles has strong relationship with acceptance of leader as compared to other facets of leader Styles (supportive, participative and achievement-oriented). This clearly illustrates that when a school is in exponential growth phase there is greater need of directive Styles in which leader gives specific guidance to subordinates, letting them know as what is expected of them along with scheduling of work, defining standards of performance and finally ensuring standard rules and regulations are followed.
3. The value of interaction concluded that directive leadership style was not significantly related to stress and acceptance of leader not significantly moderated negative relationship between that the directive leadership style and stress, as the interaction effect of directive leadership style x stress was not significant.

4. The value of interaction concluded that supportive leadership style was not significantly related to stress and acceptance of leader not significantly moderated relationship between that the supportive leadership style and stress, as the interaction effect of supportive leadership style x stress was not significant.
5. The value of interaction concluded that participative leadership style was not significantly related to stress and acceptance of leader not significantly moderated relationship between that the participative leadership style and stress, as the interaction effect of participative leadership style x stress was not significant.
6. The value of interaction concluded that achievement-oriented leadership style was not significantly related to stress and acceptance of leader not significantly moderated relationship between that the Achievement-oriented leadership style and stress, as the interaction effect of Achievement-oriented leadership style x stress was not significant.

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