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A COMPARATIVE STUDY OF MALE AND FEMALE SCHOOL HEADS' COMMUNICATION STYLES AND TEACHERS' EMOTIONAL STRESS AT SECONDARY SCHOOL LEVEL IN DISTRICT BANNU

Dr. Rahmat Ullah Shah[*1], Rifat Ullah[2], Dr. Asif Ali Khan[3]

[*1]*Associate Professor (IER) University of Science & Technology Bannu, KP, Pakistan*
[2]*Ph. D Scholar, (IER) University of Science & Technology Bannu KP, Pakistan*
[3]*Elementary and Secondary Education Department KP. Pakistan*

[*1]rahmatullahshah@gmail.com, [2]sanaullah12000@gmail.com, [3]asifalihan124@gmail.com

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Corresponding Author: *
Dr. Rahmat Ullah Shah

Abstract

The main purpose of the study was to compare male and female School Heads' Communication Styles and Teachers' Emotional Stress at Secondary Level in District Bannu. A comparative design was used for analysis. The population of the study was comprised of all Government Boys' and Girls High Schools' teachers (N=1637; ASCR 2020-21) working in public secondary schools in District Bannu of Khyber Pakhtunkhwa. An online sample calculator a sample size of N=1637 was determined to achieve a 0.05 level of significance with 95 percent confidence. After that, a simple random sample method was used to choose the participants. The stratified random sampling method was utilized. The table shows the sample size. For collection of data, two self-developed questionnaires were used. One for investigating communication style, while the other was for teachers' emotional stress. The questionnaires were finalized after a process of pilot testing. close-ended questionnaires was prepared for the teachers, which was consisted of 5 points based on the popular Likert's scale. The response category was varied from "Never to Always." The Scoring for the Instrument was used as; Never 1, Seldom 2, Occasionally 3, Frequently 4, Always 5. All teachers were asked to put a tick mark on of the most appropriate response of their choice. For the validation of the questionnaires, a panel of experts was requested to refine the items, in order to make the questionnaires simple and understandable. In the light of feedback received from the experts, the questionnaires were finalized For determining the reliability of this instruments, 30 respondents were selected. Cronbach's Alpha was applied to calculate internal consistency of items. Data was collected through field survey. Independent sample Mann-Whitney U- test was used. The findings showed no significant gender differences in school heads' communication styles or teachers' emotional stress. Both male and female heads demonstrated similar communication behaviors, while poor communication was found to contribute to teachers' stress. Therefore, training in clear and respectful communication, supportive communication channels, stress-management programs, and equal professional development opportunities were recommended for school heads and teachers.

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INTRODUCTION

Hussain (2017), states when a leader is autocratic, all decision-making is delegated to one person. The leader has all power and accepts all accountability. Authoritarian rule is another way of describing autocratic leadership. The leader does not make himself available to his followers. When making decisions, he does not consult the rest of the team or delegate authority (Hilal, et al.2025). The dictator does not approve of the new system of shared labour. Instead of delegating, he takes a team approach to his job. In terms of effort, he seems to be operating alone. Simply put, he issues directives. (Maskrey, et al. 2025) He does not exhibit a cooperative style of leadership. The majority of nations fought against tyranny and absolute rule. Most people everywhere would prefer democratic rule for their governments and institutions. Democracies can only exist because of the talents of their inhabitants (Warren,
2025).

Shavit, & Konrádová, M(2025) describes that the lack of exercising democratic leadership is partly due to the difficulty in defining democratic leadership. A system of delegating tasks to one's peers and giving one's employees the authority to make their own judgements are two of the features he listed as defining democratic leadership styles. The communication style of a school head is defined by his or her approach to leading teachers and students. Teachers' emotions and feelings towards their jobs are affected.

The Graide Network (2020) suggests that a lack of autonomy and participation in decision making is a key contributor to teachers developing emotional stress. Many teachers felt powerless to affect changes in student learning, teacher training, curriculum, school budgets, or disciplinary procedures, they said. Teachers may experience emotional stress if they are not included in significant decisions at their schools, and research shows that autonomy in the workplace enhances well-being and job satisfaction.

Emotion, according to psychologists like Cherry (2020), is a multifaceted state of mind that causes both internal and external shifts in a person's state of mind and behaviour. Several different psychological states are linked to emotionality. These states include temperament, personality, mood, and drive. Emotion in humans is characterized by a combination of physiological arousal, behavioural expression, and subjective experience. Emotions have a tremendous impact on how we act. Extreme feelings might make you do things you wouldn't typically do or keep you from engaging in pleasurable activities. School heads either male or female are failed to communicate with teachers, or in other words to minimize teachers workload, so that their stress may be reduced. Consequently various issues arise to the school heads, and teaching learning process is affected. Therefore the study aimed to fill the aforesaid mentioned gap for creating better teaching and learning environment.

1.3 Objectives of the study

The following were the objectives of the study

To compare school heads' communication styles by gender.

To compare emotional stress of male and female teachers in secondary schools.

Research Hypotheses

The following null hypothesis were developed

$H_0$1: There is no statistical difference between male and female teachers regarding their communication style of their heads.

$H_0$2: There is no significant difference in the emotional stress of male and female teachers at the secondary school level

Significance of the Study

This study was defensible on the following grounds:

Present study was the first one which Compare School Heads' Communication Styles and Teachers' Emotional Stress by Gender at Secondary Level. This study would contribute useful information that which communication styles of the school heads' effect on teachers' emotional stress.

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The findings of the study would highlight "communication styles of school heads' on teachers' emotional stress of Government Boys'/Girls' High Schools in Bannu District and the recommendations of the study would be helpful in providing guidelines to the schools heads' to improve their communication styles with the teachers such as talking, listening, good relationship and behavior.

The study's findings will help the researcher in contributing to our knowledge of how various communication methods used by school administrators have varying impacts on teachers' capacity for emotional reframing.

Delimitations of the study

The study was delimited to male and female teachers, teaching at secondary School level of District Bannu.

Limitations of the Study

The following were the limitations of the study;

The researcher only used questionnaires for data collection.

Private schools were totally excluded from the study.

REVIEW OF RELATED LITERATURE

This part of the study deals with review of relevant literature regarding teachers' communication style and emotional stress. Different views and studies of experts are reviewed here in the following lines

Communication Styles of School Heads'

Meneses-La-Riva et al., (2025) states that for better understanding and conflict resolution, effective communication is essential. Administrators with strong communication skills are better equipped to maintain team morale and head off potential crises.

Due to the high volume of individuals they must interact with, effective communication styles are crucial for school heads'. A school's presentation, morale, and ability to resolve conflicts all depend on the leadership team's communication styles. The ability to listen to and respond to staff members' concerns is essential for school heads' (Dean, 2020).

According to Neil (2018), "School heads" are responsible for facilitating dialogue amongst their institution's faculty, students, support staff, administration, and wider community. This competency helps school heads' carry out their responsibilities effectively. When teachers in the same area learn to communicate effectively with one another, a strong community is formed, and old animosities fade away.

Therefore, school heads' put a priority on their own interpersonal and instructional skills. Many students put in additional time to develop this skill, recognizing its significance in a variety of careers and fields. The staff, students, citizens, and authorities of the school need to hear their words clearly. Effective communication is not a single trait but rather a collection of abilities. Communication, which includes presentation, expressiveness, nonverbal communication, and explication, is a complex and interrelated set of skills that develops upon itself. Negotiation is the method through which disputes between people are settled. Negotiation is the process of trying to achieve an agreement via discussion with another party. A more introspective and calculated strategy for settling disputes is also provided. There is less stakeholder control over the outcome, which leads to more uncertainty and a need for more controlled communication (Andersson, R. 2025).

Tyler (2016), argues that the communication styles have different aspects between school heads' and teachers may be attained to create a pleasant school culture that is excellent for students, teachers, and the community. Finally, it may be beneficial to keep one's natural communication style while in the classroom. School heads' in the field of education have the power to change the rules by implementing new methods of communication. When kids, teachers, and administration can all feel safe opening up to one another and asking for help, everyone benefits.

Emotion

Emotions, as defined by Cherry (2022), are the responses that people have to external stimuli.

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When a person feels an emotion, it's because of a certain set of circumstances. When someone receives some wonderful news, for example, that individual feels delight. Fear is the normal and natural response to danger.

Anwar, et al. (2025). argues that emotions are mental states induced by neurophysiological changes. Each of these conditions is "linked to a unique constellation of cognitions, affects, behaviours, and levels of happiness and distress." Presently, the scientific community has not settled on a single definition. Emotional states are intricately tangled with temper, disposition, character, nature, and creativity.

"Various alterations in physiology, behaviour, and cognition" are what Schacter (D.L.) and Gilbert (D.T.) (2011) calls the effects of emotion. At first, feelings served to motivate behaviours that ensured the survival, reproduction, and kin selection necessary to keep the gene pool diverse.

Emotions are "strong feelings arise from a person's situation, state of mind, or with other people," as defined by Lexico (2021). Feelings develop in response to internal and external stimuli.

Emotions may be triggered by events (like fear) or people (like hatred) and can last just a short time (like anger) or for a long period of time (like grief). Michael C. Graham (2014), a psychotherapist, argues that the spectrum of human emotion is continuous. Anxiety may range from little concern to utter terror, just as shame can go from mild humiliation to crippling guilt. It has been suggested that emotions are the result of interconnected linguistic, physiological, behavioural, and neurological circuits. University of Stanford (2018).

Facial-Feedback Theory of Emotion

The concept of facial feedback proposes that an individual's emotional condition may be determined by examining his or her own facial expressions. Two pioneers in the study of emotions, Charles Darwin and William James, realized early on that physiological processes may influence sentiments rather than just being a consequence of them.

The facial-feedback hypothesis proposes a causal relationship between emotions and changes in facial muscle activity. If you force someone to attend a social event with a grin on their face instead of a frown or blank expression, they'll have a better time. According to the research (Marsh AA, Rhoads SA, Ryan RM 2019),

Stress

"Stress," as defined by Amiri, (2026) is a person's response to an unfamiliar or frightening situation. It might be seen as a reaction to something outside of oneself, like taking an exam, or something within of oneself, such worrying about taking an exam. It's important to remember that stress levels often rise in tandem with the degree to which one anticipates being powerless.

Elizabeth Scott (2022), elaborates that stress may be thought of as any transition that is difficult to adapt to on several levels. Any situation that calls for our whole attention or immediate action causes stress.

Med. Natl. Library (2022) identifies that the term "stress" refers to any state of mental or physical strain. Anything that causes you to get dissatisfied, furious, or anxious is a potential source.

Greenberg (2020), an expert on educator burnout, identifies three main causes of stress in the school: disruptive students, standardized tests, poor communication styles of school heads'. It might be challenging to be a teacher because of how little say they have in day-to-day operations. Many educators felt unable to address issues related to student performance, teacher preparation, educational program, school finances, or administrative policies. A lack of autonomy in the workplace reduces well-being and job satisfaction, which may leave teachers dissatisfied when big decisions are made without them being involved.

RESEARCH METHODOLOGY

This part is consisted of procedure and pattern of the study. It covers research methodology

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Volume 4 • Issue 4 • August 2026

which is organized under the following headings; research design, population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure, and data analysis techniques;

Research Design

Fraenkel et al (2011) explains that quantitative data is obtained to measure the studied variables along with a scale that indicates to what extent that variable is present. The study was descriptive in nature. Therefore, comparative research design was used for analysis.

Population

The population of the study was comprised of all Government Boys' and Girls High Schools' teachers (N=1637; ASCR 2020-21) working in public secondary schools in District Bannu of Khyber Pakhtunkhwa, as illustrates in the following table;

Table 1

District	Boys	Girls	Total
Bannu	1068	569	1637

(EMIS, 2020, 21)

Sample Size

An online sample calculator (http://www.surveysystem.com), a sample size of N=1637 was determined to achieve a 0.05 level of significance with 95 percent confidence. After that, a simple random sample method (found at https://stattrek.com/survey-research/basic-random-sampling.aspx) was used to choose the participants. The researcher utilized a stratified random sampling method. The table shows the sample size;

Table 2

	Male	Female	Total
Population	1068	569	1637
	220	107	327

A self-developed questionnaire (close ended) based on the parameter (communication style and Teachers' emotional stress) was used for data collection. Five point Likert scale was used.

Table 3

Never	Seldom	Occasionally	Frequently	Always
1	2	3	4	5

Table 3

The population Size	**The Sample Dimension**
101 to 1,000	10%
1,001 to 5,000	5%
5,001 to	3%
10,000+	1%

Curry, L.A., ET AL (2013) explain the sample size Rule of Thumb as above

Research Instruments

For collection of data, two self-developed questionnaires were used. One for investigating heads communication style, while the other there investigated teachers' emotional stress. The questionnaires were finalized after a process of pilot testing.

JOURNAL FOR SOCIAL SCIENCE STUDIES
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The questionnaires were close-ended, which were consisted of 5 points based on the popular Likert's scale. The response category was varied from "Never to Always." The Scoring for the Instrument was used as; Never 1, Seldom 2, Occasionally 3, Frequently 4, Always 5. All teachers were asked to put a tick mark on of the most appropriate response of their choice.

Validation of the questionnaires

For the validation of the questionnaires, a panel of experts refined the items, in order to make the questionnaire simple and understandable. In the light of feedback received from the experts, the questionnaire was finalized.

Reliability of the questionnaires

For determining the reliability of these instruments, 30 respondents were selected. Cronbach's Alpha was found high after calculating internal consistency of items.

Method of Data collection

In general, permission was got from school principals and the district education officer. Keeping in mind the local traditions, the data was collected data from male respondents and indirectly from female respondents. The procedure of compilation of information was appropriately organized and respondents took the responsibility and filled the questionnaires which were returned on time.

Data Analysis Techniques

The collected data were put in "SPSS-23"used for treatment. To compare male and female school heads' communication styles and emotional stress i-e for objective number one and two independent sample Mann-Whitney U- test was used.

Table 4 shows comparison between male and female heads' regarding communication Style

Category	Respondents	N	Mean	S D	Mann-Whitney U test	P-value
1	Male	219	24.33	2.35	11560.500	0.790
2	Female	107	24.21	2.27		

Table 4 shows sample sizes, standard deviation, U-test and p-value for both male and female groups. After checking the normality we can applied non parametric test alternative to t test which is Mann Whitney u test. The mean of male is 24.33 and female mean is 24.21, standard deviation for male is 2.35 and female is 2.27. The U-test is 11560.500 and the p-value is 0.790. Since p-value is greater than 0.5 it indicates that null hypothesis is accepted. It indicates that there is no significance difference between male and female school heads' communication style.

Table 5 shows comparison of male and female school heads Communication styles on Teacher's Emotional Stress

Tests of Normality						
Category	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
TESASS	.296	624	.000	.769	624	.000

The above table represents communication style of teachers' emotional stress The above table presents the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. For this reason, we used the Shapiro-Wilk test as our numerical means of assessing normality.

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Volume 4 • Issue 4 • August 2026

We can see from the above table that the teacher emotional stress and other communicational style were not normally distributed. The Sig. value of the Shapiro-Wilk test is less than 0.05, the data is not normal. So we can apply alternative test to sample independent t test is Mann-Whitney U test.

Table 6 shows comparison of school heads Communication styles on Teacher's Emotional Stress

Category	Mann-Whitney U test	P-value
Heads Communication Style	4152.00	.00

In the above table we can check teachers' emotional stress with communication styles. After checking the normality we can apply non parametric test alternative to t test which is Mann- Whitney u test. We can see from the entire table that the p-value is less than (0.05). It showed that there is statistically significance and there is an effect of school heads' communication styles on teachers' emotional stress.

RESULTS

This part deals with the findings, discussion, conclusions, recommendations and summary of the study.

No statistically difference was found between male and female school heads' regarding assertive communication styles. The U-test is 11560.500 and the probability- value =0.790 >α=0.05, revealed significant similarity among the male and female school heads' assertive communication styles. This insignificance similarity between the male and female school heads' shows that school heads' have same assertive communication style. (See table 4)

There was no statistically difference found between male and female teachers' regarding emotional stress. The U-test is 11488.00 and the probability- value =0.723> α=0.05, revealed significant similarity among the male and female teachers' emotional stress. This significance similarity between the male and female teachers shows that teachers have same emotional stress. (See table 5)

No statistically difference was found between male and female school heads' communication styles on teachers' emotional stress. The probability- value =0.00> α=0.05, revealed significant similarity among the male and female impact of school heads' communication styles on teachers' emotional stress. It shows that there is significance similarity between the male and female impact of school heads' communication styles on teachers' emotional stress. (See table 6)

DISCUSSION

The purpose of the present study was comparison of male and female school heads' communication styles on teachers' emotional stress at secondary level in district Bannu of Khyber Pakhtunkhwa. The finding of this study shows significant similarity of school heads' communication styles and teachers' emotional stress of male and female.

The findings revealed, no statistically significant difference was found between male and female school heads regarding the impact of their communication styles on teachers' emotional stress ($p > .05$). This finding is consistent with Awan and Saeed (2015), who reported that teachers' occupational stress in Pakistan was associated with workplace demands and organizational factors rather than gender alone.

CONCLUSIONS

No significant difference was found between male and female school heads' in communication style. He/She openly communicates his angriness when things are not going right. When the head does not agree with his/her colleagues opinions he/she tries to make his/her opinions clearly heard. He/She openly speaks about challenges when he faces in school.

There was no statistically difference found in male and female teachers' emotional stress.

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 4 • August 2026

Poor communication skills of head stress the teachers.

RECOMMENDATIONS

The following recommendations were found

1. School heads may be provided training in assertive, clear, and respectful communication to both male and female teachers.
2. Supportive communication and open channels may be promoted to address both strata' concerns.
3. Stress-management and teacher-support programs may be introduced by educational authorities.
4. Equal professional development opportunities may be provided to male and female heads and teachers.

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ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 4 • August 2026

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