

**JOB SATISFACTION OF SENIOR SECONDARY SCHOOL TEACHERS IN
RELATION TO LEADERSHIP STYLES OF PRINCIPALS**

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Abstract

The present study was conducted to study the job satisfaction of senior secondary school teachers in relation to leadership styles of principals. Descriptive survey method was used in the present study to obtain pertinent and precise information. The sample of the study comprised of 400 teachers selected from Una, Kangra, Hamirpur and Bilaspur district of H.P by employing multistage sampling technique. Self constructed scales for Job satisfaction and leadership styles were used to collect data. The findings of the study revealed that (1) The majority of the teachers i.e. 45% perceived their principal's leadership style to be moderately effective. More effective leadership style was reported by 18% teachers whereas 13% teachers perceived their principals' leadership style to be the most effective. Further the less effective leadership style was perceived by 11.5 % teachers; whereas only 12.5 % teachers perceived their principal's leadership style to be least effective. (3) There existed significant relationship between job satisfaction of senior secondary school teachers and leadership styles of principals. (4) There existed significant relationship between job satisfaction of male teachers of senior secondary schools and leadership styles of principals with respect to gender, locale and stream.

Key words: *Job Satisfaction and Leadership Styles*



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Introduction

Education helps an individual to attain physical, intellectual, spiritual and emotional progress. In some ways, it assists the individual to live a prosperous life. Without education living comfortably turns difficult, especially in the modern world where specific skills are often needed to work. True education dignifies the individual and not only creates better human being but also contributes in the transformation of the society. In a globalized competitive world the cutting edge to the progress of a nation can be provided only through its planned endeavor. All nations like all humans desire to stay competitive and healthy. For predictable reasons these abilities do not come effortlessly. Today no nation can afford to neglect the education of its citizenry. It is a man making process, implies practicing and ensuring transformation of human stuff at various levels of socialization.

The process of transformation gets stimulated with the help and support of a teacher. The well being of a nation depends upon the well being of its teachers as they have powerful and abiding influences in the formation of character of the future citizens. They have pivotal role in the social reconstitution and in the transmission of wisdom, knowledge and experience of one generation of another.

Concept of Job Satisfaction

Satisfaction is an indispensable aspect in any profession. If a man is not satisfied with his job, it is very hard for him to carry on his duties sincerely and proficiently. Job satisfaction is the outcome of various attitudes of an employee towards his job, which are directly related with specific factors such as salary, service conditions, advancement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also which are important such as intrinsic aspect and rapport with students, fellow teachers, head of the institution etc. According to **Guion (1958)** Job satisfaction is the extent to which the individual's needs are fulfilled and the extent to which the individual perceives that satisfaction as stemming from his total job situation.

Job satisfaction represents a combination of positive and negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job

satisfaction represents the extent to which expectations are and match the real awards. It is closely linked to that individual's behaviour in the work place (**Davis et al. 1985**).

Concept of Leadership Styles

In every society, there is an immense demand for leaders. Everybody cannot lead and organized human relationships cannot be effectively handled by everyone. Since leaders try to influence the behavior of others for attainment of some specified goals and objectives, it is the matter that concerns every member of society. Many definitions have been given by social and organizational psychologists to define leadership. "A leader a person who is appointed, elected or informally chosen to direct and co-ordinate the work of others in a group". **Fiedler (1995)**, Leadership is the process through which leaders persuade others to be more effective in working to achieve their mutual goals and maintain effective working relationships among members (**Johnson & Johnson, 2003**). Leadership styles describe the patterns of behaviour that a manager or supervisor uses in relationship with others, particularly subordinates. It is about what principals do rather than what they are.

Lippitt and White (1943) acknowledged three general approaches to these interactions: authoritarian leadership style, democratic leadership style, and laissez-faire leadership style. Authoritarian or autocratic leadership relies on legitimate, coercive, and reward power to influence others. These leaders are sometimes aggressive, parental and dictatorial in their dealings with the group. On the other hand, democratic leaders share the decision making process with the sub-ordinates. Members are likely to be more satisfied and less frustrated when they participate in the group's functioning. Laissez-faire leaders put forth little or no influence on the group. In essence, these groups are a collection of equals. Since no one dominates the group, the members rely on each other for direction. This can work if the individuals are capable and motivated; however, it can fail if the group members lack in enthusiasm or are immature in the task.

Objectives of the Study

1. To study the leadership styles of principals perceived by senior secondary school teachers.
2. To ascertain the relationship between job satisfaction of senior secondary teachers and leadership styles of principals perceived by them.

3. To ascertain the relationship between job satisfaction of senior secondary teachers and leadership styles of principals perceived by them with respect to following demographic variables:
 - (i) Gender
 - (ii) Locale
 - (iii) Stream

Hypotheses of the Study

In pursuance of the objectives of the study stated above, hypotheses were formulated and stated in the null form so they could be tested statistically:

1. There will be no significant relationship between job satisfaction of senior secondary school teachers and leadership styles of principals.
2. There will be no significant relationship between job satisfaction of male teachers of senior secondary schools and leadership styles of principals.
3. There will be no significant relationship between job satisfaction of female teachers of senior secondary schools and leadership styles of principals.
4. There will be no significant relationship between job satisfaction of teachers of urban senior secondary schools and leadership styles of principals.
5. There will be no significant relationship between job satisfaction of teachers of rural senior secondary schools and leadership styles of principals.
6. There will be no significant relationship between job satisfaction of senior secondary school teachers of arts stream and leadership styles of principals.
7. There will be no significant relationship between job satisfaction of senior secondary school teachers of science stream and leadership styles of principals.

Methodology:

In the present research 'descriptive research method' was employed as the purpose of the research was simply to study the job satisfaction of senior secondary school teachers in relation to leadership styles of principals. In the present study, the sample is comprised of 400 government senior secondary school teachers of Una, Hamirpur, Kangra and Bilaspur District of Himachal Pradesh. The investigator has adopted 'Multistage Sampling Method' in selection of sample. The districts have been selected on the basis of their high literacy rates; however the

schools were selected on the basis of convenient sampling. The sample of teachers was drawn by 'cluster sampling' method. Under this method, the investigator has chosen all the teachers who are serving and teaching arts and science subjects to +1 and +2 classes in selected government senior secondary schools and collected the desired data by administering Job Satisfaction Scale and Leadership Styles Scale.

Tools Used: The following research tools were administered for data collection.

Job Satisfaction Scale; developed and standardized by the investigator herself

Leadership Styles Scale; developed and standardized by the investigator herself

Statistical Techniques Used

In order to achieve the objectives of the study, percentage analysis, descriptive statistics, namely frequency distributions, central tendency and variability were used to explain job satisfaction of senior secondary school teachers and leadership styles of principals.

Further, linear coefficient of correlation 'r' was used to study the relationship of job satisfaction of senior secondary school teachers with leadership styles of principals in terms of certain demographic variables viz., gender, locale and stream.

Findings Of The Study

On the basis of the results and their interpretations the following conclusions are drawn:

1. The majority of the teachers i.e. 45% perceived their principal's leadership style to be moderately effective. More effective leadership style was reported by 18% teachers whereas 13% teachers perceived their principals' leadership style to be the most effective. Further the less effective leadership style was perceived by 11.5 % teachers; whereas only 12.5 % teachers perceived their principal's leadership style to be least effective.
2. There existed significant relationship between job satisfaction of senior secondary school teachers and leadership styles of principals.
3. There existed significant relationship between job satisfaction of male teachers of senior secondary schools and leadership styles of principals.
4. There existed significant relationship between job satisfaction of female teachers of senior secondary schools and leadership styles of principals.
5. There existed significant relationship between job satisfaction of teachers of urban senior secondary schools and leadership styles of principals.

6. There existed significant relationship between job satisfaction of teachers of rural senior secondary schools and leadership styles of principals.
7. There existed significant relationship between job satisfaction of senior secondary school teachers of arts stream and leadership styles of principals.
8. There existed significant relationship between job satisfaction of senior secondary school teachers of science stream and leadership styles of principals.

Conclusions

The results indicated that the majority of the teachers i.e. 45% perceived their principal's leadership style to be moderately effective. More effective leadership style was reported by 18% teachers whereas 13% teachers perceived their principals' leadership style to be the most effective. Further the less effective leadership style was perceived by 11.5 % teachers whereas; only 12.5 % teachers perceived their principal's leadership style to be least effective. These leadership styles are interpreted on the basis of teachers' perception. In a study conducted by Sharma (2005), result showed that there is a significant difference between the principals and teachers about their perception of leadership behaviour. The teachers' perception is higher about their principals than that of the self perception of those principals whereas, there is no significant difference between the teachers and guardians about their perception of leadership behaviour of the principals. Teachers and guardians' perceptions are quite similar.

The results of the correlational study are indicative of some sort of interdependence between the two variables viz. Job Satisfaction and Leadership Styles. The overall relationship of job satisfaction of senior secondary school teachers and leadership styles of principals was found highly significant. The positive significant relationship implies that the teachers who perceived their principal's leadership style to be the most effective, their level of job satisfaction was very high and the level of job satisfaction was found very low in case of least effective leadership style. It further suggests that teachers tend to have favourable attitude towards their job in a democratic atmosphere where they enjoy equal opportunities to take part in decision making process whereas the authoritative atmosphere causes the low level of job satisfaction among teachers. The findings of the study can be compared with some of the studies previously done. Windel (1991) also found that the leadership style of the principal influence the way teachers feel about their jobs, researches done by Shahapur et al., (1991) & Steven (1996) revealed the

same findings as the relationship between the perceived leadership styles of school principals and teacher job satisfaction have a significant relationship whereas the Miles (2011) found that there was no significant relationship between leadership styles and job satisfaction. It is true for gender, locale and stream groups as for all the groups the coefficient of correlation was found very high from the tabulated value, however, the correlation was seen more in case of male group than female group. The rural group also displayed greater correlation than the urban group. In case of stream, the science group was found to be highly significant as the maximum correlation was observed in this group than other groups.

Educational Implications

The findings of the study are suggestive of the fact that the most effective leadership style is conducive in enhancing job satisfaction among senior secondary school teachers. Hence some implications may be laid down in the light of these findings:

1. Attention must be paid by educational planners and administrators to the intrinsic and extrinsic factors of job satisfaction so that lack of job satisfaction may not take place among teachers.
2. The Principals should not consider themselves as masters of their subordinates and students. They should seek advice from their subordinates and engage them in smooth running of their schools. They should not seek advice only but full cooperation also and grant freedom of expression to avoid any communication gap.
3. Environment of the school should be contextual for positive socialization to strengthen the abilities of teachers so that they can work effectively.
4. Time to time orientation regarding effective leadership styles should be given to the head of the schools to ensure that they adopt their style accordingly therefore leading to high level of job satisfaction in school teachers.

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