Relationship between Heads' Leadership Styles and Job Satisfaction of Secondary School Teachers

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Abstract

All countries of the world make efforts to reform their educational system. For the purpose many researches are conducted, various policies are formulated and different steps are taken. Several researches reveal that effective leadership is mandatory and the head of institution plays a vital role to achieve the targets. This study attempts to investigate the relationship of heads' leadership styles (democratic & autocratic) on job satisfaction level of secondary school teachers (SSTs). The study was a cross-sectional survey and was 'analytic' in nature (Cohen et al., 2007). A co-relational design is adopted to get information from the quantitative data. All the boys' public secondary schools of district Mianwali were taken as population and 19 out of 56 boys' public secondary schools of two tehsils (Mianwali and Piplan) were selected using convenient sampling technique. A questionnaire comprising of 37 items was designed and administered to the selected sample of male SSTs. The questionnaires (230) were delivered to teachers personally by the researchers and the response rate was 91%. Validation of the instrument was carried out through expert opinion, by which the items were improved in terms of language, format and content. An estimate of internal consistency using Cronbach Alpha formula was 0.863. Mean score, standard deviation, correlation coefficient and regression were used to analyze the data. The results of the study revealed that majority of head teachers in public secondary schools of district Mianwali, use democratic leadership style which has a statistically significant relationship with the job satisfaction level of SSTs. Autocratic leadership style also has a positive relationship with job satisfaction level of SSTs but it is used occasionally.

Keywords: Leadership styles, autocratic, democratic, job satisfaction, secondary school teachers

INTRODUCTION

Today the world has focused on leadership, because all the problems which emerge in ever changing world are due to lack of leadership. Leadership plays a crucial role in the lives of people. Similarly in the educational system, the role of head teacher, as a leader, has its critical importance. Current study is about the relationship between heads' leadership styles and job satisfaction level of Secondary School Teachers (SSTs). For proficient management of an organization, human resources are its paramount essentials.

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Efficient leaders contribute a lot to achieve organizational goals. Positive relationship between teachers and head's performance is essential for raising educational standards (Khan et al. 2009).

At some point in the last decade, schools have assumed fundamental changes in various areas such as curriculum development, teaching techniques, role of teachers, and learning strategies. These changes have transported a shift in the philosophy of educational leadership. Leithwood & Jantzi (1990) showed that successful school heads used a variety of mechanisms to motivate their staff and change the school culture.

CONTEXT AND REVIEW OF LITERATURE

Various leadership styles are used by the leaders. Some of important leadership styles which reported in the review of literature are: transactional, transformational, laissez-faire, autocratic, and democratic. The study focused on to the most often used leadership styles i.e. autocratic and democratic.

Transactional Leadership Style

Transactional leader gets the things done through rewards and punishments in an organization. The transactional leaders does not have futuristic approach, their concern is to make the assigned work clear on the same day (Joe, 2012).

Transformational Leadership Style

Transformational leader concentrates on team building, collaboration with subordinates at different levels of an organization. The transformational leaders have futuristic approach; their concern is to create the spark to get the job done (Joe, 2012).

Laissez-faire Leadership Style

Laissez-faire leader provide the opportunity of freedom to the followers with regards to make decisions and completion of work. The laissez-faire leaders have optimistic approach; believing that subordinates are skillful and competent, believing that they can perform their job independently (Khanka, 2007).

Autocratic Leadership Style

The leadership style in which a leader decides, directs and controls all activities on his own and dictates policies and procedures himself is called autocratic leadership style. Using this style, the leader has chocked-a-block of his team leaving a little autonomy within the group [Business Dictionary,

(n.d)]. A clear divide exists among administrator and the followers (Kendra, 2012). Autocratic leaders uphold stringent control over their followers (Hackman & Johnson, 2009). This type of leadership has a conservative approach, now it is used only, when one has no chance of error (tool box, 2008). The best use of Autocratic leadership is the situation where only time-bound group discussions can be made (Kendra, 2012).

Autocratic leaders consider that followers need undeviating supervision all the time otherwise their function would not be the effective one (Hackman & Johnson, 2009). This conviction is in accordance with the Douglas McGregor's philosophical views of mankind theory X. This theory suggests that leaders' role may coerces and controls the followers, because people have an innate distaste for work and they give up work whenever it become viable for them.

The communication patterns of autocratic leadership are: a) one way only downward communication i.e. leader to followers, b) controlled discussions with followers, c) dominate interactions, d) unilaterally policy making and procedure setting, e) individual directions to complete the tasks, f) no offer to constant feedback, g) rewards yielding to obedient behavior and punishes the erroneous actions, h) uses of conflict for individual gains (Hackman & Johnsn, 2009).

Democratic Leadership Style

The democratic control represents aiding the dialogue, encouraging employees to contribute towards ideas and processing all the accessible information to the finest verdict. The democratic headship approaches mutually. Leaders adopting democratic style are most successful and they have a positive impact on the performance of their employees but these variables are indirectly associated and this relationship is mediated by the culture of organization (Ogbonna & Harris, 2000). It is assumed that the greater involvement of teachers in decision-making processes enhances the job satisfaction level of them (Schneider, 1994). Teachers feel more satisfied on their job in an open climate of democratic leadership as compare to those who exhibit an unsympathetic leadership approach (Kottkamp, Mulhern, & Hoy, 1987).

Teachers' Job Satisfaction

The educational mission depends upon the feelings of teachers about their work. So, it is suggested by the researchers that schools may confer more consideration to increase

the job satisfaction level of their teachers (Heller, Clay, & Perkins, 1993). Most of the researches on teachers' job satisfaction are rooted in the pioneer work of Herzberg, Mausner, & Snyderman (1959). They identified satisfying factors (the motivators), and dissatisfying factors (the hygiene factors). Herzberg's "two-factor theory" associates satisfying factors with the higher order needs, and the dissatisfying factors with the lower order needs (Dinham & Scott, 1998). The satisfying factors relate to the primary aspects of work such as achievements, recognitions, responsibilities and the advancement opportunities, these are intrinsic in nature. The dissatisfying factors relate to secondary aspects of work such as working conditions, supervisions, work policies, salaries, and interpersonal relationships, these are extrinsic in nature.

The Influence of Leadership Style

The leadership style puts a deep influence on fulfillment of the needs. The literature review supports the claim that job satisfaction has a significant correlation with democratic decision making (Maeroff, 1988; Rossmiller, 1992). If the involvement of teachers in decision is low, the level of their satisfaction will remain also stumpy (Rice & Schneider, 1994). The study uncovered the fact that the less-satisfied teachers plans to leave the job, and showed negative attitudes toward the administration and teaching profession (Hall et al, 1992). The job satisfaction level of teachers is also connected with teachers' retention under head's leadership style (Smith, Inman, & Marlow, 1994). The researches on employees' job satisfaction show that environment at workplace i.e. role conflict, autonomy, peers' support, and adequacy of resources has positive relation with the job satisfaction (Meyer & Allen, 1997).

The focus of the study was: a) to explore the leadership style of heads of Secondary schools, b) to examine the job satisfaction level of Secondary school teachers, c) to find out the relationship between heads' leadership styles and job satisfaction level of their subordinates. Keeping in view the purposes of the study, following research questions were investigated:

1. What is the relationship between teachers' perceived autocratic leadership style and their self-perceived job satisfaction level?

2. What is the relationship between teachers' perceived democratic leadership style and their self-perceived job satisfaction level?

Methodology

A good research depends upon the strategy adopted by the researcher. A co-relational design was adopted to collect the information from quantitative data collected through cross-sectional survey. The study was analytic in nature, conducted to explore the relationship between heads' leadership styles and job satisfaction level of secondary school teachers (SSTs). All the boys' secondary schools of district Mianwali (Punjab, Pakistan), were selected as population. The convenient sampling technique was used to select a sample of 230 SSTs of 19 schools out of 56. A questionnaire based on two parts: biographical information and opinion at five-point rating scale was designed. Thirty seven items were developed to collect information. First twelve items were to determine leadership style of heads and last twenty five items were to determine the relationship between heads' leadership styles and job satisfaction level of SSTs.

Each item was to be rated on a Likert-scale: Strongly Agree (5); Agree (4); Undecided (3); Disagree (2) and Strongly Disagree (1). Validation of the instrument was carried out through expert opinion, by which the items were improved in terms of language, format and content. An estimate of internal consistency using Cronbach Alpha formula was chosen. An overall internal consistency 0.863 was obtained that allows the researchers to launch the study on a large scale (Gay, 2000). The researchers personally collected the data from 210 teachers out of 230 hence the response rate was 91%.

Results

The collected data was analyzed by using different statistical techniques i.e. mean score, standard deviation, ranks, correlation coefficient, and regression. Statistical Package for Social Sciences (SPSS) version 20 was also used for the purpose. The analysis of data was presented in a tabulated form as shown below:

Table 1 *Autocratic leadership style*

Sr. #	Statements	Mean	*SD	Ranks
1	My head teacher decides himself the school matters.	2.976	1.303	5
2	My head teacher's behavior is egoistic / self-seeking.	2.995	1.151	4
3	I have easy access to my head teacher.	3.971	1.093	1

4	I feel fear/insecure while performing my assigned duties under the supervision of my head.	2.586	1.184	6
5	My head teacher's directions regarding the school assignments are always clear.	3.681	1.025	3
6	My head teacher gives due respect to me.	3.938	0.988	2

*SD=Standard Deviation, Criterion mean=3   Overall mean=3.35

Mean of item greater than 3 indicates the autocratic leadership style. Relatively higher value of Standard Deviation (SD) shows more variation in the perceptions of respondents. Table 1 indicates that the overall mean score was (3.35) and mean score of statements 3, 5 and 6 were greater than criterion mean (3.0). The mean score show that respondents agreed with all statements except 1, 2 and 4. The highest value of mean score (3.97) was for item 3 while the lowest value (2.58) was for item 4. It shows that the heads provide clear directions and due respect to the teachers and teachers have easy access to their heads.

Table 2 *Democratic leadership style*

Sr. #	Statements	Mean	SD	Ranks
1	My head teacher considers my suggestions regarding school improvement.	3.605	1.012	4
2	My head teacher discusses management problems and their solutions in staff meetings.	3.695	1.073	2
3	My head teacher helps me in solving my class related problems.	3.691	1.100	3
4	My head teacher spends time in my coaching, whenever I need.	3.105	1.279	6
5	My head teacher involves me in decision making process.	3.162	1.254	5
6	My head teacher trusts on me after assigning the task.	4.014	0.915	1

Criterion mean=3 Overall mean=3.54

Mean of item greater than 3 indicates the autocratic leadership style. Relatively higher value of Standard Deviation (SD) shows more variation in the perceptions of respondents. Table 2 indicates that the overall mean score was (3.54) and mean score of each statement was greater than criterion mean (3.0). The mean score show

that respondents agreed with all statements. The highest value of mean score (4.01) was for item 6 while the lowest value (3.10) was for item 4. It shows that heads trust on their teachers, help and coach them in problem solving. They also involve the teachers in decision making and consider their suggestions.

Table 3(a) *Administrative factor related to the job satisfaction*

Item #	Statements	Mean	SD	Ranks
1	I feel pressure when I have meeting with my head teacher.	2.44	1.05	9
2	I am satisfied with my current pay.	3.52	1.29	4
3	I have freedom to make my own decisions within the given responsibilities.	3.63	0.98	3
4	I have given proper advancement opportunities in my present job.	3.32	1.10	5
5	My head teacher encourages me whenever I fulfill any difficult task assigned by him.	3.65	1.07	2
6	My head teacher gives rewards on my achievements.	3.29	1.20	7
7	My head teacher helps me if I share any academic problem regarding my professional development.	3.44	1.10	6
8	I can utilize my creativity in my school assignments.	3.78	0.87	1
9	My head teacher punishes me on poor performance.	2.56	1.15	8
10	Distance from my school to my home disturbs me.	2.37	1.29	10

Criterion mean=3 Overall mean=3.20

Mean of item greater than 3 indicates the job satisfaction level of teachers with respect to heads' leadership style. Relatively higher value of Standard Deviation (SD) shows more variation in the perceptions of respondents. Table 3(a) indicates that the overall mean score was (3.20) and mean score of statements 2, 3, 4,5,6,7 and 8 were greater than criterion mean (3.0). The mean scores show that respondents agreed with all statements except 1, 9 and 10. The highest value of mean score (3.78) was for item 8 while the lowest value (2.37) was for item 10. It shows that teachers can utilize their creativity and have freedom to make decisions. Heads encourage them on

completion of assigned tasks and they are satisfied with their pay. They are helped in solving professional problems under certain

leadership style, shown in Table 6 & 7 below.

Table 3(b) *Social factor related to the job satisfaction*

Sr. No	Statements	Mean	SD	Ranks
1	I feel comfortable with the leadership style of my head teacher.	3.41	1.12	9
2	I feel motivated due to behavior of my head teacher.	3.43	1.08	8
3	I am satisfied with the social status of my present job.	3.84	1.04	5
4	I feel proud working with my colleagues/teachers.	4.01	0.75	4
5	My head teacher plays his role to solve my conflicts with my colleagues.	3.47	1.13	7
6	My head teacher provides a pleasant and friendly work atmosphere in the school.	3.71	1.06	6
7	I am satisfied with my appointment at present station/school.	4.07	0.93	2
8	I will leave the present job if I get the same level job in any other department.	2.26	1.26	10
9	My students give due respect and response to my assigned work.	4.05	0.93	3
10	I feel comfortable with my students.	4.09	0.79	1

Criterion mean=3 Overall mean=3.63

Mean of item greater than 3 indicates the job satisfaction level of teachers with respect to heads' leadership style. Relatively higher value of Standard Deviation (SD) shows more variation in the perceptions of respondents. Table 3(b) indicates that the overall mean score was (3.63) and mean score of each statement was greater than

criterion mean (3.0) except no 8. The mean scores show that respondents agreed with all statements except statement no 8. The highest value of mean score (4.09) was for item 10 while the lowest (2.26) was for item 8. It depicts that the teachers are satisfied with their present place of posting. Students give due respect and response to them. They

feel proud and comfortable under certain below.
leadership style, shown in Table 6 & 7

Table 3(c) *Moral factor related to the job satisfaction*

Sr. No	Statements	Mean	SD	Ranks
1	I feel committed to my teaching responsibilities.	4.18	0.77	1
2	I complete my assigned tasks with devotion.	4.16	0.76	2
3	I am satisfied with the tasks assigned to me by my head teacher.	3.87	1.04	3
4	My head teacher provides guidance to improve my teaching.	3.33	1.06	5
5	I feel no burden with my present work load.	3.82	1.03	4

Criterion mean=3 Overall mean=3.87

Mean of item greater than 3 indicates the job satisfaction level of teachers with respect to heads' leadership style. Relatively higher value of Standard Deviation (SD) shows more variation in the perceptions of respondents. Table 3(c) indicates that the overall mean score was (3.87) and mean score of each statement was greater than criterion mean (3.0). The mean scores show that respondents agreed with each statement.

The highest value of mean score (4.18) was for item 1 while the lowest value (3.32) was for item 4. It shows that the teachers feel committed to their teaching responsibilities. They are satisfied with assigned tasks and complete it with devotion. They feel no burden with their current work load under certain leadership style, shown in Table 6 & 7 below.

Table 4 *School Heads with Democratic Leadership Style*

Sr. No	School Name	Mean
1	*GHS PAF Colony	**20.29**
2	Govt. Comprehensive High School Mianwali	**24.00**
3	GHS Mianwali	**18.00**
4	GHS Pai Khel	**22.75**

5	GHS Muzafar Pur	**24.83**
6	**GHSS Musa Khel	**20.42**
7	GHS Alluwali, Piplan	**21.33**
8	GHS Phati Joyan Wali, Piplan	**22.71**
9	GHSS Harnoli, Piplan	**21.85**
10	GHS Chashma Barrage colony, Piplan	**23.14**
11	GHSS Mochh	**24.00**
12	GHS Piplan No.1	**21.42**
13	GHS Gulmeri wala	**22.00**
14	GHS Musawali, Piplan	**22.50**
15	GHS Chah Hussain wala	**22.65**

*GHS= Govt. High School, **GHSS= Govt. Higher Secondary School, Overall mean=22.12

Table 4 indicates that 78.94 % (15 school heads out of 19) use democratic leadership style in their institutions which has statistically significant relation with job satisfaction level of teachers.

Table 5 *School Heads with Autocratic leadership Style*

Sr. No	School Name	Mean
1	Govt. Central Model High School Mianwali	19.35
2	Govt. MC High School Mianwali	21.53
3	GHSS Wan Bhachran	18.11
4	GHS Khola, Piplan	17.80

Overall mean=19.19

Table 5 illustrates that 21.05 % (4 school heads out of 19) use autocratic leadership style in their institutions which also has a positive relation with job satisfaction level of teachers.

Overall mean of the two tables (4 & 5) shows that the higher value is attached to democratic leadership style as compare to autocratic leadership style. It is contrary to the findings of Omeke & Onah (2012).

Table 6 *Job Satisfaction Level of *SSTs under Democratic Leadership Style*

Sr. No	School Name	[**]J.S Mean
1	GHS PAF Colony, Mianwali	86.23
2	Govt. Comprehensive High School Mianwali	92.76
3	GHS Mianwali	75.33
4	GHS Pai Khel	93.50
5	GHS Muzafar Pur	94.33
6	GHSS Musa Khel	84.14
7	GHS Alluwali, Piplan	87.75
8	GHS Phati Joyan Wali, Piplan	89.85
9	GHSS Harnoli, Piplan	93.71
10	GHS Chashma Barrage colony, Piplan	95.71
11	GHSS Mochh	97.00
12	GHS Piplan No.1	87.00
13	GHS Gulmeri wala	91.42
14	GHS Musawali, Piplan	91.37
15	GHS Chah Hussain wala	89.75

*SSTs=Secondary School Teachers, **JS=Job Satisfaction, Overall mean=89.99

Table 6 indicates that democratic leadership style has a significant positive impact on job satisfaction level of SSTs which is similar to the study of Nadarasa & Thuraisingan (2014).

Table 7 *Job Satisfaction Level of SSTs under Autocratic Leadership Style*

Sr. No	School Name	J.S Mean
1	Govt. Central Model High School Mianwali	83.50
2	Govt. MC High School Mianwali	85.15
3	GHSS Wan Bhachran, Mianwali	76.22
4	GHS Khola, Piplan	72.60

Overall mean = 79.36

Table 7 shows that teachers are satisfied with the autocratic leadership style which is contrary to the findings of Nadarasa & Thuraisingan (2014).

Table 8 *Regression Analysis*

Style	SD	SD JS	Correlation	Regression
Democratic	1.71	5.44	0.84	89.99
Autocratic	1.69	5.95	0.74	79.34

Table 8 indicates that standard deviation and correlation value of democratic leadership style is better than the autocratic leadership style. Correlation value 0.84 of democratic leadership style shows that it has strong positive relationship with the job satisfaction level of teachers. Regression value predicts that teachers will work better under democratic leadership style. Correlation value 0.74 of autocratic leadership style shows that it also has a good positive relationship with job satisfaction level of teachers.

Discussion and Conclusion

The main purpose of the study was to determine the leadership styles of secondary school heads and to find-out the relationship between their leadership style and the job satisfaction level of secondary school teachers. In this study researchers examine two leadership styles (democratic & autocratic). The conclusion was based on responses of the selected sample. This study was aimed at finding the influences of heads' leadership styles on job satisfaction level of SSTs in two tehsils of district Mianwali. Leadership style is one of the main factors to determine the job satisfaction.

Findings of the study show that heads' democratic leadership style has a statistically significant relationship with teachers' job satisfaction level. Autocratic leadership style also has a positive relationship with job satisfaction level of teachers but it is used occasionally. This study empirically proves that both styles have positive impact on teachers' job satisfaction level. So, the heads should practice democratic leadership style, the most often, and autocratic leadership style, occasionally, in order to increase the job satisfaction level of their teachers.

This research covers the boys' secondary schools of two tehsils only which is a small portion of entire province. So, in future researches should be conducted on large scale to cover the vast area of the whole province. Female secondary schools should also be taken on board. Till the conduct of new researches, the results of this study may be generalized and applied to the whole population.

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