

Impact of Principals' Leadership Style on Teachers' Job Satisfaction at Non-professional Public Colleges in District

Quetta:

By

¹Syed Muhammad Jamil ²Abdul Qadoos

Abstract:

The rationale of this research is, to examine the interrelation between "principals' leadership style" and "teachers' job satisfaction" arbitrated by teachers' perception of principals' leadership quality. This quantitative study consists of Questionnaires Multifactor Leadership Questionnaire (MLQ) and Job Satisfaction Questionnaire (JSQ) distributed among 15 College Principals and 300 college teachers, who have the experience with many principals, out of which 12 (principals) and 240 (teachers) have completed the questionnaires and returned back to researcher. Teachers' job satisfaction data was also gathered from the working college teachers in Quetta. The findings revealed that job satisfaction level is very low ($M=2.96$, $SD=.44$), Transformational Leadership Style ($M=3.34$, $SD=.90$) is high in level than Transactional Leadership Style ($M=2.80$, $S=.7$) and Laissez-Faire Leadership Style ($M=2.65$, $S=.88$). Moreover, Laissez-Faire Leadership Style [$(M=2.65$, $SD=.88$), $r=.341$, $p\leq .05$, $N=240$] had greater level of correlation with college teachers' job satisfaction than Transformational and Transactional leadership styles.

Keywords: Job Satisfaction, Leadership Style, college teachers, Principal, transformational, Transactional, Laissez-faire

Introduction:

Background of the Study:

¹M.Phil. scholar, Assistant Professor, Department of Balochistan Study Centre University of Balochistan Quetta Pakistan

²Abdul Qudoos Kakar Lecturer, Institute of Education and Research University of Balochistan Quetta Pakistan

College leadership is a challenging job. Being a leader who is officially appointed by administration, Principal is an individual who plays his role as a leader and administrator, in the college. Leadership controls an organization towards success. A leader must have integrity in the institution of consolidating to support each other and function together, to establish steadiness and structure of the running system. He should be capable of moving his subordinates to work conjointly and conscious fronting changes and the existing problems troubling the education system.

Statement of the Problem:

The success of an educational institution depends upon the principals' honesty and attitude towards teaching learning process in the college. Excellence in a college organization has a deep relationship with Job satisfaction among the college principal and his teachers. The problem of this study therefore was to determine what impact College Principals' leadership style had on teachers' job satisfaction at nonprofessional public colleges in District Quetta, Pakistan.

Research Objectives:

The study aims to:

- A) Discover the leadership behavior of the college principal observed by the teachers in colleges.
- B) Recognizing level of teachers' Job Satisfaction in a college.
- C) Identifying the relationship between Leadership manners of the Principal and College Teachers' Job satisfaction in colleges.

Research Questions:

This research focused to determine the following questions to rationalize it:

- A) What are the main "Leadership behaviors" observed by the College Teachers concerning Principals in a college?
- B) What are the professed "Job Satisfaction Levels" among college teachers?
- C) How principals' leadership style relates with the College Teachers' Job satisfaction may carry the institution on the way to education goals and objectives?

Significance of the Study:

This study explored link between principals' leadership style and job satisfaction of college teachers towards leading the college to obtain the educational goals and objectives. The performance of principal as a leader has different reaction to the people. The relations between the "style of principals" as leaders and the teachers as subordinates may be an advantage or damage. This study will help in up gradation of the quality of college administration and college bench mark if Relationship between the Principals' Leadership and College Teachers' Job satisfaction are distinguished.

Delimitations of the Study:

This research has been delimited to boys'/girls nonprofessional Public colleges in the area of District Quetta, Pakistan. 12 Colleges were picked from boys' and girls' colleges. These colleges have been measured through questionnaires, 25 teachers per college as respondents. Principals of the colleges have been measured through a shorten profession related questionnaire.

Literature Review:

Leadership:

According to Northouse, P. G. (2012)., ""Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Yukl and Van Fleet (1992) describe Leadership, "a process includes influencing the task objectives with strategies to achieve the goal, influencing the group maintenance and identification, also to influence the culture of the organization."

Transformational Leadership:

J. Antonakkis at el. In 2006, describes that "Transformational Leaders are practical", producing knowledge of combined benefits to their super ordinate, his support, and achieving of unexpected Goals.

Transactional Leadership:

J Antonakkis at el in 2006 describes, "Transactional leadership is a give and take process to accomplish its prescribed responsibilities. It is defined as "a set of goals", monitoring or supervising the product.

Laissez-faire Leadership:

Kevin Wren (15 April 2013), The Laissez faire leadership style is, where all the rights and power to make decisions is fully given to the workers. In which leaders are hands-off and allow group members to make the decisions. This is generally the leadership style that leads to the lowest productivity among group members.

Job Satisfaction:

Hoppock (1935) describes that, Job Satisfaction is a combination of physiological, psychological and environmental emotions that results if a person is satisfied with his job. Schultz has defined Job Satisfaction, as a combination of attitudes, feelings of likes and dislikes for a job, and it is influenced not only by factors related to the work, but also personal factors.

Methodology:

Nature and Design of the Study:

The nature of the study is Exploratory and Cross Sectional Survey design was adopted to conduct the study.

Population of the Study:

The population for the research consists of principals and college teachers, who were serving in boys and girls colleges in Quetta

Sample, Sampling Technique and Sample Size:

The sample has been drawn from the 16 colleges of boys and girls located in district Quetta. Convenient sampling technique was adopted to collect the responses of the respondents. 300 college teachers and 16 principals have been selected as participants for the study. 12 out of 16 principals and 240 out of 300 teachers responded back.

Instruments of the Study:

To collect the responses of the respondents two self-made questionnaires were developed by the researcher. The opinions of the respondents were measured on Likert Scale ranges from strongly disagree (SDA=1) to strongly agree (SA=5). The teachers' questionnaire consists of two parts, first part is to assess teachers' perception of their principals' leadership style, the second part is to assess overall job satisfaction level

and the impact of principals' leadership style on teachers' job satisfaction. The principals' questionnaire focuses on the principals' opinions about their leadership style.

Data Collection:

The researcher by himself collected the data by visiting different colleges located in District Quetta with the permission of higher authorities of the concerned department. The responses of the questionnaire regarding College Principals and Teachers were got filled in the presence of the researcher. Researcher facilitated the respondents before distributing the tool among the respondents. Prior to address the question asked in the questionnaire, the researcher briefly appraised the respondents about the purpose of the study.

Reliability and Validity of the Instrument:

For achieving content validity, questionnaire has been given to a panel of experts, they gave their opinions on the items. So, the questionnaire was modified according to suggestions of the experts. Pilot study was conducted and the reliability Cronbach's Alpha coefficient of the instrument was 0.78. It means the instrument is highly reliable.

Statistical Analysis:**Teachers' Demographics**

		F	P
Gender	Male	120	50
	Female	120	50
Age	Under 25 yrs.	12	05
	25-35 yrs.	77	32.1
	35-45 yrs.	98	40.8
	45+ yrs.	53	22.1
Teaching Experience	Up to 10 yrs.	102	42.5
	10-20 yrs.	101	42.1
	20-30 yrs.	31	12.9
	30+ yrs.	06	2.5
Subject	Arts	80	33.3
	Science	108	45
	Languages	45	18.8
	Physical Education	07	2.9
Qualification	Masters	142	59.2

	Masters+M.Ed.	32	13.3
	M.Phil.	64	26.7
	PhD	02	2.8
Designation	Lecturer	117	48.8
	Assistant Prof	94	39.2
	Associate Prof	25	10.4
	Professor	4	1.7

This table reflects that Out of 300 college teachers 120 male and 120 are female returned the filled questionnaire. 12 (05%) of the total teachers are of under 25 years' age, 77 (32.1%) are 25-35 years old, 98 (40.8%) are 35-45 years old and 53 (22.1%) are above 45 years old. 102 (42.5%) teachers have up to 10 years teaching experience, 101 (42.1%) have 10-20 years teaching experience, 31 (12.9%) have 20-30 years teaching experience and 06 (2.5%) have above 30 years teaching experience. 55 (22.9%) teachers have up to 01 year working experience, 99 (41.3%) have 01-02 years' experience, 58 (24.2%) have 02-03 years' experience and 28 (11.7%) have above 03 years' experience with the principal being rated. 56 (65%) teachers have completed teacher education or training but 84 (35%) have not completed any teacher education or training.

Principal Demographics:

		F	P
Gender	Male	06	50
	Female	06	50
Age	Under 35 yrs.	00	00
	35-45 yrs.	00	00
	45-55 yrs.	09	75
	55+ yrs.	03	25
Experience as College Principal	Up to 5 yrs.	07	58.3
	05-10 yrs.	04	33.3
	10-15 yrs.	00	00
	15+ yrs.	01	8.3

Qualification	Masters	07	58.5
	Masters+M.Ed.	01	8.3
	M.Phil	03	25
	PhD	01	8.3
Management Course/ Training	Yes	10	83.3
	No	02	16.7

The above table reflects that 06 (50%) of the male Principals and 06 (50%) of the female Principals returned the questionnaire. 09 (75%) of them are 45-55 years old and 03 (25%) are above 55 years of age. 07 (58.3%) are working as Principal for up to 05 years, 04 (33.3%) from 05-10 years and 01 (8.3%) from above 15 years. A number of 07 (58.3%) College Principals are Master degree holders while 01 (8.3%) has got Masters+M.Ed degree, 03 (25%) have got M.Phil. degree and 01 (8.3%) has got Ph.D. degree. A majority of principals 10 (83.3%) have completed management course/training and 02 (16.7%) have not completed any course or training.

Mean Score and Standard Deviation about the Leadership Styles of Principals observed by the college teachers

Variable	M	SD
Transactional Leadership Style	2.80	0.70
Transformational Leadership Style	3.43	0.90
Laissez Faire Leadership Style	2.65	0.88

The above table highlights the mean score and standard deviation of the teachers' opinion regarding their principals' leadership style. Majority

of the teachers are of the view that their principals have Transformational leadership style ($M=3.43$, $SD=0.90$). It means that Laissez faire leadership style ($M=2.65$, $SD=0.88$) is less practiced than transactional leadership style ($M=2.80$, $SD=0.70$).

Mean Score and Standard Deviation of Job Satisfaction Levels among college teachers

Variable	M	SD
Job Satisfaction Level	2.96	0.44

The above table highlights Mean score and Standard Deviation ($M=2.96$, $SD=0.44$) of the teachers' job satisfaction level. The result of the table reflects that college teachers in District Quetta are not satisfied from their jobs.

Correlation between Principal Leadership Style and Teachers job satisfaction level

Variables	N	M	SD	Sig.(2-tailed)*	r**
Transactional Leadership Style	240	2.80	0.70	0.001	0.221
Transformational Leadership Style	240	3.43	0.90	0.139	0.096
Laissez Faire Leadership Style	240	2.65	0.88	0.000	0.341

*Correlation is significant at the 0.01 level (2-tailed) ** $p \leq .05$

The above table highlights the correlation among Principals' Leadership Styles and Teachers' Job Satisfaction level. There is positive relationship between Transactional Leadership Style and Teachers' Job Satisfaction ($M=2.80$, $SD=0.70$), $r = .221$, $p \leq .05$, $n = 240$, positive relationship between Transformational Leadership Style and Teachers' Job Satisfaction Level ($M=3.43$, $SD= 0.90$), $r = 0.096$, $p \leq .05$, $n = 240$ and also a positive relationship between Laissez Faire Leadership Style and Teachers' Job Satisfaction ($M=2.65$, $SD= 0.80$), $r = 0.341$, $p \leq .05$, $n = 240$.

It is clear from the above table that there is moderate correlation among Principals' Laissez Faire Leadership Style and Teachers' Job Satisfaction Level but Transactional and Transformational Leadership Styles have low correlation with Teachers' Job satisfaction and are not significant.

Major Findings of the Study:

The main findings of the study are:

1. Teachers believe that their principals have transformational leadership style.
2. Majority of the teachers are not satisfied form their jobs.
3. Principals' Laissez faire leadership style have correlation with teachers' job satisfaction level.

Discussion:

The major finding of this study is the moderate correlation of Laissez Faire Leadership style and teachers' job satisfaction. The findings of the study do not support previous research that revealed a significant positive relationship between Transformational Leadership Style and Teachers' job satisfaction (William L. Koh, Richard M. Steers, James R. Terborg (1995).

Laissez Faire Leadership Style has lesser level of productivity in an institution with respect to Transformational and Transactional types of leadership (Gill, R. 2011). The naive researchers are suggested to find out that how we can enhance the overall productivity of the college teachers as the institutions where laissez fair leader ship style practiced and they have minimum level of productivity.

Recommendations:

In the light of the findings it is suggested that

- Govt. should take steps to enhance the job satisfaction of the teachers who are working in non-professional public colleges.
- Head of the colleges should play their role as a mentor to restore the teachers' perception of leadership style to a more efficient one, the Transformational leadership style.
- Proper organizational management trainings should be conducted for college principals to educate them for a unique and productive type of leadership to be adopted.

References:

- Antonakis, John (2006), "*Leadership: What is it and how it is implicated in strategic change.*" International Journal of Management Cases"
- Gill, R. (2011), *Theory and practice of leadership*. Sage.
- Hoppock, R. (1935), *Job satisfaction*.
- Kevin Wren, (2013), *Social Influences*, Routledge.
- Northouse, P. G. (2012), *Leadership: Theory and practice*, Sage Western Michigan University.
- Schultz D. & Schultz S. E. (2015), *Psychology and Work Today* Routledge.
- William L. Koh, Richard M. Steers, James R. Terborg (1995), Journal of Organizational Behavior.
- Yukl G. A. & Van Fleet D. D. (1992), *Theory and research on leadership in organizations*, Handbook of industrial and organizational psychology, Palo Alto.