LEADERSHIP EFFECTIVENESS AND TEACHER'S JOB SATISFACTION IN RELATION TO SCHOOL EFFECTIVENESS AT SECONDARY STAGE

Amit Kauts and Gagandeep Sharma

The present study intended to examine the effect of leadership effectiveness, job satisfaction and their relationship in respect to school effectiveness. The sample consisted of 24 school principals, and 480 teachers from private secondary schools with high and low effectiveness of Jalandhar Division. The obtained data were analyzed with the help of two way Analysis of Variance. Data analysis revealed that 1) Schools with high effectiveness have more leadership effectiveness than low leadership effective schools. 2) Female principals are more effective leaders than male principals. 3) Schools with high effectiveness exhibit more satisfaction than low effectiveness schools. 4) Male principals in schools with high effectiveness yields higher job satisfaction among faculty than of male and female principals in low effectiveness schools. 5) School effectiveness did not differ in schools with male and female principals and 6) The leadership effectiveness was not different at two levels of school effectiveness.

KEYWORDS: Leadership, Job Satisfaction, School Effectiveness

INTRODUCTION

The quality of education that goes in the schools is directly proportional to the management, leadership and management practices. The Education Commission (1964-66) also felt when observed that the competency of teachers is one of the factors, which influences the quality of education. Kothari Commission also suggested that professionally skilled persons should be

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Amit Kauts ✉
Professor, Head of Deptt of Education, Guru Nanak Dev University, Amritsar, India
Email: amitkauts@yahoo.com

Gagandeep Sharma
Asstt Professor, DIPS College of Education, Dhilwa, India

appointed who can understand the problems of school education and seek solutions to them and guide the teachers.

Leadership of the principal is a critical factor in the success of any program in the school. Knowledge of leadership skills is a prime pre-requisite if an individual is to fulfil the principal's role effectively. According to Davis "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor, which binds a group together and motivates it towards goals". Every school has its personality in the sense of unique characteristics by which it is marked and singled out from all other schools and this intangible factor within the school determines the leadership style within the school. Leadership in supervision is known to be a factor influencing employee's satisfaction and performance. Hence, it is necessary to study the leadership style of principals in the context of the organizational climate of the schools in which they work. Attempts have been made in understanding the leadership processes influencing the organizational climate by Bhattacharya, 1972; Das, 1977 and Hassan, 1987.

Many studies have shown that the organizational climate affects the achievement and personality of the students, personality and performance of teachers and their job satisfaction (Lakhanpal, 1982; Shashikala, 1978). The science of management, as visualized in the National Policy on Education (1986) must pave away for more effective and competent teachers in schools, so that it may be established on the firm and substantial ground. Only then, the system of education as a whole could be upgraded, improved and innovated in view of the changing needs of the society.

LEADERSHIP EFFECTIVENESS

The word 'leadership' has a variety of definitions and interpretations. There is a great divergence among writers and research workers on the meaning of the word 'leader'. Some people refer almost every type of administrative, executive or supervisory behaviour to it. Other uses it in a more limited sense. Leadership is defined in terms of qualities of interaction or as aspect of an organization, where the scope of action for individual is defined in making decisions, in carrying out duties and shouldering responsibilities in a cooperative way.

According to National Education Association (NEA), leadership is defined as the action or behaviour among individuals and groups to move towards educational goals that are increasingly mutually acceptable to them. Helpin (1960) says that when a man satisfies leadership, it is implied that he is a good and effective leader. Weber (1947) and Persons (1963) define power as the profitability that one actor within a social relationship will be in a position to

carry out his own will despite resistance. Leadership effectiveness is also measured in terms of leader's contribution to the role of specialization and the organization of activities of a group to handle crises and change.

Prior research has identified a number of factors that are related to Leadership Effectiveness, both in positive and negative terms. In educational institutions, positive factors include reduced role ambiguity (Campisano, 1992; Cintavey, 1995), teacher empowerment (Wu, 1994), clear organizational mission (Varona, 1991), and encouragement of innovation, continual professional development, and shared decision making (Veitenheimer, 1993). Other factors identified in studies involving school teachers were a confronting and cooperative conflict resolution style of principals, as opposed to a withdrawing conflict resolution style (Byers, 1987; Hajzus, 1990), principal-teacher goal congruence (Derczo, 1987). Certain school and personal factors have been found to be negatively related to the Leadership Effectiveness of teachers. These include non-alignment of personal and organizational goals and values (Menzies, 1995), lack of communication and trust (Varona, 1991), high levels of interpersonal conflict (Booker, 1990), and an imposing or withdrawing conflict resolution style on the part of principals (Hajzus, 1990). Leadership in a school setting is the result of the way principals use themselves to create a school climate that is characterized by staff productivity, student productivity and creative thought process (Ubben & Hughes, 1987). Consequently, the principal's qualities and behaviour determine to a large degree how the subordinates feel about their organization (Eblen, 1987). A particular leadership style may either foster or hinder teacher commitment.

JOB SATISFACTION

The destiny of India is being shaped in the classrooms, in which the teachers play a significant role as per the Kothari Commission Report on the educational policy of our nation. A number of external and internal forces act upon a teacher to influence his/her behaviour in implementing the educational policy of a nation. There is a dire need to identify the conditions necessary to influence the teachers in their working situation. Human interaction gives personal touch in the educational process. The human interaction that takes place plays an important role.

Job satisfaction is one part of life satisfaction. The nature of one's environment off the job indirectly influences one's feelings on the job. Similarly, since a job is an important part of life for many workers, job satisfaction influences one's general life satisfaction/ the result is that there is a spill over effect that occurs in both directions between job and life satisfaction consequently, managers need to monitor not only the job immediate work

environment but also their employee's attitudes towards other parts of life (Davis & Newstrom, 1996). The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitude towards the job indicates job satisfaction. Negative and unfavourable attitude towards the job indicates job dissatisfaction (Armstrong, 2006).

Job satisfaction improves the performance as well as the effectiveness of an individual, irrespective of the nature of the work. It is believed that competent people in any profession generally enjoy job satisfaction. Between job satisfaction and professional efficiency, there exists positive correlation. "The friendly, enthusiastic, secured and well adjusted teacher can contribute to the well-being of his pupils. One the other hand, the irritable, depressed, hostile, tired and neurotic teacher can create tensions which disturb the pupils, and which may permanently alter their outlooks on life," (Blair, 1962). Smith and his associates (1969) defined job satisfaction as "A feeling or affective response to discriminate aspects of job satisfaction associated with a perceived difference between what is experienced and what is expected." Bullock (1952) has defined job satisfaction as "an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with the job."

The work of Kennerly (1989) revealed the relationship between job satisfaction, leadership behaviours and organizational culture. More specifically, organizational behaviours, like warmth among employees, mutual trust, respect and rapport between employees and superiors can be significant predicting factors of the job satisfaction experienced by employees in the field of health. The work of Billingsley and Cross (1992) showed that leadership support, work involvement and low role conflict can be predicting factor of job commitment, job satisfaction and unwillingness to quit. It can be supported, therefore, that leadership is a job-related factor that influences all dimensions of work and affects employees' behaviour, performance and general well being, the feel 'the atmosphere', 'the environment', 'the zeal', 'the condition prevailing' and 'the tune of the institution'. Studies have shown that in organizations which are flexible and adopt the participative management type, with emphasis on communication and employees' reward, the latter are more likely to be satisfied, resulting in the organization's success (Mckinnon et al., 2003).

Various theories have postulated that there should be a strong relationship between leadership style and organizational commitment of teachers. Salancik (1977), for example, observed that high levels of employee commitment should be associated with supervision that was not overly tight or close. Mowday et al. (1982) reported two studies that found the organizational commitment of employees to be related to the initiating structure of leadership behaviour. Sinha (1974), Lavingia (1974), Vroom (1964), Robinson (1993) and Ding (1992)

have also observed that job satisfaction is related to leadership effectiveness significantly.

SCHOOL EFFECTIVENESS

Fraser (1994) defined effectiveness as a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievement 'outputs' but must also involve judgments about the goals. Erliendsson (2002) defined effectiveness as the extent to which objectives are met.

Among the numerous factors examined in the effective school's literature, the leadership of the school principal emerges as crucial factor in the success of the school (Persell & Cookson, 1982; Lipham, 1981; Mackenzie, 1983). Mackenzie points out that leadership is not a mystical attribute but a set of attitudes, activities and behaviours which inspires others to maximise group efforts. Shared leadership and decision making is necessary in order to gain the commitment of those who have to implement decisions-usually teachers. A further point on leadership and decision making in schools is worthy of attention.

School effectiveness is defined as the extent to which the school works as a social system, given certain resources and without placing undue strain upon its members (Jack, 1991). Effective schools were defined as those in which students were achieving above the state averages and beyond expectations on criterion referenced tests (Johnson, 1991). Lynn (1987) revealed that a significant difference was found between highly effective schools and less effective schools in the leadership behaviour and persuasiveness. Jack (1991) found that the centralization was the only variable related to both dimensions (system effectiveness and instructional effectiveness) of effectiveness. Srivastava (1985) revealed that disengagement among teachers was found related negatively to school effectiveness, while feeling of spirit and feeling of intimacy were found to be related positively to school effectiveness. Christian (1987) found a positive and significant relationship between principal's behaviour and school effectiveness that the most significant behaviour related to total school effectiveness s appeared to be related to decision making.

NEED AND EMERGENCE OF THE PROBLEM

Leaders are conceived as a catalyst for change. They are the individuals who have the capacity to enhance, maintain or hinder performance. National Policy in Education 2016 (NPE 2016) also stresses on this fact when it recommended

that principals must be encouraged to set a personal example by showing zero tolerance for any untoward incident involving a child's rights and enjoined to take pro-active interest in protecting the rights of every individual in the school. Therefore, present study is worth to see the effect of school effectiveness on leadership effectiveness and teacher's job performance.

OBJECTIVES OF THE STUDY

The present study was designed to attain the following objectives:

1 To study leadership effectiveness in relation to school effectiveness.
2 To study teacher job satisfaction in private secondary schools in relation to school effectiveness.
3 To study relationship between leadership effectiveness and teachers job satisfaction.

RESEARCH METHODOLOGY

SAMPLE FOR THE STUDY

For the present study 24 private schools were selected randomly from Jalandhar division. On the scale of school effectiveness 30% top and 30% bottom schools were identified. Out of these schools 20 teachers from each school were selected randomly for further study in order to collect information regarding leadership effectiveness and teacher job satisfaction.

TOOLS USED

The following tools were used for data collection:

1 Questionnaire of School Effectiveness (Prepared by the Investigator).
2 Leadership Effectiveness (Dhar and Pathe).
3 Teacher's Job Satisfaction Scale (Dixit)

DESIGN AND PROCEDURE

2x2 factorial design has been employed on the scores of various dimensions of leadership effectiveness. School effectiveness has been studied as an independent variable and has been used for the purpose of classification. The same design has been replicated on the scores of teachers job satisfaction which has been studied as dependent variable; school effectiveness has been studied as independent variable and has been used for the purpose of classification.

For the purpose of present investigation school effectiveness scale was administered to principals of randomly selected private schools. Further, data regarding leadership effectiveness and job satisfaction were collected from principals and teachers of selected highly effective and low effective private schools.

ANALYSIS AND INTERPRETATION

The means of sub groups of ANOVAs for 2x2 design in respect of leadership effectiveness is calculated and presented below in Table 1.

Table 1

Means of Sub- Groups of ANOVA for 2x2 Design in respect of Leadership Effectiveness and Job Satisfaction.

Variable	Category	Highly Effective	Low Effective	Mean
	Female	$M_1 = 211.22$ $\sigma_1 = 14.95$	$M_2 = 178.65$ $\sigma_2 = 6.06$	$M_1M_2 = 194.95$
Leadership Effectiveness	Male	$M_1 = 181.99$ $\sigma_1 = 18.69$	$M_2 = 174.75$ $\sigma_2 = 9.975$	$M_3M_4 = 178.37$
	Mean	$M_1M_3 = 196.605$	$M_2M_4 = 196.605$	
	Female	$M_1 = 239.21$ $\sigma_1 = 6.58$	$M_2 = 214.89$ $\sigma_2 = 7.87$	$M_1M_2 = 227.05$
Job Satisfaction	Male	$M_3 = 230.34$ $\sigma_3 = 22.35$	$M_4 = 187.48$ $\sigma_4 = 8.60$	$M_3M_4 = 208.91$
	Mean	$M_1M_3 = 234.775$	$M_2M_4 = 201.185$	

In order to analyse variance in various dimensions of leadership effectiveness and job satisfaction, the obtained scores were subjected to ANOVA and results have been represented in Table 2.

TABLE 2

Summary of ANOVA for 2x2 Design in Respect of Leadership Effectiveness and Job Satisfaction.

Sources of Variation	Leadership Effectiveness				Job Satisfaction			
	A	B	A x B	WSS	A	B	AxB	WSS
Df	1	1	1	396	1	1	1	396
Mss	39620.90	27439.92	16040.22	2665.59	112828.81	32905.96	8593.29	171.39
F	14.86**	10.29**	6.02*	1	658.28**	191.98**	50.14**	1

*Significance at the 0.05 level of confidence   **Significance at the 0.01 level of confidence

Table 3

t-Ratio Between the Difference in Means of Various Cells of 2x2 Design.

	Error of Difference		Difference Mean		t = D/σ	
	Leadership Effectiveness	Job Satisfaction	Leadership Effectiveness	Job Satisfaction	Leadership Effectiveness	Job Satisfaction
M_1M_2	5.100	3.24	32.57	24.32	6.386*	7.506*
M_1M_3	7.56	7.36	29.23	8.87	3.866*	1.205
M_1M_4	5.68	3.42	36.47	51.73	6.420*	15.125*
M_2M_3	6.21	7.49	3.34	15.45	0.537	2.062*
M_2M_4	3.69	3.68	3.9	27.41	1.083	7.448*
M_3M_4	6.69	7.57	7.24	42.86	1.082	5.66

LEADERSHIP EFFECTIVENESS

School Effectiveness (A)

The observations of Table 2 reveal that F- ratio for the difference between two groups of schools with high effectiveness and low effectiveness on the scores of leadership effectiveness was found to be significant at 0.01 level of significance. It indicates that the two groups differ significantly on Mean Leadership Effectiveness scores. The analysis of means from Table 1 reveals that highly effective schools have more effective leaders than low effective schools. The present findings are in tune with the findings of Kauts and Sharma (2001), Helpin (1952), Campbell (1963) and Bass and Handrey (1968).

Sex (B)

The observations of Table 2 reveals that F- ratio for the difference in Leadership Effectiveness in schools with male principals and schools with female principals was found to be significant at 0.01 level of significance. The analysis of respective group means from Table 1 reveals that the female principals have higher mean scores than the male principals on leadership effectiveness. The present findings are in tune with the findings of Bass (1965) and Stogydill (1952).

Interaction (AxB)

The observations of Table 2 reveals that F- ratio for the interaction between school effectiveness and sex of principal has been found to be significant at 0.05 level of significance. To identify the difference of means of various cells of 2x2 design due to which F-ratio for the interaction between school effectiveness and sex of school principal is found to be significant, t-ratio have been calculated and presented in Table 3.

Analysis of data in Table 3 reveals that F-ratio is significant for interaction between school effectiveness and sex of the principal due to differences between M1M2, M1M3 and M1M4. Analysis of the means of various cells reveals that female principals in highly effective schools exhibit higher leadership effectiveness than male principals in highly effective schools. The findings are in tune with the findings of Bass (1965).

JOB SATISFACTION

School Effectiveness (A)

It may be observed from the Table 2 that F-ratio for the difference between two groups i.e. schools with high effectiveness and low effectiveness on the scores of job satisfaction was found to be significant at the 0.01 level of significance. It indicates that the two groups differ significantly on mean job satisfaction scores. The means in Table 1 reveal that highly effective schools exhibit more job satisfaction than low effective schools. The present study is in tune with the findings of Stephens (1956), Richard (1960), Robinson (1993) and Ding (1992).

Sex (B)

The analysis of results in Table 2 reveals that the F-ratio for the difference in male and female principals on the scores of job satisfaction was found to be significant at the 0.01 level of significance. The means in Table 1 also reveals that teachers in schools with female principals exhibit more job satisfaction than teachers in schools with male principals. The present findings are in tune with the findings of Beamer (1980), Flannery (1981) and Robinson (1993).

Interaction (AxB)

The results in Table 2 show that the F-ratio for the interaction between school effectiveness and sex of the principal on the scores of job satisfaction has been found to be significant at the 0.05 level of significance. To identify the difference of means of various cells of 2×2 design due to which F-ratio for the interaction between school effectiveness and sex of school principal is found to be significant, t-ratio has been calculated and recorded in the Table 3.

Mean analysis suggests that job satisfaction among faculty is significantly high in case of effective schools with female principals than low effective schools with female and male principals. Further male principals in highly effective schools yield higher job satisfaction among faculty than of male and female principals in low effective schools. The present findings are in tune with the findings of Watson (1939), Shrivastava (1985) and Alber (1997).

DISCUSSION OF RESULTS

In the present investigation one of the prominent finding is that the highly effective schools have more effective leaders than low effective schools. The present findings are in tune with the findings of Kauts and Sharma (2001), Helpin (1952), Campbell (1963) and Bass and Handrey (1968). The present study also found that female principals are more effective leaders than male principals. The present findings are in tune with the findings of Kauts and Sharma (2001), Bass (1965) and Stogydill (1952).

The present study is also indicating that highly effective schools exhibit more satisfaction than low effective schools. The present study is in tune with the findings of Stephens (1956), Richard (1960), Robinson (1993) and Ding (1992). The study also revealed that male principals in highly effective schools yield higher job satisfaction among faculty than that of male and female principals in low effective schools. The present findings are in tune with the findings of Beamer (1980), Flannery (1981) and Robinson (1993).

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