

7-1-2010

A comparative study of Leadership Behavior of Principals in relation to job satisfaction of teachers in Govt. and non-govt. schools of U.T.

Maninder Khanna

Follow this and additional works at: <https://scholars.fhsu.edu/alj>



Part of the [Educational Leadership Commons](#), [Higher Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Khanna, Maninder (2010) "A comparative study of Leadership Behavior of Principals in relation to job satisfaction of teachers in Govt. and non-govt. schools of U.T.," *Academic Leadership: The Online Journal*. Vol. 8: Iss. 3, Article 2.

DOI: 10.58809/ZANC3502

Available at: <https://scholars.fhsu.edu/alj/vol8/iss3/2>

This Article is brought to you for free and open access by the Peer-Reviewed Journals at FHSU Scholars Repository. It has been accepted for inclusion in Academic Leadership: The Online Journal by an authorized editor of FHSU Scholars Repository. For more information, please contact ScholarsRepository@fhsu.edu.

Academic Leadership Journal

INTRODUCTION:

Today's world is the era of management and leadership. The Principal is responsible for exercising the expertise in the true management and leadership of school affairs. Leaders communicate their vision to those around them in ways that emotionally enroll others to turn their vision into reality. This interaction between the Principal and the teachers has been described as a "sweeping back and forth of energy". Yoki & Vanfleet (1998) viewed leadership as a process that includes influencing the task objective and strategies of a group or organization. In other words, they define leadership as influencing people in the organization to implement strategies and achieve objectives. The growth and development of an institution depends on the relationship between a leader and his/her followers. The job satisfaction of teachers is as important as the leadership behavior of the Principal. According to Blum (1950) 'job satisfaction is the result of various attitudes which the person holds towards his job, towards related factors and towards life in general'. Hence job satisfaction is a positive attitude by an employee towards his job as well as his personal life.

Therefor the need arises to ascertain the relationship of leadership behavior of Principals and job satisfaction of teachers in Govt. and non-govt. schools. Hence, the investigator undertook the following study:

TITLE OF THE STUDY: A comparative study of Leadership Behavior of Principals in relation to job satisfaction of teachers in Govt. and non-govt. schools of U.T., Chandigarh (India).

OBJECTIVES OF THE STUDY:

The study was designed to achieve the following objectives:

1. To compare the Leadership Behavior of Principals in Govt. and non-govt. schools .
2. To compare the job satisfaction of teachers in Govt. and non-govt. schools .
3. To ascertain the relationship between Leadership Behavior of Principals with job satisfaction of teachers in Govt. and non-govt. schools .

POPULATION AND SAMPLE OF THE STUDY:

The population of the study comprised by 16 Govt. and 08 non-govt. schools of U.T., Chandigarh (India). The number of respondents was 120 i.e., 05 teachers from each school. A purposive sampling was done to select five teachers from each school ensuring that each teacher has atleast three years or more stay in the same school.

INSTRUMENTS:

The following tools were used for data collection:

1. Leadership behavior description questionnaire to measure overall leadership behavior alongwith two dimensions namely, initiating structure and consideration.
2. Mukhopadhyey institutional profile questionnaire to measure job satisfaction of teachers (one out of

eleven variables of TQM).

STATISTICAL TECHNIQUES:

For comparing the overall leadership behavior of Principals in govt. and non-govt. schools, mean scores and SD were calculated and 't' test was applied. The 't' test was also applied to compare the initiation and consideration dimension of leadership behavior of principals of both Govt. and non-govt. schools. Similarly, in order to compare the job satisfaction of teachers 't' test was applied on the Mean scores and standard deviations.

In addition, the study used the Pearson Product Moment correlation coefficient for determining the relationship between leadership behavior of Principals as perceived by relative teachers and their job satisfaction as perceived by themselves.

MAJOR FINDINGS:

The following are the major findings of the study:

1. No significant difference was existed between Govt. and non-govt. schools on overall leadership behavior ($t = 1.216$).
2. No significant differences were found between the govt. and non-govt. schools on initiating structure ($t = 1.886$) and consideration ($t = .336$).
3. Values of Means were greater for non-govt. schools as compared to govt. schools on total leadership behavior as well as initiation and consideration dimensions.
4. Non-significant difference was also existed between the two types of schools on job satisfaction ($t = .720$). However values of Means were in favour of non-govt. schools which reveal that teachers of non-govt. schools are more satisfied as compared to Govt. school teachers.
5. The coefficient of correlation between total leadership behavior of Principals and job satisfaction of teachers was found insignificant ($r = .109$).
6. On job satisfaction, positive but non-significant correlations were observed with initiating structure ($r = .171$) as well as with consideration ($r = .034$).

It was found that there does not exist any significant relation between job satisfaction of teachers & leadership behavior of Principals in Govt. and non-govt. schools.

CONCLUSION:

The leadership behavior of Principals and job satisfaction of teachers do not differ significantly in Govt. and non-govt. schools of U.T., Chandigarh. However the trend of Means show that non-govt. schools are slightly better than Govt. schools on total leadership behavior as well as both its dimensions namely, initiating structure and consideration. That is Principals of non-govt. schools are more effective as compared to their counterparts in Govt. schools. On the job satisfaction, teachers of non-govt. schools are found to be more satisfied. Thus the teachers and Principals of Govt. schools should be provided in-service trainings in order to achieve better leadership qualities and higher job satisfaction, so that they can provide quality education to the students.

VN:R_U [1.9.11_1134]