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Principals' Behavior and Job Satisfaction of Secondary School Teachers

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Introduction

Organizational climate is the human environment within which an organization's employees do their work. It may refer to the environment within a department or in an entire organization. We cannot see climate or touch it, but it is there. In turn climate is affected by every thing that is occurring in an organization (Davis & Newstrom 1985). According to Andrew (1971) the term climate is used to design the quality of internal environment which conditions in turn the quality of cooperation, the development of individual, the extent of members' dedication or commitment to organization's purposes, and the efficiency with which those purposes are translated into results. Climate is an atmosphere in which individuals help, judge, reward, constrain, and find out about each other.

The climate of an organization is thought to represent the perception of objective characteristics by an organization's members. Davis K (1985) said both employers and employees want a more favorable climate because of its benefits, such as better performance and job satisfaction. Employees feel that the climate is favourable when they are doing something useful that provides a sense of personal worth. They frequently want challenging work that is intrinsically satisfying. Many employees also want responsibility and the opportunity to succeed. They want to be listened to and treated and valued as individuals. They want to feel that the organization really cares about their needs and problems.

Work climate is a perceptual interpretation of how well organizational and managerial practices fit or match employees' needs, goals and expectations at a point in time. In effect, organizational members combine perceptions of their work environments into positive or negative attitudes that in turn influence behavior. Climate produces unfavourable or negative attitudes when employees feel inconsistencies between personal expectations and management practices. Abuses can range from unfair or discriminatory treatment by a supervisor to working conditions that are unsafe, tedious or boring. Climate has positive or favourable manifestations when members are not distracted by frustrations – when organizational practices and events are supportive of personal needs, goals and expectations (Cook, 1986).

Job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their works (Davis & Newstrom 1985). Job satisfaction is an effective attitude – a feeling of relative likes or dislikes. Job satisfaction can be viewed as an overall attitude, or it can apply to the various parts of an individual's job. If it is viewed only as an overall attitude, however managers may miss seeing some key hidden expectations as they access an employee's overall satisfaction, for example, although a person's general job satisfaction may be high, it is important to discover that he likes his promotion and also that he is dissatisfied with his vacation schedule that year. Job satisfaction studies, therefore, often focus on the various parts that are believed to be very important, since these predispose an employee to behave in certain ways. Important aspects of job satisfaction include pay, one's supervisor, and the nature of task performed an employee's co-workers, and the immediate working conditions (Newstrom 1986).

Job satisfaction refers to a collection of attitudes that workers have about their job. Gary (1996) differentiated at least two aspects of job satisfaction namely facet satisfaction and overall satisfaction. Facets are jobitself, promotion, recognition, benefits and working conditions whereas overall satisfaction is a person's attitude towards his or her job. The statement "On the whole I really like my job" is indicative of the nature of overall job satisfaction.

Job satisfaction refers to certain experiences and qualities that are related to the ways a person thinks and feels. The feeling of worthwhileness, which an individual has in particular in an occupational position, can be called job satisfaction. Bootzin (1986) also defined job satisfaction as "An individual's whole philosophy of like reflected in success and satisfaction in occupation. An individual has to satisfy his psychological needs and these needs can be satisfied only through some kind of job." Job satisfaction is mainly an emotional and effective orientation towards one's work. So it can be measured in terms of worker's overall satisfaction with his or her job.

Why should a decision maker be concerned about a worker's job attitudes? A common psychological principle holds that attitude affects the behavior. We may present this idea as follows:

Job satisfaction   good performance

Job dissatisfaction   poor performance

Job satisfaction is an attitude, which results from balance, and summation of many specific likes and dislikes experienced in connection with the job. This attitude manifests itself in the evaluation of job and employing organization. This evaluation may rest largely upon one's success or failure in the achievement of personal objectives and upon the perceived contributions of the job and employing organization to these ends. Thus a worker may like certain aspects of his work yet thoroughly dislike others. Organizational climate represents an organization's way of life. It can have a major influence on employee motivation, performance, and job satisfaction. Climate is derived from an organizational behavior system that includes philosophy and goals, leadership, formal and informal organization, and the social environment. People find more satisfaction when there is cooperation and teamwork. They are leaving, growing and contributing, so it can be measured in terms of workers' overall satisfaction. So the purpose of this study is to find out the relationship between Principals' behavior and job satisfaction of secondary school teachers

Review of Related Literature

Although human relationships have existed since the beginning of time, the art and science of trying to deal with them in complex organizations is relatively new. In the early days people worked alone or in such small groups that their working relationships were easily handled. Then came the industrial revolution. Industry created a surplus of goods and knowledge that eventually gave workers increased wages, shorter hours and more work satisfaction. Rohert Owens, a young Welsh factory owner, was one of the first to emphasize human needs of employees. He taught his workers cleanliness and temperance and improved their working conditions. They could hardly be called modern organizational behavior, but it was a beginning (Owns, 1998).

History of development of modern organizational thought begins from 1887. Prior to that time, little serious consideration was given to organizational thought, but as we shall see, since 1887 great deal

of thought has been given to it and studies have been conducted to search for alternate ideas for organizing and, leading that are better suited to modern realities (Owns (1998). As twentieth century draws to a close, we know that we can deliberately choose from between two complete alternate strategies of leading and organizing, traditional top-down hierarchy or a more collegial participative approach. Today both strategies are being used in education, as well as in business, government and the military, and each has its, sometimes fierce, advocates.

Organizational climate is the study of perception that individuals have of various aspects of the environment in the organization. For example, in their pioneer's study of organizational climate in schools, Halpen and Croft (1963)   conceived that the social climate of schools is a blend of two such dimensions: principal's leadership and teachers interactions. Group interactions of teachers in a school might be regarded as analogous to the geographic contours of a region, and principals' leadership style could be equated with the atmospheric conditions, in combination with the two results in a unique social texture in each organization, which has been called its climate.

According to Own (1998) organizational behavior is a discipline that seeks to describe, understand, the predict human behavior in the environment of formal organizations. A distinctive contribution and characteristics or organizational behavior as a discipline is the explicit recognition that (1) organizations create internal contextual settings, or environments, that have great influence on the behavior of people in them and (2) to some extent the internal environment of an organization is influenced by the larger context in which the organization itself exists (for example, the social, political, economic and the technological systems that support the organization). Moreover, the internal environment or context of the organization is not merely physical and tangible but also includes the social and psychological characteristics of the living human system.

Related Researches

Richard and Retallick (2000) reported, administrators who positively regard teachers' work and professional talents enables them for career development and thus they enhance the teacher's expertise. Collin (2002) reported most of teachers and administrators are not in favor of strict rules at school. Effective school should provide appropriate teaching and learning environment. This environment is defined as safe, supportive, and allows for individual creativity.

Mehta (1977) has examined the implication of employees' motivation and organizational climate on workers participation in management. Poor interpersonal relation and ineffective conflict resolution seemed to be major block in workers participation in management. Inderesan (1979) correlated five dimensions of organizational climate i.e. spirit, authority, fairness, hardness and administration with reported satisfaction in five areas i.e. physical, social, esteem, autonomy, self actualization and with perceive supervisory style. They found a significant positive relationship between the overall perception and the need satisfaction and perception of supervisory style. Various dimensions of these variables showed different patterns of relationship.

Inderesan (1979) has studied the leadership style and organizational climate. The sample includes 158 teachers from engineering institutions. It is concluded that the overall perception of the climate, need satisfaction and supervisory style correlate positively. Craig (1979) found that teachers in open climate schools were more satisfied than those in close climate schools. Similarly, McElroy reported a relationship between organizational climate and teacher job satisfaction. Teachers who exhibited a

higher level of satisfaction tended to perceive their school climate as open.

Anand (1987) compared the responses of high and low achiever schools on the dimension of school organizational climate, (private vs. public) and teacher's job satisfaction. Results revealed the significant difference between high and low achiever schools on the dimension of disengagement, alienation, spirit, and control and production emphasis. Teachers' job satisfaction was not significantly different from public high and low achievers or between government high and low achievers. However level of teachers' job satisfaction was higher in public school teachers.

Method

This study was designed to determine the relationship, between principals' behavior and job satisfaction of secondary school teachers. This study was co-relational in nature and used survey format to gather information. Survey can be used to explore the relationship between two or more variables Borg and Gall (1983).

Sampling

In this study a sample of all secondary school teachers was selected in the Public Secondary Schools of district Sargodha. All the urban, rural, male and female secondary school teachers (SST) were selected. List of sample of secondary schools and teachers was taken from District Education Officer (Secondary) Sargodha who indicated that they are currently serving in Government Secondary Schools. There were 785 SST Secondary School Teachers in this district and all were selected for this study.

Instrumentation

Following two questionnaires (OCDQ-RE and MSQ) were used to collect data

(1).   Principals' Behavior was measured by the Organizational Climate Description Questionnaire-RE. There are six dimensions of OCDQ -RE but only three dimensions were used (supportive principal behavior, directive principal behavior, restrictive principal behavior) to measure principals' behavior. Respondents answered items in this instrument according to four-point scale with response choices ranging from rarely occurs to very frequently occur. The responses are given in a scores of 1,2,3,4 for rarely occur, some time occur, often occur, and very frequently occur respectively. A high score thus indicates favourable response and low score unfavourable response. The reliability scores for these dimensions were relatively high; Supportive (0.94), directive (0.88), and restrictive (0.81). The number of items related to each of these dimensions included in the questionnaire (OCDQ-RE) was supportive (9), directive (9), and restrictive (5), in the organizational climate description questionnaire – RE.

(2).   Minnesota Satisfaction Questionnaire (MSQ) consists of 20 scales and 100 items. The MSQ yields a total of 20 scales with an overall satisfaction scale. Each scale has a total of 5 questions with 4 possible responses that range from very dissatisfied to very satisfied. Values are assigned to each of the response possibilities with very dissatisfied having an assigned value of 1 and very satisfied having as assigned value of 4. Summing the response weight for the 5 items that represent each scale derives Scales scores.

Data Collection

The data for this study were collected by mail from sample teachers in all (192) Secondary Schools. Procedure used in the survey followed a five – step process. This includes the mailing of pre-letter, initial survey, postcard reminders, follow-up reminders, and second follow-up reminders.

Pre-Letter

An introductory letter endorsed by Principal/Headmaster/Headmistress in the Secondary Schools of district was sent to all 785 participants four days before the initial mailing. The purpose of this letter was to describe the significance and purpose of the study, to encourage participants, and to ensure confidentiality of responses.

Initial Mailing

The initial mail was sent, including the letter explaining the survey purpose and questionnaire. Survey forms and questionnaire were coded.

Post Card Reminder

A postcard reminder was sent to all participants one week after the initial survey mailing. The reminder thanked participants for their cooperation in completing the questionnaire and again requested non-respondents who did not return the questionnaire to expedite the information.

First follow-up

Three weeks after the initial mailing, second mailing of material was sent to those who had not responded.

Second Follow-up

Four weeks after the initial survey mailing another letter stressing the importance of the survey and encouraging participation was sent to non-respondents. So 601 out of 785 questionnaires were returned.

Analysis

TableNo.1: Correlation between principals' behavior and teachers' job satisfaction.

	Mean	S.D.	N	P.	Sig (2-tailed)
Principals' Behavior	59.72	12.32	601		
				0.481	.000
Teachers' Job satisfaction	278.89	36.58	601		

Table No 1 reveals that value (.481) is highly significant at .01 level of significance, so the null hypothesis stating that there is no significant relationship between principals' behavior and teachers' job satisfaction is rejected and it is concluded that there is a significant relationship between principals'

behavior and teachers' job satisfaction.

Table No.2: Correlation between supportive principal behavior and teachers' job satisfaction

	Mean	S.D.	N	P.	Sig (2-tailed)
Supportive Behavior.	24.20	6.81	601		
				0.502	
	.000				
Teachers' Job satisfaction	278.89	36.58	601		

Table No. 2 shows that correlation value (.502) is highly significant at .01 level of significance. So the null hypothesis stating that there is no significant relationship between supportive principal behavior and teachers' job satisfaction is rejected. It is concluded that there is a significant relationship between supportive principal behavior and teachers' job satisfaction.

Table No.3: Correlation between directive principal behavior and teachers' job satisfaction.

	Mean	S.D.	N	P.	Sig (2-tailed)
Directive Behavior	23.82	5.51	601		
				0.399	
	.000				
Teachers' Job satisfaction	278.89	36.58	601		

Table No.3 shows that correlation value (.399) is highly significant at .01 level of significance, so the null hypothesis stating that there is no significant relationship between directive principal behavior and teachers' job satisfaction is rejected and it is concluded that there is significant relationship between directive principal behavior and teachers' job satisfaction.

TableNo.4: Correlation between restrictive principal behavior and teachers' job satisfaction.

	Mean	S.D.	N.	P.	Sig (2-tailed)
Restrictive Behavior	11.71	3.17	601		
				0.098	
	.016				
Teachers' Job satisfaction	278.89	36.58	601		

Table No.4 shows that correlation value (.098) is low which is almost negligible so the null hypothesis stating that there is no significant relationship between restrictive principal behavior and teachers' job satisfaction is accepted and it is included that there is no significant relationship between restrictive principal behavior and teachers' job satisfaction.

Conclusions and Recommendations

The first general conclusion that could be drawn from the findings of this study is that there was significant relationship between Principals' Behavior and Job satisfaction. Supportive principal behavior and teachers' job satisfaction was found to be significantly correlated with each other. Relationship between directive principal behavior and teachers' job satisfaction was found significant. Restrictive principal behavior and teachers' job satisfaction had no significant relationship. The basic objective of the present study was to explore the relationship between principals' behavior and job satisfaction. The findings of this study support that principals' behavior and teachers' job satisfaction is related. These findings lend support to the findings by Friedlander and Margulies (1969), Lafollettee and Sims (1975), reported significant positive correlation between organizational climate dimensions and job satisfaction. Supportive principal behavior in this study was found to be significantly but positively related to teachers' job satisfaction. This finding confirms findings of Grassie and Carss (1973) who found supportive and considerate principal leadership positively related to teachers' job satisfaction. Vail (2005) has pointed out that a school's leader must inspire staff by expecting and modeling cooperation in achieving the school's objectives. Researchers have found that successful school principals have a "passion for collaboration" – they make their school better by actively prompting teamwork, networking, and collaboration through a climate of trust, mutual respect, and a shared belief that high standard can be achieved by both teachers and students (e.g., MacBeath, 1998; Leithwood and Duke, 1999; Southworth,2002; Day,2004).

It becomes more important for principals to be aware of the importance of their supervisory styles in relation to teachers' job satisfaction and should adopt the supportive principal behavior such as criticism should be handled constructively, praise should be given genuinely, and principal should listen and accept teachers' suggestions. An atmosphere of trust, confidence and cooperation should be fostered, where teachers can interact with each other than disengage behavior. The concept of organizational climate should be popularized through media and corresponding awareness regarding attitudes and behavior be developed through holding of seminars educational conferences, symposia, and informal get together of the principals and teachers. Similar kind of researches should be conducted in other districts/provinces. Similar type of researches should be conducted at elementary schools, colleges, universities and professional institutions levels.

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