

## Job Satisfaction Of Teacher Educators In Relation To The Leadership Style Of Principal

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*Abstract: Hoy and Miskel (1996) described an effective school administrator as one who is capable of continuously giving meaningful personal and emotional support to his/her teachers, promoting self-confidence, and holding teachers in high esteem. It is such a relationship that teachers feel satisfied with their job to improve school performance (Syptak et al, 1999). The focus of the present investigation is to study the "Job Satisfaction of Teacher Educators in Relation to the Leadership style of Principal". The Researcher employed a descriptive survey among a random sample of 350 Teacher Educators of 36 B. Ed colleges from various regions of Tamil Nadu. A Self constructed, validated tool Job Satisfaction Scale for teacher educators, was employed for the study. The Job Satisfaction Scale consists of 38 items under six dimensions-Salary, Authority, Colleagues, Environment, Students, Job Motivation. The Researcher employed a descriptive survey among a random sample of 350 Teacher Educators of 36 B. Ed colleges from various regions of Tamil Nadu. The statistical techniques Mean, Standard deviation and t test was used to compare the Job satisfaction and its dimensions of teacher educators with respect to the Leadership style of the Principal. The results of the Research study revealed that there is significant difference in total Job satisfaction, Environment dimension and student dimension of Job Satisfaction between Teacher Educators with respect to Leadership style of the Principal. It was also found that the mean Job Satisfaction scores of teacher educators working under democratic Principals are more than that of teacher educators working under autocratic Principals.*

**Keywords:** Job Satisfaction, Leadership style, Teacher Educators.

### I. INTRODUCTION

A leader is recognized as a person who sets direction and influences people to follow that direction. Some early researchers attempted to define effective leadership styles and to relate them with various aspects of organizational outcomes (Lewin et al., 1939). However, recently, researchers have focused on two main facets of leadership viz autocratic leadership style and democratic leadership style. A leader is a person who sees something that needs to be done, knows that they can help make it happens and gets started. A leader sees opportunity and captures it. He/she sees future that can be different and better and help others see that picture too. He/she is a coach, an encourager and is willing to take risks today for something better for tomorrow. A leader is a communicator, co-ordinator and listener. The democratic control means

aiding the dialogue, encouraging employees to contribute towards ideas, and processing all the accessible information to the finest verdict. The democratic leader should be talented enough to converse that decision back to the group to boost up unity in the plan that is chosen. In an autocratic leadership style, the person in charge has total authority and control over decision making. Autocratic leadership refers to giving full empowerment to the leader with minimal participation from the followers. Democratic leadership refers to a situation where there is equal work among leaders and followers. School and college administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that leadership directly influences the effectiveness of teachers and the achievement outcomes of students. Job satisfaction is how content an

individual is with his or her job. Leadership styles have the impact on job satisfaction of employees.

## II. NEED OF THE STUDY

Teacher education in our country has to face the challenge of producing teachers for a new society. Teacher education should focus on the preparation of teachers who could facilitate the students to acquire knowledge, skills and competencies, which would help them to be agents of social change and transformation. A teacher should play a proactive role in the progress and development activities of the community. However, in order to meet the challenge successfully, it is necessary to improve the quality of teacher educators. The part played by the teacher educator is most vital as he/she is the one who carefully produces teachers. The success of education is also based on the capabilities and competence of the teacher educator. The Job satisfaction is essential for a teacher educator to develop quality in teaching profession. The performance of the teacher educator depends upon his emotional and professional satisfaction. The feeling of dissatisfaction affects his efficiency, thinking, emotional behaviour and performance. If the principal has an effective leadership style, he or she can engender a positive climate in the Institution. Teachers, students, staff, and parents will come to feel more comfortable and satisfied with their children's educational experience. However, if the principal is ineffective, then the opposite may equally hold true (Ron, 1992). Hence the focus of the present investigation is to study the "Job Satisfaction of Teacher Educators in Relation to the Leadership style of Principal."

## III. REVIEW OF LITERATURE

The effects of principals' leadership styles on teachers' job satisfaction was investigated by Nadarasa & Thuraisingam, 2014. The design of the study was descriptive survey design. For the data collection, only the primary data collection technique was used by the researcher. Questionnaire was given to selected sample in order to get needed data. Findings of this study states that Democratic leadership has positive impact on teachers' job satisfaction. In addition with that Autocratic leadership has negative impact on job satisfaction. Menon & Reppa, 2011 investigated the association between individual characteristics and Teacher job satisfaction in secondary education in Cyprus. A short version of a questionnaire previously employed by Dinham and Scott was administered to a sample of secondary school teachers. The findings showed that there is positive relationship between leadership style job satisfactions among secondary school teachers. Wu, 2010 in his research on leadership, leadership theories, job satisfaction, and the relationship between principal's leadership and Teacher job satisfaction. Data was collected by using questionnaire with sample size of 120. The result presented positive relationship between principals' leadership style and teachers' job satisfaction. (Wu, 2010). Lucy Njeri, 2011 in a research investigated the effects of public secondary school head teachers' leadership styles on

teachers' levels job satisfaction in Tetu district, Kenya. The study employed a descriptive survey design. Simple random sampling was used to select 28 head teachers while stratified random sampling technique was used to select 169 teachers (six teachers per school). The study employed questionnaires as the main instrument for data collection. The study recommends that head teachers should engage in democratic leadership more often so as to make teachers feel free and part of the institution; teachers should be allowed to participate fully in decision-making in schools as this would allow ownership of policies and result of their implementations. A study conducted in the region which was employed cross-sectional design with samples of 200 teachers from 20 selected primary schools in Songea and Morogo districts in Tanzania, to find out the kind of School leadership style that the best suits for promoting teachers' job satisfaction in Primary Schools in Tanzania. The study indicated that the democratic leadership style was the most dominant in best performing primary schools. There is significant correlation between democratic leadership style and teachers' job satisfaction. The study recommended that school head teachers should imbibe more of democratic than autocratic or laissez-faire leadership styles in their school administration in order to enhance high teachers job satisfaction among teachers (Machumu & Kaitila, 2014).

## VARIABLES

Job Satisfaction is the dependent variable taken for the study and the Independent variable is the Leadership style of the principal.

## OBJECTIVES

To find the level of Job satisfaction and its dimensions of Teacher Educators with regard to Leadership style of the principal.

## HYPOTHESES

- ✓ There is no significant difference in the Total Job Satisfaction of Teacher Educators with respect to the Leadership style of the principal.
- ✓ There is no significant difference in the Salary dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the principal.
- ✓ There is no significant difference in the Authority dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the principal.
- ✓ There is no significant difference in the Colleague dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the principal.
- ✓ There is no significant difference in the Environment dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the principal.
- ✓ There is no significant difference in the Student dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the principal.

- ✓ There is no significant difference in the Job Motivation dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the principal.

#### IV. METHODOLOGY

The Researcher employed a descriptive survey among a random sample of 350 Teacher Educators of 36 B. Ed colleges from various regions of Tamil Nadu.

#### TOOL

The tool used for the research study was Job Satisfaction Scale (JSS) for teacher educators.

**JOB SATISFACTION SCALE:** This scale was constructed and validated by the researcher to measure and assess Job satisfaction level of teacher educators. The final form of the Job Satisfaction Scale consists of 38 items under six dimensions-Salary, Authority, Colleagues, Environment, Students, Job Motivation. It is a five point likert scale ranging from strongly agree to strongly disagree. There are 26 positive items scoring 5 to 1 and 12 negative items scoring 1 to 5 in reverse order. Reliability of the Questionnaire has been established by using Spearman Browns Formula; the 'r' value is computed as 0.7828 for the questionnaire and is found that the tool is highly reliable. The square root of reliability was also computed and in the present study it was found to be 0.8847 indicating that the tool is highly valid.

#### V. STATISTICAL TECHNIQUES

The researcher employed statistical techniques Mean, Standard deviation and t test to compare the Job satisfaction and its dimensions of teacher educators with respect to the Leadership style of the Principal.

#### ANALYSIS AND INTERPRETATION OF THE DATA

In the present study the data collected was analyzed .The sample was categorized based on the Leadership style of the Principal. The data collected in the present study were analyzed by t test using SPSS.

**HYPOTHESES I:** There is no significant difference in the Total Job Satisfaction of Teacher Educators with respect to the Leadership style of the principal.

Variable	Leadership style	N	Mean	SD	t value	p value
Job Satisfaction	Autocratic	61	130.18	13.57	2.884	0.004*
	Democratic	289	136.35	15.50		

(\*Significant at 0.05 level)

Table 1: t test: Difference in the Total Job Satisfaction of Teacher Educators with respect to the Leadership style of the principal

In the table I, the calculated p value 0.004 is lesser than 0.05, for total Job Satisfaction. Hence the null hypothesis is rejected at 0.05 level of significance for total Job Satisfaction. It is concluded that there is significant difference between Teacher Educators working under Autocratic and Democratic Principals in total Job Satisfaction. The mean Job Satisfaction

scores of teacher educators working under democratic Principals are more than that of teacher educators working under autocratic Principals.

**HYPOTHESIS II:** There is no significant difference in the Salary dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal.

Dimension of Job Satisfaction	Leadership style	N	Mean	SD	t value	p value
Salary	Autocratic	61	16.26	3.11	1.747	0.082
	Democratic	289	17.03	3.14		

(\*Significant at 0.05 level)

Table 2: t test: Difference in the Salary dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal

In the table II, the calculated p value 0.082 is greater than 0.05, for the Salary dimension of Job Satisfaction. Hence the null hypothesis is accepted at 0.05 level of significance for the Salary dimension of Job Satisfaction. It is concluded that there is no significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Salary dimension of Job Satisfaction.

**HYPOTHESIS III:** There is no significant difference in the Authority dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal.

Dimension of Job Satisfaction	Leadership style	N	Mean	SD	t value	p value
Authority	Autocratic	61	28.45	4.26	1.669	0.096
	Democratic	289	29.59	4.92		

(\*Significant at 0.05 level)

Table 3: t test: Difference in the Authority dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal

In the table III, the calculated p value 0.096 is greater than 0.05, for the Authority dimension of Job Satisfaction. Hence the null hypothesis is accepted at 0.05 level of significance for the Authority dimension of Job Satisfaction. It is concluded that there is no significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Authority dimension of Job Satisfaction.

**HYPOTHESIS IV:** There is no significant difference in the Colleague dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal.

Dimension of Job Satisfaction	Leadership style	N	Mean	SD	t value	p value
Colleague	Autocratic	61	14.32	2.63	1.671	0.096
	Democratic	289	14.99	2.88		

(\*Significant at 0.05 level)

Table 4: t test: Difference in the Colleague dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal

In the table IV, the calculated p value 0.096 is greater than 0.05, for the Colleague dimension of Job Satisfaction. Hence the null hypothesis is accepted at 0.05 level of significance for the Colleague dimension of Job Satisfaction. It is concluded that there is no significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Colleague dimension of Job Satisfaction.

**HYPOTHESIS V:** There is no significant difference in the Environment dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal.

Dimension of Job Satisfaction	Leadership style	N	Mean	SD	t value	p value
Environment	Autocratic	61	29.72	4.25	3.102	0.002*
	Democratic	289	31.91	5.14		

(\*Significant at 0.05 level)

Table 5: t test: Difference in the Environment dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal

In the table V, the calculated p value 0.002 is lesser than 0.05, for the Environment dimension of Job Satisfaction. Hence the null hypothesis is rejected at 0.05 level of significance for the Environment dimension of Job Satisfaction. It is concluded that there is significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Environment dimension of Job Satisfaction. The mean Job Satisfaction scores of teacher educators working under democratic Principals are more than that of teacher educators working under autocratic Principals.

**HYPOTHESIS VI:** There is no significant difference in the Student dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal.

Dimension of Job Satisfaction	Leadership style	N	Mean	SD	t value	p value
Student	Autocratic	61	23.32	3.21	2.114	0.035*
	Democratic	289	24.40	3.67		

(\*Significant at 0.05 level)

Table 6: t test: Difference in the Student dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal

In the table VI, the calculated p value 0.035 is lesser than 0.05, for the student dimension of Job Satisfaction. Hence the null hypothesis is rejected at 0.05 level of significance for the student dimension of Job Satisfaction. It is concluded that there is significant difference between Teacher Educators working under Autocratic and Democratic Principals in the student dimension of Job Satisfaction. The mean Job Satisfaction scores of teacher educators working under democratic Principals are more than that of teacher educators working under autocratic Principals.

**HYPOTHESIS VII:** There is no significant difference in the Job Motivation dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal.

Dimension of Job Satisfaction	Leadership style	N	Mean	SD	t value	p value
Job Motivation	Autocratic	61	17.83	3.15	1.507	0.133
	Democratic	289	18.46	2.89		

(\*Significant at 0.05 level)

Table 7: t test: Difference in the Job Motivation dimension of Job Satisfaction among Teacher Educators with respect to the Leadership style of the Principal

In the table VII, the calculated p value 0.133 is greater than 0.05, for the Job Motivation dimension of Job Satisfaction. Hence the null hypothesis is accepted at 0.05 level of significance for the Job Motivation dimension of Job Satisfaction. It is concluded that there is no significant difference between Teacher Educators working under

Autocratic and Democratic Principals in the Job Motivation dimension of Job Satisfaction.

## FINDINGS

On the basis of the analysis and Interpretation of data, the investigator has arrived at the following findings.

- ✓ There is significant difference between Teacher Educators working under Autocratic and Democratic Principals in total Job Satisfaction.
- ✓ There is no significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Salary dimension of Job Satisfaction.
- ✓ There is no significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Authority dimension of Job Satisfaction.
- ✓ There is no significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Colleague dimension of Job Satisfaction.
- ✓ There is significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Environment dimension of Job Satisfaction.
- ✓ There is significant difference between Teacher Educators working under Autocratic and Democratic Principals in the student dimension of Job Satisfaction.
- ✓ There is no significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Job Motivation dimension of Job Satisfaction.

## VI. CONCLUSION

It is concluded from the research study that there is significant difference between Teacher Educators working under Autocratic and Democratic Principals in the Environment, Student dimension and the total Job Satisfaction. The mean Job Satisfaction scores of teacher educators working under democratic Principals are more than that of teacher educators working under autocratic Principals. Educational administrators may take steps to find out reasons of low satisfaction and accordingly efforts may be taken to change their leadership style and improve the level of teachers' job satisfaction. Democratic leadership style, executed well by the leader, will result in unprecedented high job satisfaction levels by the followers and consequently high performances and productivity.

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