



JOB SATISFACTION OF SCHOOL TEACHERS IN RELATION TO PERCEIVED LEADERSHIP BEHAVIOR OF PRINCIPALS

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ABSTRACT

The current study attempted to investigate senior secondary school teachers' job satisfaction with principals' perceived leadership behavior. The Job Satisfaction Scale developed and standardized by Meera Dixit (1993) to measure teacher job satisfaction was used to assess teacher job satisfaction. The scale consists of 52 items divided into eight categories, and the Leadership Behavior Scale developed and standardized by Dr. Asha Hinger was used to assess principals' leadership behavior. The scale is made up of thirty items that measure six different areas. The findings revealed a significant positive relationship between senior secondary school teachers' job satisfaction and principals' perceived leadership behavior. It also implies that the higher the perceived. The findings revealed a significant positive relationship between school teachers' job satisfaction and principals' perceived leadership behavior. It also suggests that the higher the perceived leadership behavior of principals, the higher teacher job satisfaction. It reflects that higher leadership behavior scores lead to higher job satisfaction scores.

Keywords: Job Satisfaction, Leadership Behavior, Principals, School Teachers.

INTRODUCTION

Numerous factors influence teacher job satisfaction. Such factors include the organizational climate, motivation level, career development, and relationships with other teachers and principals. Teachers may feel motivated and content if the principal's behavior is positive and supportive. A school's academic outcomes are

directly related to the efforts of its teachers. Teachers who are more engaged and dedicated to their jobs produce better results. Teachers who are enthusiastic about their jobs perform their duties more effectively. The role of principals and supervisors in schools should be to create positive conditions and environments. A good working relationship between teachers and principals acts as a catalyst for achieving desired results. The current study intends to investigate job satisfaction in relation to school teachers' leadership behavior.

REVIEW OF RELATED LITERATURE

Tela et al. (2022) investigated the influence of principals' leadership behaviors and teachers' job satisfaction in public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria, and found a strong positive relationship between principals' leadership behaviors and teachers' job satisfaction.

Asni et al. (2020) conducted a study titled "The effect of principals' leadership and job satisfaction on the performance of guidance and counseling teachers" and discovered that teachers' job satisfaction and leadership behavior are positively related, and that leadership behavior and job satisfaction affect teacher performance.

Maruf et al. (2020) conducted a correlational study to determine whether school principals' leadership styles affect teacher job satisfaction and found that they do. When compared to other styles, transformational leadership is the most important because it is positively correlated with job satisfaction.

Elmazi (2018) investigated the principal leadership style and job satisfaction of high school teachers and discovered that leaders transform, inspire, and empower followers by implementing changes to make teachers happy and joyful.

Hussain et al. (2017) found a significant relationship between principals' leadership styles and teachers' job satisfaction: correlation study at the secondary level in their study titled "Principals' leadership styles and teachers' job satisfaction: a correlation study at the secondary level."

Joshi and Thapliyal (2014) found a positive relationship between secondary school teachers' job satisfaction and emotional intelligence in their study titled "Job Satisfaction of Secondary School Teachers in Relation to Their Emotional Intelligence."

OBJECTIVE OF THE STUDY

To study the relationship between job satisfaction and leadership behavior of school teachers.

HYPOTHESES

There exists no significant relationship between the leadership behavior of principals and the job satisfaction of school teachers.

DELIMITATION

1. The research was delimited to ten Private Senior Secondary Schools in Amritsar.
2. The study was delimited to 100 teachers.
3. The study was delimited to 6 dimensions of leadership behavior as measured by the Leadership Behavior Scale developed and standardized by Dr. Asha Hanger and 8 dimensions of the Job Satisfaction Scale developed and standardized by Meera Dixit.

METHODOLOGY

The descriptive method was used.

SAMPLE

In the present study, ten private senior secondary schools were chosen purposively from different regions of Amritsar (Punjab). From each school, ten teachers were selected randomly. The total sample consisted of a hundred teachers only.

TOOLS

1. The job Satisfaction Scale developed and standardized by Meera Dixit (1993)
2. The Leadership Behavior Scale was developed and standardized by Dr. Asha Hinger.

STATISTICAL TECHNIQUES

Karl Pearson's Product Moment correlation was used to find out the relationship between job satisfaction and leadership behavior.

RESULTS AND DISCUSSIONS

The findings of the study are reported and discussed below with the help of a given table.

Table: Showing Coefficient of correlation between job satisfaction of school teachers and perceived leadership behavior of principals

Variables	Number	df	'r'	Table value	Result
Job Satisfaction	100	98	0.94	0.198 (at 0.05 level)	Significant
Leadership Behavior					

From the above table, the coefficient of correlation between teacher job satisfaction and perceived leadership behavior of principals is 0.94, which is significantly greater than the table value of "r" at a 0.05 level of significance. As a result, the null hypothesis is rejected. This suggests that there is a significant positive relationship between school teachers' job satisfaction and principals' perceived leadership behavior. It also suggests that the higher the perceived leadership behavior of principals, the higher teacher job satisfaction. It reflects that higher leadership behavior scores lead to higher job satisfaction scores.

EDUCATIONAL IMPLICATIONS

Teachers' job satisfaction is critical to achieving a favorable academic outcome for schools. Because a school's achievement is directly related to teachers' instructional effectiveness, their job satisfaction must be investigated. Leadership behavior has an indirect impact on school performance. Teachers' job satisfaction increases when leadership behavior is positive. Educationists, policymakers, and administrators must create programs to train principals and supervisors to be positive leaders.

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