

A STUDY ON JOB SATISFACTION TOWARDS PROFESSIONAL BEHAVIOUR AMONG THE MATRICULATION HIGHER SECONDARY SCHOOL PRINCIPALS IN VIRUDHUNAGAR DISTRICT

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Abstract: *A Principal's job satisfaction is an important determinant in career decisions about becoming and remaining an administrator. The role of school principal is pivotal. The principal has to balance between the jobs being performed and the personal needs of the teachers. The leadership behaviour of the principal engages in determine and set the school climate which may facilitate or hinder academic performance. The aim of this study was to identify the Professional Behaviour influences on the job satisfaction among the Matriculation Higher Secondary School Principals in Virudhunagar District. The data were obtained through interview schedule. Although the principals enjoyed intrinsic aspects of their work and positive interpersonal relations at their schools, the results were significant in determining how the principals struggled with other issues. some of the factors like Professional Development, Nurturance and Agreement and Acceptance influenced their professionalism.*

Keywords: *Principal, Job satisfaction, Professional Behaviour, Interpersonal Relationship*

Introduction

Human beings strive to seek satisfaction in every aspect of their lives. From satisfying their basic primal needs-hunger, thirst, rest and social interaction- the complex society today has its benchmark of goals and fulfilment that should be achieved by individuals. This set of goals and fulfilment includes securing a good job, preferably with a good pay and hopefully, with job satisfaction. A Principal's job satisfaction is an important determinant in career decisions about becoming and remaining an administrator. The principal's job is a complex and demanding; however thoughtful examination of the principalship and the variables that contribute to job satisfaction can better equip school and to retain principals. Being a leader of an effective school is accomplished by serving and meeting the needs of various stakeholders, including parents, students, faculty, the school district hierarchy, and the community at large. Dealing with this large group of stakeholders has caused the role of the principal to become extremely complex.. Today's principal faces the complex task of creating a school-wide vision, being an instructional leader, planning for effective professional development, guiding teachers, handling discipline, coordinating pupil transportation, and attending school events, co-curricular events, and athletic events, as well as all the other details that come with supervising a school .The importance of the principal in schools as well as the diversity of those with a vested interest in the performance of the principal, the role of the principal continues to draw major attention in this era of accountability.

Objectives

- To study the personal profile of the Matriculation Higher Secondary School Principals
- To identify and analyse the professional factors influencing job satisfaction of the Principals

Hypothesis of the Study

- Hypothesis: H_0 – The various factors extracted from statements describing the frequency of exhibiting professional behaviours do not vary with the age of the respondents at 5%.
- Hypothesis : H_0 – The various factors extracted from statements describing the frequency of exhibiting professional behaviours do not vary with the community of the respondents at 5%.

Scope of the study

The present study is geographically limited to Virudhunagar district in Tamil Nadu. It was undertaken to analyze the job related factors like Enjoyable Job, Professional Development, Invite Involvement, Nurturance, Care and Consideration, Courtesy, Agreement and Acceptance with the job satisfaction of the Matriculation Higher Secondary School Principals.

Review of Literature

Vroom.V.H (1964) in his book "Work and Motivation" stated that, individuals are satisfied with their jobs to the extent to which their jobs provide them with what they desire, and they perform effectively in them to the extent that effective performance leads to the attainment of what they desire¹.

Fred Luthans (1998) in his book "Organisational Behaviour" identified three different facets of job satisfaction namely, emotional response to a job satisfaction, relationship between expectations and outcomes and satisfaction with several related attitudes².

Ronit Bogler (2001) in his article titled "The Influence of Leadership Style on Teacher Job Satisfaction" found that the principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions³.

Research Methodology

The survey has been undertaken to analyze the professional behaviour factors related to job satisfaction of the principals. The study is based on both primary and secondary data. The data collected are classified and analyzed keeping in view the objectives of the study. For the purpose of analysis the statistical tools such as Percentage, Factor Analysis and One Way ANOVA have been used.

Results and Discussions:-

The demographic profile of the respondents was obtained by using four parameters namely gender, age, religion and community. The same is presented in the Table 1

Table: 1 - Demographic Profile

Descriptive Statistics	Particulars	No. of Respondents	Percentage
Gender	Male	12	37.5
	Female	20	62.5
	Total	32	100.0
Age	20 to 30 yrs	1	3.1
	31 to 40 yrs	4	12.5
	41 to 50 yrs	20	62.5
	51 to 60 yrs	7	21.9
	Total	32	100.0
Religion	Hinduism	28	87.5
	Christianity	4	12.5
	Total	32	100.0
Community	Other castes	6	18.8
	Backward castes	24	75.0
	Most backward castes	2	6.3
	Total	32	100.0

Source: Primary Data

It is seen from Table 1 that Female (62.5%) constituted majority of the respondents in the sample data when compared to male (37.5%). Most of the respondents were belongs to the age group of 41- 50 years of age (62.5%) while respondents 20 - 30 years of age were the least (3.1%). It is also observed that majority of the respondents in the sample were belongs to Hinduism (87.5%) while the least respondents were belongs to Christianity (12.5%) and most of the respondents were Backward caste (75%) while the least respondents were most Backward class (6.3%).

Factor analysis of statements describing the frequency of exhibiting professional behaviours

The statements describing the frequency of exhibiting professional behaviours were subjected to a factor analysis using Principal Component Analysis to identify the important professional behaviours exhibited.

Table: 2 - Rotated Component Matrix

Variable statements	Factor Component							
	1	2	3	4	5	6	7	8
Our management gives job security.	.923	-.130	-.078	-.112	-.082	.011	-.009	.088
I would see that no staff is terminated without notice	.863	.115	.088	.013	-.001	-.214	.158	.029
Staff members are satisfied with their pay.	.827	-.203	.383	.048	.181	-.019	-.023	.010
There is co-operation among staff members	.817	.329	-.080	.003	-.015	.126	-.044	.022
Management allows teachers to enjoy holidays.	.718	-.100	-.050	.453	-.013	.131	-.049	.139
I would recognize teacher's ability.	-.033	.910	-.087	.109	-.052	-.079	-.146	.021
Our staff members voluntary attend development programs	-.037	.902	-.139	.140	-.091	-.180	-.069	.003
I am action oriented and result oriented.	-.041	.747	-.056	-.079	.268	.356	.164	-.103
I would take important decision by myself	.255	.684	.220	-.272	-.356	.139	.037	.029
I would say each ones contribution is important	.110	-.146	.890	.028	-.095	-.039	-.080	.054
I would assign specific tasks to specific people.	.267	-.219	.768	.326	-.224	.059	.023	.168
I would get staff approval on important matters.	-.224	.238	.763	.076	.240	.185	.109	-.096
Staff members feel that they are exploited.	-.132	-.391	-.073	-.829	.192	-.001	.016	.145
I would sympathetically listen to staff needs.	-.040	-.189	.169	.798	.126	-.189	-.049	-.039

Teachers express grievances for redressal	.054	.104	.183	.604	-.081	-.361	-.030	.510
Give important to staff suggestion	-.065	-.111	.119	-.133	.862	-.061	.128	-.050
Achievements of teachers are recognized by management	.083	-.089	-.188	.054	.630	.245	.473	-.172
I would ask staff to follow rules & regulations.	-.219	-.137	.243	-.215	-.528	.053	.225	-.517
I would yield to situational pressures.	-.430	-.009	.041	-.125	.169	.758	-.054	.019
I am warm, friendly and approachable	.222	.024	.204	-.258	-.022	.728	.183	.101
I would do personal favors.	.088	.090	-.333	.384	-.327	.589	-.316	.191
Teachers seek their own interest.	.406	-.166	.217	-.175	-.395	.428	.094	.224
Management considers our suggestion	.093	-.100	.012	-.124	.183	.050	.895	.146
I feel difficult to implement management policies	.245	-.438	-.076	-.301	.462	.202	.780	.182
I feel proud to be a part of this school.	.095	-.090	.088	-.118	-.116	.225	-.535	.131

Table 2 shows the result of factor analysis for the given twenty five statements (factors) relating to frequency of exhibiting professional behaviours.

It is clear that all the twenty five statements had been extracted into seven factors and each statement is now identified with the corresponding variables namely Enjoyable Job, Professional Development, Invite Involvement, Nurturance, Care and Consideration, Courtesy, Agreement and Acceptance

Table: 3 - Frequency of Exhibiting Professional Behaviours

Factors	Factor's Name	Selected statements	Factor Loading
I	Enjoyable Job	Job Security	.923
II	Professional Development	Recognizing Teacher's Ability	.910
III	Invite Involvement	Giving Importance To Each Ones Contribution	.890
IV	Nurturance	Do Not Feel They Are Being Exploited	.829
V	Care and Consideration	Giving Importance To Staff Suggestion	.862
VI	Courtesy	Yielding To Situational Pressures	.758
VII	Agreement and Acceptance	Management Considers Our Suggestion	.895

The factor analysis reveals that above seven factors influence the frequency of exhibiting professional behaviours. The seven factors are identified from variables loading on specific factors. The reliability scores of these factors are found to lie within acceptable limits.

One-way ANOVA between age of the respondents and the factors extracted from statements describing the frequency of exhibiting professional behaviours

Table: 4

ANOVA between age of the respondents and the factors extracted from statements describing the frequency of exhibiting professional behaviours

FACTOR	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Enjoyable Job	Between Groups	5.393	3	1.798	1.966	.142 [#]
	Within Groups	25.607	28	.915		
	Total	31.000	31			
Professional Development	Between Groups	4.339	3	1.446	1.519	.231 [#]
	Within Groups	26.661	28	.952		
	Total	31.000	31			
Invite Involvement	Between Groups	5.552	3	1.851	2.036	.132 [#]
	Within Groups	25.448	28	.909		
	Total	31.000	31			
Nurturance	Between Groups	11.692	3	3.897	5.652	.004
	Within Groups	19.308	28	.690		
	Total	31.000	31			
Care and Consideration	Between Groups	.559	3	.186	.172	.915 [#]
	Within Groups	30.441	28	1.087		
	Total	31.000	31			
Courtesy	Between Groups	3.774	3	1.258	1.294	.296 [#]

	Within Groups	27.226	28	.972		
	Total	31.000	31			
Agreement and Acceptance	Between Groups	7.700	3	2.567	3.085	.043
	Within Groups	23.300	28	.832		
	Total	31.000	31			
	Total	31.000	31			

#H₀ accepted at 5%

H₀₁ – The various factors extracted from statements describing the frequency of exhibiting professional behaviours do not vary with the age of the respondents at 5%.

The significance of ‘F’ is more than 0.05 for the factors Enjoyable Job, Professional Development, Invite Involvement, Care and Consideration, Courtesy, Agreement and Acceptance so, they vary with age of the respondents at 5%.

The significance of ‘F’ is less than 0.05 for the Nurturance and Agreement and Acceptance so they do vary with age of the respondents at 5%.

One-way ANOVA between community of the respondents and the factors extracted from statements describing the frequency of exhibiting professional behaviours

Table 5
ANOVA between community of the respondents and the factors extracted from statements describing the frequency of exhibiting professional behaviours

FACTOR	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Enjoyable Job	Between Groups	19.725	2	9.863	25.368	.000
	Within Groups	11.275	29	.389		
	Total	31.000	31			
Professional Development,	Between Groups	5.788	2	2.894	3.329	.051 [#]
	Within Groups	25.212	29	.869		
	Total	31.000	31			
Invite Involvement	Between Groups	2.184	2	1.092	1.099	.347 [#]
	Within Groups	28.816	29	.994		
	Total	31.000	31			
Nurturance	Between Groups	.887	2	.444	.427	.656 [#]
	Within Groups	30.113	29	1.038		
	Total	31.000	31			
Care and Consideration	Between Groups	.774	2	.387	.371	.693 [#]
	Within Groups	30.226	29	1.042		
	Total	31.000	31			
Courtesy	Between Groups	4.664	2	2.332	2.568	.094 [#]
	Within Groups	26.336	29	.908		
	Total	31.000	31			
Agreement and Acceptance	Between Groups	3.722	2	1.861	1.979	.156 [#]
	Within Groups	27.278	29	.941		
	Total	31.000	31			

#H₀ accepted at 5%

H₀₂ – The various factors extracted from statements describing the frequency of exhibiting professional behaviours do not vary with the community of the respondents at 5%.

The significance of ‘F’ is more than 0.05 for the factors Professional Development, Invite Involvement, Care and Consideration, Courtesy, Nurturance, Agreement and Acceptance so, they vary with community of the respondents at 5%.

The significance of ‘F’ is less than 0.05 for the factor Enjoyable Job so, it does not vary with community of the respondents at 5%.

Suggestions

Based on the findings, the following suggestions are being proposed by the researcher to improve the situation in this particular scenario.

- Arranging staff meetings by the Principal to offer opportunities for the staff to share their frustrations and make the management to offer solutions to some pressing needs or expectations.
- Management has to assure job security to the Private school Principal, so that they can work without fear of job loss in the institutions.
- The system of reward and recognition should be introduced to encourage the Principal to perform better
- Principal should be approachable and friendly with the teachers, Students and Parents and this develops a highly conducive and proactive work culture.

Conclusion

The role of school principals is pivotal. Principals are considered as a leader in schools and primary work performance managers. However, principals face great challenges in their professions. These challenges include external factors, school structures, interpersonal processes, and personal factors that affect their job satisfaction and motivation. The principal has to balance between the jobs being performed and the personal needs of the teachers. The leadership behaviour of the principal engages in determine and set the school climate which may facilitate or hinder academic performance. Satisfaction with work life among Principals translates into job satisfaction which may in turn lead to less stress, reduced turnover, high realization of the schools goals and objectives leading to better academic performance.

References

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