



## SECONDARY SCHOOL HEADMASTER'S LEADERSHIP BEHAVIOR AND THEIR JOB SATISFACTION

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### ABSTRACT

**T**his research study titled **‘Secondary school headmasters Leadership behavior influence on their job satisfaction’** made an attempt to identify the influence and relationship between gender and type of institution on leadership behavior and their job satisfaction among secondary school headmasters. For the study 150 secondary school headmasters were randomly selected from secondary schools at Dakshina Kannada District in Karnataka state. The instrument used to measure the leadership behavior was “Leadership Behavior Description Questionnaire” developed by Stogdill (1963) and Teacher’s Job Satisfaction Scale developed by Y. Mudgil, I.S. Muhar and P. Bhatia (1998).The data thus collected was analyzed by using both descriptive and correlative statistical techniques such as mean, median, mode, standard deviation and inferential statistical techniques such as t-test, one-way analysis of variance. The results revealed that there is no significant difference between gender and management wise headmasters leadership behavior. The study indicates there is a significant relationship between secondary school headmaster’s leadership behavior and their job satisfaction.

**KEYWORDS:** Secondary school headmasters, leadership behavior, Job satisfaction.

## INTRODUCTION

Headmasters are one of the important elements in the overall growth and development of secondary educational institutions. Their professional leadership role should be attractive and it influences on their job satisfaction. Their job satisfaction helps in achieving the objectives of educational system effectively and efficiently. The job satisfaction of secondary school heads influenced by their leadership attitudes and also such as salary, promotions, age, experience, colleague's co-operation, and opportunities for advancement, manage mental supports, complete and fair supervision, and degree of participation in global setting. Leadership behavior and their Job satisfaction are important factors considered in secondary schools as they can positively or negatively influence the performance on organizational goals. The challenge before the headmasters is to generate the culture of excellence and creating the passion and sense of worth about teaching among the teachers, giving them independence and encouragement and of course mentoring leadership among colleagues. School headmasters are required to be sensitized and should act positively time to time about important policy interventions such as *Right to Education act (RTE)*, *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* and acquire necessary leadership and managerial skills to meet their job satisfaction.

## LITERATURE REVIEW

Researchers conducted on the Leadership Behavior of educational administrators include the studies of Kelly (2004) presented a different approach of Leadership Behavior of Educational Administrators. Dinesh (2010) found aided schools head leadership behavior better than the govt. school head leadership behavior and unaided schools head leadership behavior was better than the govt. schools head leadership behavior. Luechai (2008) found no significant differences on the basis of gender, school size, and position within any aspect of leadership behavior. Mills (2008); Stout (2005); Hoo-Ballade (2005) and Verma (1989), found no significant difference between leadership behavior of male and female principals, between rural and urban principal's leadership behavior patterns and between principal's gender and school achievement. Nongrum, Medalin (1992) conducted a study of job satisfaction of secondary school teachers in Shillong and leadership Characteristics of the Heads/ Principals. The major finding was the type of management appeared

to be associated with teacher's job satisfaction, the government school teachers showing significantly were satisfaction. With regard to job satisfaction among male and female secondary school teachers Padmanabhaiah's (1986) study shows that both male and female teachers have the same level of job satisfaction, whereas the study by Singh (1988) revealed that the job satisfaction level of male and female differs significantly. It is hoped that the present study will reveal the leadership behavior with the actual degree of job satisfaction of secondary school masters and shed light on which type of headmasters enjoy greater job satisfaction.

## DESIGN AND METHODOLOGY OF THE STUDY

The present study is a survey based descriptive and correlation study. The dependent variable is headmaster's leadership behavior and job satisfaction and is correlated with the independent variable i.e. gender, management.

## OBJECTIVES OF THE STUDY

1. To study the government, aided and unaided secondary school headmaster's leadership behavior.
2. To identify the differences between secondary school headmaster's and headmistress's leadership behavior.
3. To find out the secondary school headmaster's job satisfaction.
4. To study the difference between the male and female secondary school headmasters job satisfaction.

## HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female secondary school headmasters leadership behavior.
2. There is no significant difference between aided, unaided and government secondary school headmasters leadership behavior.
3. There is significant relationship between secondary school headmaster's leadership behavior and their job satisfaction.

## DEMOGRAPHIC PROFILE OF THE SAMPLE

A total of 150 secondary school headmasters in Dakshina Kannada district in Karnataka state were randomly selected for the present study. In the 150 samples, majority (51.33%) of them were found

headmasters, the remaining (48.66%) were headmistresses. Institution wise classification indicated that 38.66% of them were government, 32.66% were aided, and the remaining 28.66% were belongs to unaided institutions.

**TOOLS & STATISTICAL TECHNIQUE USED**

In the study, to collect the data the investigator used the tool called LBDQ “Leader Behavior Description Questionnaire” developed by Stogdill (1963) and “Teachers Job Satisfaction Scale” prepared by Y. Mudgil, I.S. Muhar and P. Bhatia in 1998. The reliability was worked out by both the split

half and test-retest methods. The data thus collected was analyzed by using both descriptive statistical techniques such as mean, median, mode, standard deviation and inferential statistical techniques such as t-test, one-way analysis of variance and Pearsons Coefficient of correlation.

**ANALYSIS AND INTERPRETATION OF DATA**

The data collected was subjected to appropriate statistical procedures to test with hypothesis and to asses the proceedings of the secondary school headmaster’s leadership behavior effects on their job satisfaction in course with which the study was initiated.

**HYPOTHESES**

**1. There is no significant difference between government, aided, and unaided secondary school headmasters leadership behavior.**

| TYPE    | N  | MEAN  | SD    | F.VALUE | SIG  | RESULT |
|---------|----|-------|-------|---------|------|--------|
| GOVT    | 58 | 77.44 | 9.93  | 1.137   | .323 | NON    |
| AIDED   | 49 | 75.48 | 11.05 |         |      | SIGN   |
| UNAIDED | 43 | 74.44 | 9.64  |         |      |        |

The present study included 150 samples, 58 government, 49 aided and 43 unaided secondary school headmasters from rural and urban secondary schools. As per the opinion of government, aided and unaided secondary school headmasters, government school headmasters mean value is 77.44, aided secondary school mean value is 75.45 and unaided secondary school headmasters mean value is 74.44. As per the mean value of government aided

and unaided secondary school headmasters they have not much difference. Government secondary school headmasters sd value is 9.93, aided secondary school headmasters sd value is 11.05 and unaided secondary school headmasters SD value is 9.64 and F value is 1.13 with significance 0.323 this is not significant at the level of 0.01 and 0.05. Hence as per the mean value, SD value of government aided and unaided secondary school headmasters leadership behavior is not significant.

**2. There is no significant difference between government, aided, and unaided secondary school headmaster’s and headmistress’s leadership behavior.**

| TYPE    | SEX    | N  | MEAN  | SD    | F,VALUE | SIGN | RESULT      |
|---------|--------|----|-------|-------|---------|------|-------------|
| GOVT    | MALE   | 27 | 79.81 | 9.14  | .024    | .976 | NON         |
|         | FEMALE | 31 | 75.38 | 10.27 |         |      |             |
| AIDED   | MALE   | 29 | 76.96 | 9.53  |         |      | SIGNIFICANT |
|         | FEMALE | 20 | 73.35 | 12.90 |         |      |             |
| UNAIDED | MALE   | 21 | 76.66 | 9.28  |         |      |             |
|         | FEMALE | 22 | 72.31 | 9.72  |         |      |             |

As per the obtained data the government school headmasters mean value is 79.81, headmistresses mean value is 75.38, aided secondary school headmasters mean value is 76.96, headmistresses mean value is 73.35 and unaided secondary school headmasters mean value is 76.66 and headmistresses mean value is 72.31. As per the mean value of government aided and unaided secondary school headmasters and headmistresses

they have not much difference. Government secondary school headmasters SD value is 9.14 and headmistresses SD value is 10.27, aided secondary school headmasters SD value is 9.53, headmistresses SD value is 12.90 and unaided secondary school headmasters SD value is 9.22, headmistresses SD value is 9.72 and F value is 0.024 with significance 0.976 this is not significant at the level of 0.01 and 0.05. Hence as per the mean value, SD value of



government aided and unaided secondary school headmasters and headmistresses leadership behavior is also not significant.

### 3. There is significant correlation relationship between secondary school headmaster’s and headmistress’s leadership behavior and job satisfaction.

To find out the correlational analysis between leadership behavior and their job satisfaction of secondary school headmasters and headmistresses, Pearson’s Product Moment Correlation (r) has been used.

| Variables           | Gender | R value | Level Of Significance |
|---------------------|--------|---------|-----------------------|
| Leadership Behavior | Male   | 0.505   | 0.01                  |
|                     | Female | 0.497   |                       |
| Job satisfaction    | Male   | 0.641   | 0.01                  |
|                     | Female | 0.623   |                       |

Data depicts that there is significant positive correlation between leadership Behavior and job satisfaction of secondary school headmasters and headmistresses. It’s about headmasters r value 0.505 and 0.641 and headmistresses r value is 0.497 and 0.623, both having coefficient of correlation which is significant at 0.01 level . This suggested that job satisfaction of secondary school headmasters and headmistresses is moderately influenced by their leadership Behavior. In view of the above empirical evidence, the hypothesis **“Job satisfaction is significantly related with LeadershipBehavior of secondary school headmasters and headmistresses”** stands accepted.

#### FINDINGS OF THE STUDY

The analysis of the data arrived at the following findings.

1. The secondary school headmaster’s of Dakshina Kannada district of Karnataka have a moderate degree of leadership behavior.
2. There is no much difference between gender and management wise headmasters leadership behavior.
3. The degree of job satisfaction of male teacher is significantly better than female secondary school headmasters.
4. Study revealed Leadership behavior effects on secondary school headmaster’s job satisfaction.

#### CONCLUSION

The objective of this paper is examines the influence of gender and type of school headmasters leadership behavior on their job satisfaction. The first aim of this study was to examine the differences between male and female headmasters with respect

to their perceived leadership behavior and job satisfaction, and the second aim was to examine the differences between government aided and un aided school headmasters with respect to their perceived leadership behavior and job satisfaction. From the above results it can conclude that all management male and female headmasters have the same perception of leadership behavior in schools. The present study conducted by the investigator has revealed many things related to job satisfaction which is influenced by their leadership behavior. The findings of the study have to be taken seriously by the concerned authorities to bring about positive changes in the field of secondary education as the degree of job satisfaction influences the academic achievement of the students. Therefore the study is of greater significance to improve not only the quality of headmasters but also the quality of schools overall development.

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