

The Relationship between Leadership Style of Principals and Job Satisfaction of High School Teachers in Abhar

Nooraldeen Mirzaee*, Leila Bigdeli Mohammadi

Department of Administration, Zanjan Branch, Islamic Azad University, Zanjan, Iran.

*Corresponding Author Email: Mirza683@yahoo.com

Abstract

This study aimed to investigate the relationship between leadership style of principals and job satisfaction of high school teachers in Abhar. The population consisted of all high school teachers in Abhar (N=250, male= 140, female= 110). Using Morgan table, the sample size was determined to be 148 subjects; the participants were selected randomly. This was descriptive – correlation study. Two standardized questionnaires were used for collecting the data: Managers' Leadership Style Questionnaire which includes 20 items and uses Likert four point scale, and Job Description Questionnaire which investigates the job satisfaction of teachers and includes 39 questions. These questionnaires were distributed among participants. Using SPSS Software, the descriptive (frequency, percentage, mean, standard deviation, variance) and inferential (Kolmogorov-Smirnov test, Pearson correlation coefficient, independent t-test, one-way analysis of variance, linear regression) statistics were used for analyzing the data. The findings showed that the consultative, benevolent, participative, and exploitive are the dominant styles in schools in Abhar, respectively. There was significant and negative correlation between exploitive leadership style of principals and job satisfaction of teachers below 0.01. There was significant and positive correlation between benevolent leadership style of principals and job satisfaction of teachers below 0.05. Also, there was positive and significant correlation between consultative leadership style of principals and job satisfaction of teachers below 0.01. Also, there was positive and significant correlation between participative leadership style of principals and job satisfaction of teachers below 0.05.

Keywords: Leadership Styles, Job Satisfaction, Teachers, Abhar.

1. Introduction

The modern societies are characterized by many features including growth and expansion of education systems. The education is increasingly considered in developing countries. Since the educational system is reflected in the activities and performance of schools, the school principals play a key role in achieving the goals of education (Shirazi, 2005). On the one hand, the new and different ideas and thoughts of experts in the field of management and education and on the other hand, the need to improve education quality and performance have revealed the necessity and importance of evolving education technology and management (Alagheband, 2014: 1). The mission, goals, and tasks of education are so complex. The management of its various levels and departments is one of the most difficult and sensitive tasks. Therefore, the managers in this organization should have skills which enable them to fulfill organizational goals (Abbasi, 2002). The needs of employees should be met in workplace to increase their commitment. The managers should choose appropriate leadership style to make appropriate organizational climate within the organization (Rezaeian, 2000). The proper behavioral patterns of managers in any organization creates a strong morale and motivation in employees and increases their job satisfaction. Using the correct style of leadership, the managers may increase the employees' job satisfaction and organizational commitment and productivity of their organization (Mossadegh Rad, 2005: 3). The leadership style is a set of attitudes, traits, and skills of managers which are formed based on four factors: value system, confidence in staff, leadership tendencies, and a sense of security in ambiguous situations. In general, the leadership style determines the climate, culture, and strategies of organization (Rowold, 2009). Robbins (1991) defines the job satisfaction as general attitude of individuals toward their jobs. At least for three reasons, the managers should pay attention to job satisfaction of their staff (Robbins, 2005: 309):

1. The evidence show that the unsatisfied employees leave or resign and are absent more than satisfied employees.
2. It is proved that the satisfied employees have better health condition and live longer than the dissatisfied employees. Also, the dissatisfied employees are susceptible to a variety of diseases from headaches to cardiovascular diseases.

3. The job satisfaction is a phenomenon that extends beyond the boundaries of organizations and companies and impacts on private life of individuals outside the organization.

The job satisfaction leads to increased productivity of individuals, their commitment to organization, ensured physical and mental health, satisfaction of life, quick learning of new job skills, and generally enjoying work (Moghimi, 2006). Undoubtedly, the measurement of employees' job satisfaction and evaluating the strengths and weaknesses affecting reduction or increase of employees' satisfaction will help organizations in delivering better services and increasing the productivity (Hosseinzadeh&Saemian, 2002: 59).

Locke argued that the most important factors affecting job satisfaction are:

1. The work to be full of mental hazards which be adapted successfully by employees.
2. Being interested in job.
3. The work to be not physically too tiring.
4. The rewards to be fair, informative, and consistent with passions of individuals.
5. The working conditions to be compatible with physical needs and help job goals.
6. Having self-esteem in work.
7. The factors which facilitate career values in workplace include interesting work, pay, and promotion. These factors should be consistent with personal values and minimize role conflict and ambiguity (Mohammadzadeh & Mehruzhan, 1996: 279).

In his study on teachers and students in an educational organization in North Carolina, Wellmaker (1985) concluded that there is no significant relationship between job satisfaction and age. In a study, Charles Hulin and Milton Blood (1986) concluded that the job satisfaction or dissatisfaction depends largely on skills of managers. Ciriello (1990) investigated the relationship between the commitment and job satisfaction of teachers in Catholic schools. The findings was related to three groups of teachers based on three levels of commitment: commitment to organizational values, to teaching profession, and to relevant plans. The teachers believed that the intrinsic aspects of job satisfy them more than the external factors. It was suggested that the managers focus their activities on creation of a common and single idea and adapt the personnel and their properties with the needs of organizations. Kowalski (1992) conducted research on teachers and educational principals and investigated their opinions and

feelings about the managerial skills. Using Katz questionnaire, he classified the management skills. The findings showed that attitudes towards management skills are important for effectiveness of educational parents. Heller et al (1993) conducted research on relationship between leadership styles (command, cooperative, and delegative) and job satisfaction of teachers (n= 339) and showed that 42 percent of teachers were dissatisfied with their jobs. They also found that teachers get pleased more with their colleagues than salaries and benefits. In this study, there was no significant correlation between job satisfaction and leadership style.

Considering the importance of leadership and management in schools and the importance of job satisfaction of teachers as key element in school, however, this study aims to investigate the relationship between leadership styles of principals and job satisfaction of teachers in secondary schools. The findings of this study may be used to increase efficiency of educational system and improve the quality in schools.

2. Methodology

This was applied descriptive-correlational study. The population consisted of all high school teachers in Abhar (N=250, male= 140, female= 110). Using Morgan table, the sample size was determined to be 148 subjects; the participants were selected randomly. Two standardized questionnaires were used for collecting the data: Managers' Leadership Style Questionnaire which includes 20 items and uses Likert four point scale, and Job Description Questionnaire which investigates the job satisfaction of teachers and includes 39 questions. These questionnaires were distributed among participants. Using SPSS Software, the descriptive (frequency, percentage, mean, standard deviation, variance) and inferential (Kolmogorov-Smirnov test, Pearson correlation coefficient, independent t-test, one-way analysis of variance, linear regression) statistics were used for analyzing the data.

3. Findings

First question: What is the dominant leadership style of principals in high schools in Abhar?

Hypothesis: The cooperative style is the dominant leadership style of high school principals in Abhar.

The descriptive analysis of data and chi-square test were used to explore the dominant management style of high school principals in Abhar. The results are reported in table below:

Table 1: Descriptive data for first hypothesis

Standard deviation	Mean	Maximum	Minimum	Number	Styles
3.050	18.91	24.00	13.00	148	Advisory
3.820	15.14	24.00	9.00	148	Benevolent
2.475	14.96	21.00	11.00	148	Participative
4.368	10.39	22.00	5.00	148	Autocratic

The table 1 shows the minimum score, maximum score, mean, and standard deviation of 4 management styles among high school principals in Abhar. According to table above, the mean of advisory leadership style (=18.91) is higher than other styles. According to above data, therefore, it can be concluded that the advisory leadership style is the dominant leadership style in high schools in Abhar. Also, the benevolent, cooperative, and autocratic leadership styles were in second, third, and fourth places.

Second question: Is there any relationship between autocratic leadership style of principals and teachers' job satisfaction?

Hypothesis: there is correlation between autocratic leadership style of principals and teachers' job satisfaction.

Table 2: Pearson test data for the second hypothesis

Total job satisfaction	Job satisfaction components					Pearson correlation coefficient
	Satisfaction of payment	Satisfaction of promotion	Satisfaction of co-worker	Satisfaction of employer	Job satisfaction	

-.801(**)	-.469(**)	-.723(**)	-.934(**)	-.476(**)	-.537(**)	Correlation coefficient	Autocratic style
.000	.000	.000	.000	.000	.000	Sig. level	
148	148	148	148	148	148	Number	

According to table 2, the Pearson correlation coefficient for the correlation between autocratic leadership style of principals and job satisfaction of teachers is significant below 0.01. With confidence level above 99%, therefore, it can be said that there is correlation between autocratic leadership style of principals and teachers’ job satisfaction. Therefore, the research hypothesis is confirmed. On the other hand, considering the sign of Pearson correlation coefficient, it can be said that the correlation is decreasing and reverse. In other words, the increase of autocratic leadership style of principals leads to reduced job satisfaction of teachers.

Third question: Is there any relationship between benevolent leadership style of principals and teachers’ job satisfaction?

Hypothesis: there is correlation between benevolent leadership style of principals and teachers’ job satisfaction.

Table 3: Pearson test data for the third hypothesis

Total job satisfaction	Job satisfaction components					Pearson correlation coefficient	
	Satisfaction of payment	Satisfaction of promotion	Satisfaction of co-worker	Satisfaction of employer	Job satisfaction	Correlation coefficient	Benevolent style
.673	.088	.086	.006	.361(**)	.408(**)	Correlation coefficient	
.035	.285	.299	.939	.000	.000	Sig. level	
148	148	148	148	148	148	Number	

According to table 3, the Pearson correlation coefficient for the correlation between benevolent leadership style of principals and job satisfaction of teachers is significant below 0.05. With confidence level above 99%, therefore, it can be said that there is correlation between benevolent

leadership style of principals and teachers' job satisfaction. Therefore, the research hypothesis is confirmed. On the other hand, considering the sign of Pearson correlation coefficient, it can be said that the correlation is increasing and direct. In other words, the increase of benevolent leadership style of principals leads to increased job satisfaction of teachers.

Fourth question: Is there any relationship between advisory leadership style of principals and teachers' job satisfaction?

Hypothesis: there is correlation between advisory leadership style of principals and teachers' job satisfaction.

Table 4: Pearson test data for the fourth hypothesis

Total job satisfaction	Job satisfaction components					Pearson correlation coefficient	
	Satisfaction of payment	Satisfaction of promotion	Satisfaction of co-worker	Satisfaction of employer	Job satisfaction	Correlation coefficient	Advisory style
.450(**)	.063	.477(**)	.383(**)	.722(**)	.445(**)		
.000	.444	.000	.000	.000	.000	Sig. level	
148	148	148	148	148	148	Number	

According to table 4, the Pearson correlation coefficient for the correlation between advisory leadership style of principals and job satisfaction of teachers is significant below 0.01. With confidence level above 99%, therefore, it can be said that there is correlation between advisory leadership style of principals and teachers' job satisfaction. Therefore, the research hypothesis is confirmed. On the other hand, considering the sign of Pearson correlation coefficient, it can be said that the correlation is increasing and direct. In other words, the increase of advisory leadership style of principals leads to increased job satisfaction of teachers.

Fifth question: Is there any relationship between cooperative leadership style of principals and teachers' job satisfaction?

Hypothesis: there is correlation between cooperative leadership style of principals and teachers' job satisfaction.

Table 5: Pearson test data for the fifth hypothesis

Total job satisfaction	Job satisfaction components					Pearson correlation coefficient	
	Satisfaction of payment	Satisfaction of promotion	Satisfaction of co-worker	Satisfaction of employer	Job satisfaction		
.206(*)	.067	.056	.196(*)	.165(*)	.523	Correlation coefficient	Cooperative style
.012	.420	.502	.017	.045	.023	Sig. level	
148	148	148	148	148	148	Number	

According to table 5, the Pearson correlation coefficient for the correlation between cooperative leadership style of principals and job satisfaction of teachers is significant below 0.05. With confidence level above 99%, therefore, it can be said that there is correlation between cooperative leadership style of principals and teachers' job satisfaction. Therefore, the research hypothesis is confirmed. On the other hand, considering the sign of Pearson correlation coefficient, it can be said that the correlation is increasing and direct. In other words, the increase of cooperative leadership style of principals leads to increased job satisfaction of teachers.

Sixth question: Is different the job satisfaction of teachers based on their demographic variables (gender, age, education, and work experience)?

Hypothesis: the job satisfaction of teachers is different based on their demographic variables (gender, age, education, and work experience).

This hypothesis investigated the job satisfaction of teachers based on their demographic variables. The independent T-test was used to analyze the job satisfaction of teachers based on gender. The results showed that the job satisfaction is significant below 0.01. There is significant difference between male and female teachers in terms of job satisfaction; the women have higher job satisfaction than men. The one-way analysis of variance was used to analyze the job satisfaction of teachers based on age, education, and work experience. The results showed that

the one-way analysis of variance is not significant in job satisfaction. There is no difference among teachers in different ages in terms of job satisfaction. There is no difference among teachers with different education degrees in terms of job satisfaction. There is no difference among teachers with different work experiences in terms of job satisfaction.

4. Conclusion

This study investigated the correlation between leadership styles of principals and job satisfaction of teachers in high schools. The population consisted of all high school teachers in Abhar (N=250, male= 140, female= 110). Using Morgan table, the sample size was determined to be 148 subjects. Two standardized questionnaires were used for collecting the data: Managers' Leadership Style Questionnaire and Job Description Questionnaire. According to findings, 83 participants were male and 65 participants were female. Also, 82 participants aged between 30 and 50 years old; they had the highest frequency. The highest percentage of respondents had Bachelor's degree (= 68). The work experience of 73 participants indicated that the majority of sample had 10-15 years of work experience. The marital status of 93 participants was married. The findings showed that all research variables are normal. The mean of autocratic, benevolent, advisory, and cooperative leadership styles was 10.391, 15.141, 18.912, and 14.966, respectively; the mean of advisory style was more than the mean of other styles. Also, the mean of job satisfaction components (work, employer, colleague, promotion, and pay) was 144.50. The advisory style is the dominant leadership style in high schools in Abhar. There is positive significant correlation between benevolent, advisory, and cooperative leadership styles and job satisfaction of teachers; the teachers prefer these three leadership styles. However, there is significant negative correlation between autocratic leadership style of principals and job satisfaction of teachers.

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