A Comparative Study of Leadership Styles of Principals in Relation to Job Satisfaction of Teachers and Organizational Climate in Government and Private Senior Secondary School of Delhi.

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Making the transition from the old style of leadership to the new one is a challenge for the top management at every organization. The militaristic, command and leadership the past has become an anachronism. In the past downsizing, fat management era today, a new leadership style is necessary with rapidly changing technology, a down sized work force and an emphasis on acquiring a broad range of skills, leaders today have to be more flexible than ever in their roles.

In the educational institutions, the principal, the leader plays an important role. The principal is responsible for exercising the expertise in the true management and leadership of school affairs. Leadership is a matter of character. Leaders communicate their vision to those around them in ways that emotionally enroll others to turn this vision into reality. This interaction between the principal and the teachers has been described as a "sweeping back and forth of energy". Through this process, unity is achieved – a team is built.

Leadership has been broadly defined as "influence process affecting the interpretation of events for the [school] to motivate [teachers and students] to achieve the objectives and the maintenance of cooperative relationships and team work. (Yukl 1994).

It is believed that about 150 years ago, there were no school principals as they are today. Schools were run by masters who taught, administered and ran all other programmes in schools with increasing population came larger schools. Demand for complex and administrative duties led to the practice of designating one of the masters as Headmaster or Principal and teacher responsible for school vide administration and teaching. Over the years administrative duties mounted and teaching duties declined, the concept of full time administrator evolved.

The destiny of India being shaped in classrooms, in which the teachers play a significant role as per the Kothari Commission Report on educational policy of a nation. A number of external and internal forces act upon a teacher to influence his/her bahaviour in implementing the educational policy of a nation. There is a dire need to identify the conditions necessary to influence the teachers in their working situation. Human interaction gives personal touch in the educational process. The human interaction that takes place plays an important role. As the school is a web of interactions among people who live and work together in a particular way, this interactive environment of the institution leads to an Organizational Climate.

The term Organizational Climate has been variously understood in many ways such as the feel 'the atmosphere', 'the environment', 'the zeal', 'the condition prevailing' and 'the tune of the institution'. Halpin (1963) viewed it as 'general flow of behaviour and feeling within a group'. Gaba (1989) viewed Organizational Climate as the 'interpersonal relationship within a group between group and its leader'.

The Job Satisfaction of teachers is as important as the Organizational Climate of any educational institution. The focal importance of a teacher is not new to educational thinking. Inspite of this recognition, relatively little and reliable information is available regarding the Job satisfaction of teachers. Job Satisfaction refers to the way one feels about the events, people and things in his/her working situation. According to Blum (1956) 'Job Satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general'. Hence Job satisfaction is a pleasant and positive attitude possessed by an employee towards his job as well as his life.

Therefore the need arises to ascertain the relationship or Leadership Styles of principals with Job satisfaction of teachers and Organizational Climate in the Government and Private Schools. Hence the investigator undertook to conduct following study:-

TITLE OF THE STUDY

A COMPARATIVE STUDY OF *LEADERSHIP STYLES* OF PRINCIPALS IN RELATION TO *JOB SATISAFCTION* OF TEACHERS AND *ORGANIZATIONAL CLIMATE* IN GOVERNMENT & PRIVATE SCHOOLS OF DELHI.

OBJECTIVES OF THE STUDY

The study was designed to achieve the following objectives:-

1   To compare the different leadership styles of principals of Government and private schools.
2   To compare the job satisfaction of teachers of Government and private schools
3   To compare the organizational climate of Government and private schools.
4   To ascertain the relationship between the leadership style of principals with job satisfaction of teachers
5   To ascertain the relationship between leadership styles of the principals with organizational climate of the schools.
6   To ascertain the relationship between job satisfaction of teachers and organizational climate of the schools.

POPULATION AND SAMPLE OF THE STUDY

The population of the study comprised of all Government and Private Senior Secondary Schools of Delhi. Delhi is divided into 9 districts and 28 zones. Through random sampling one Government and One Private Senior Secondary School was taken from each zone for a true and proportional representation of the population. Thus the sample consisted of the 28 Government and 28 Private Senior Secondary Schools of Delhi. The number of respondents was 1120 i.e. 20 teachers from each school. A purposive sampling was done to select 10 TGTs and PGTs from each school ensuring that each teacher has atleast three year or more stay in the same school.

TOOLS

The following tools were used for data collection:-

1   LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE (LBDQ) (Halpin & Winer)

This tool has 30 items in all. However there are two subsets indicating the 'initiating' and 'Consideration' dimension. Each dimension has 15 items.

2 JOB SATISFACTION SCALE (developed by the investigator)

This tool was developed by the investigator herself. Various steps included in the construction and standardization of the tool were – "Plan of the Test, Collection of the Items, Selection of the Items, Final form of the Scale" etc. The reliability of the study was computed by Split Half Method. When checked by Spearman Brown prophecy formula the co-efficient was 0.98. That gave the evidence for the high predictive value of the test.

The final tool consists of the 60 items based on the six dimensions. The number of items on each dimension is given below.

(i) Pay (8 items)
(ii) Work Itself (12 items)
(iii) Promotion (7 items)
(iv) Work Group (8 items)
(v) Working Conditions (14 items)
(vi) Supervision (11 items)

3 SCHOOL ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (SOCDQ) (Moti Lal Sharma)

This tool is based on eight dimensions further grouped into two categories

(i) Group Behaviour Characteristics

(ii) Leader Behaviour Characteristics

Eight dimensions with their number of items are as follows:-

(i) Disengagement (10 items)
(ii) Esprit (9 items)
(iii) Alienation (4 items)
(iv) Intimacy (8 items)
(v) Psychophysical Hindrance (6 items)
(vi) Control (6 items)
(vii) Production Emphasis (7 items)
(viii) Humanized Thrust (14 items)

ANALYSIS

The data collected through different tools were analyzed as follows:-

(i) Leadership Behaviour Description Questionnaire (LBDQ) –

The scoring of the responses provided by the teachers on the leadership behaviour of their principals was done as per the instructions given in the manual. On the basis of the mean scores first a leadership quadrant was drawn which indicates the leadership pattern of the various school principals.

For comparing the leadership styles of the principals in Govt. & Private schools, means scores and SD were calculated and t-test was applied. T-test was also applied to compare the 'initiation & 'consideration' dimension of Leadership Styles of the principals of both Government and Private schools.

(ii) Job satisfaction Scale:-

Job Satisfaction Scale was developed by the investigator herself. Reliability and validity of the tools was tested. In order to ascertain the level of job satisfaction of the teachers the mean scores were divided into three categories and accordingly the number of teachers falling in each category was calculated. To compare the job satisfaction of teachers in Government and Private schools. T-test was applied on the Mean Scores and School Description. The same test was used to compare all the six dimensions of the school.

(iii) School Organizational Climate Description Questionnaire (SOCDQ)

The mean values were calculated by converting the main (SOCDQ) scores into ipsative values. In the first instance the prototypic profiles of six climate was developed by Moti Lal Sharma (1974). Chi-square was applied to establish and to see whether or not the school climate is independent of the types of schools. However the researcher has also tried to establish the relationship between Leadership Styles of Principals and Job satisfaction of Teachers, between Leadership Styles of Principals and Organizational Climate and between Job satisfaction of teachers and Organizational Climate in Government and Private Schools of Delhi. For this purpose, the co-efficient of correlation was calculated.

MAJOR FINDINGS
The following are the major findings of the study:-

(i) The Principals of Government and Private Schools manifest different Leadership Styles

(ii) The majority of the Government school principals have Low Initiation – High Consideration (LH) style. While majority of Private school principals have a unique High Initiation – High Consideration pattern.

(iii) On comparing the mean scores of Government and Private school principals, no significant difference was found between the Leadership styles of the principals in these two types of schools. (t-value – .18)

(iv) The data reveal that in Government schools 46.4% teachers are highly satisfied. 35.7% teachers are moderately satisfied and only 17.8% teachers are low satisfied.

(v) Considering the data for Private school teachers it was found that there are 32.2% teachers who are highly satisfied, 42.8% teachers are moderately satisfied and significantly 25% are low satisfied.

(vi) Since the study is a comparative one, it was imperative to compare the job satisfaction of teachers in Government and Private schools. Hence the t-value was computed which was found to be significant at 0.01 level of significance, which indicates a significant difference between the job satisfaction of teachers in Government and Private schools. (t = 3.25)

(vii) Again the various dimensions of job satisfaction were also compared between the two schools and it was found that four dimensions have significant difference revealing the following results:-
Pay – t = 3.26
Work itself – t = 2.97
Promotion – t = 3.06

Supervision - t = 2.81

However two dimensions i.e. Work Group and Working Conditions revealed no significant difference between the two types of schools

(viii) A prototypic profiles of Six Climates was developed by the investigator on the basis of Prototypic Climates Table developed by Moti Lal Sharma (1974). The following results obtained.

Majority of the Government and Private schools have Autonomous Climate. However Controlled and Closed Climate was exhibited by equal number of Government schools (10.71 percent each). On the other hand in Private Schools merely 8.92% showed Closed Climate.

As a whole school climate profile did not show any significant difference in two types of schools.

(ix) An attempt was also made to compare the Organizational Climate of Government and Private schools by computing Chi-square (x2). The value of Chi-square was not found significant at an accepted level of significance.

(x) Further a comparison was also drawn on the eight dimensions of the Organizational Climate between Government and Private schools and the value of Chi-square (x2) revealed no significant difference on either of the dimensions. The researcher tried to establish a relationship between Leadership Styles of Principals and Job satisfaction of Teachers, between Leadership styles and Organizational Climate in Government Schools and Private schools. Co-efficient of correlation was calculated and the following findings were revealed:

(xi) That the co-efficient of correlation between the Leadership Styles of the Principals and Jab satisfaction of Teachers was found insignificant at an accepted level f significance in Government Schools as well as in Private Schools.

(xii) That no significant relationship was found between Leadership Styles of Principals and the Organizational Climate in Government Schools as well as Private schools.

(xiii) That no significant relationship was noticed between Job Satisfaction of Teachers and Organizational Climate in Government Schools as well as Private schools.

(xiv) A dimension wise co-efficient of correlation was also calculated between the Job Satisfaction and Organizational Climate in Government and Private Schools both. The following results were obtained.

It was found that there does not any exist any significant relationshbetween Job satisfaction of teachers and Organizational Climate on various dimensions in Government Schools and Private Schools.

CONCLUSION

The Leadership Style of Principals, job satisfaction of Teachers and Organizational Climate differ from school to school. The Leadership in Private schools has not been found very influential as far the Job satisfaction f the teachers is concerned. It has also been observed that there is no significant difference between the Organizational Climate of the Government and Private schools. Teachers of Government schools are found to be more satisfied than the Private Schools. The factors like less pressure of work, low supervision and high job security may be held responsible for this. Hence the findings of the present study necessitate that the educational administrators should ensure that more autonomy should be provided to the teachers in Government and Private schools both which may

enhance the level of Job Satisfaction among the teachers which may subsequently create rather a conductive environment in the schools.

Again the principals of the present decade have been working under the administrative and managerial pressures. Thus the findings of he present study pose a serious threat to the leadership styles of principals who are not able to influence the present generation teachers. The teachers and the principals should be provided in service training in human relations to achieve a good school climate and a higher Job Satisfaction among teachers. Although new vision of the schools principal as leader are emerging, the new goals required of them in the changing educational environment needs to be addressed.