



Teachers' Job Satisfaction and the Role of Principals for Effective Educational System in Secondary Schools of Karachi, Pakistan

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Abstract

This research examines the Teachers Job Satisfaction and role of secondary school Principal that has an ultimately impact on students' achievement in a positive way. This research was conducted in two phases: In the first phase the data were collected through focus group interviews, which were identified by male schools, and female schools teachers. The second phase of the study was to develop questionnaires with the help of focus group interviews and collect data of 40 school teachers and those data were analyzed by using statistical tools. The study concludes that most of public sector schools teachers think that the democratic style of Principals' working are more emphasized to enhance the level of job satisfaction but most of the principal does not involve the teachers in any decision of administrative nature. Principal must be honest in his dealing with teachers (other staff member). Principal should assignee teaching tasks according to the capabilities of the teachers and monitor them not to criticize but to improve their performance. Principal and teachers need to work together to provide an atmosphere that is conducive for the education process.

Keywords: Government Schools, private, satisfaction, students, Principal.

Introduction

Job satisfaction is concerned as a most important point within the educational system, particularly for teachers. That fact is connected with different ways of teachers' role in school environment. But in Pakistani educational system teachers feel hesitation they are not acted as professionals, not appreciated, or are highly worked, thus causing low teacher job satisfaction. Government Schools are concerned; it is feel that the ratio of involvement between the teachers is not as much as it is in the Private schools. The teachers working in this environment have no load to show the outcome of their performance. As far as concern their salary package is also more than that of the Private Sector teachers and, the level of job efficiency in Public Sector teachers is much lower. Also it is observed that teachers are not given that status in our society which their nature of job required. As a result they suffer from frustration. This frustration is clearly observed when we analyze job involvement in them.

With ever increasing demand, principal is presented with many challenges in building an effective level of teachers. It becomes critically important that they understand the relationship between the direction of their administrative efforts and its impact on instruction and learning.

Teacher want administrative support, good students' behavior, a friendly school atmosphere, and teacher autonomy as factors associated with higher job satisfaction. Parental support and

workplace conditions were also positively related to job satisfaction. Salaries and benefits were found to be weakly related to job satisfaction¹.

This requires the maturity level of the principal for a specific situation. The maturity is the ability to take responsibility for completing a task². A principal who is effective leaders encourage interaction that promotes teachers reflection on learning and practice. As a result, teachers reflect more, use more diverse instructional strategies, and as well as better planners. Principal, additionally, enhance teacher's reflective behavior and professional growth by providing literary resources, promoting more professional development opportunities, and encouraging reflection and organizational collaboration.

Parker (1984) studies the work of a principal in both public and private schools and determined principal is a critical component of effective and successful implementation of school programs³. As a school instructional leader, the principal is not only responsible for knowing effective pedagogy; principals must also provide a good working environment and meaningful staff development opportunities for teachers. Principal, as a head is held accountable for whatever occurs in the schools. If teachers are unhappy the principal is blamed for not developing a positive climate and not focusing on satisfaction. If students are not learning the principal is blamed for not ensuring an environment conducive to learning⁴. Madeline Hunter believes in the power of a principal. She felt, a good principal could turn

a school around in two years because; “every orchestra plays better with different directors; actors act better with different directors; teams become champions because of the ability of the coach to bring out the very best in some body. Therefore, this study bridges the gap both for teachers and principals by giving the chance to express their emotions, feelings, and behavior regarding their job satisfaction through the adoption of qualitative and quantitative methods (Mix method).

Job satisfaction is regarded as a very important issue within the educational context, especially for teachers. This is mainly due to the fact that it is connected with different aspects of teachers’ role and those which consume all the time in school environment. Therefore, it is necessary that they should feel satisfaction and harmony in carrying out their duties to ensure effectiveness in delivering their role. But in Pakistani educational system teachers feel hesitation they are not treated as professionals, are not appreciated, or are overworked, thus causing low teacher job satisfaction. In Public Sector Organizations, performance of an employee is not weighted for promotion or increase in salary. It is done according to a routine procedure that is called “Proper Channel”. As a result, level of involvement in job in employees is considerably low in Government sector⁵.

On the other hand, some teachers with a high morale level may say their principal is very supportive or that they are able to teach instead of having to perform an abundance of clerical tasks. In addition to the many roles of the position, principal must also understand that they have tremendous influence on the job satisfaction of the teachers⁶.

The principal's work as a campus leader is to fulfill the task of leading teachers to accomplish a level of students’ achievement. Many research studies indicate that teachers’ job satisfaction is embed with the heads role, which is also a predictor of teachers’ retention. The principal is like the hub of a wheel with teachers at the end of each spoke. Communication about instruction moves back and forth along the spoke to the hub but not around the circumference of the wheel.⁷ Teachers are the largest professional body in a school. They have real opportunity to interact with students during the schooling hours, and are capable to influence the academic environment. Several studies were conducted on the connectivity among the principal communication qualities and their effect on job satisfaction. A good teacher knows how to handle the pressures of the profession and ignores the incompetence of this principal. These teachers are interested primarily in what is good for the individual students in the classroom. And for the other teachers who need some support, a little guidance, or just the occasional pat on the back, however the principal plays a vital role in the job satisfaction of teachers⁸.

Several studies were conducted on the relationship between the principal communication skills and their effect on job

satisfaction⁹, concluded that it is important for principal to communicate effectively, as well as resolve conflict in time.

Objectives: The objective of the study were to determine. i. To examine the Teachers’ job satisfaction and role of a secondary school principal. ii. To explore the effect of role of the Principal of secondary schools on the job satisfaction and performance of school teachers. iii. To show education system in Pakistan. iv. To Focused Professional Development. v. To Examine Frequent Monitoring of Teaching and Learning.

Methodology

This research study was conducted in District West Karachi, Sindh Pakistan. Data was collected by conducting two focus group discussions, in which each discussion more than six teachers participate and discuss openly and there were limited response from teachers, for the result of this discussion we developed linkerd scale questions and this questionnaire was filled up by 40 male and female teachers by convenient random sampling. The questionnaire was based on 15 questions, which were three major research hypotheses. These hypothesis questions analyses by interferential statistics by using chi square test. Also questionnaire analysis by chi square test individually.

Research Questions: i. To what extent does the principal role effects the of teachers’ level of job satisfaction? ii. How long teachers’ job satisfaction is dependent on the principals’ role? iii. What factors of principal role affect teachers’ job satisfaction?

Research Hypothesis: i. Teachers Performance is depended on principal vision. ii. Male and female teachers have different perception about principal behavior effecting the teachers’ job satisfaction. iii. There is difference in perception of male and female teachers regarding promotion depends on academic performance which is recognized by Principal.

Research Instrument: Two research instruments was used in this study, first instrument was developed open ended questionnaire for focus group discussion and on the bases of focus group discussion linker scale questionnaire developed for quantitative analysis’s. There are 15 questions in the questionnaire which were asked by the government school teachers, and then we have find out different views opinions, and aspects regarding the role of principal.

Results and Discussion

Qualitative Analysis: The analysis of both the focus group and semi-structured interviews gave a broad and informative approach into secondary school teachers of Karachi city, the factors associated with satisfaction and dissatisfaction, and the many complexities of the feeling and attitudes of teachers towards their work. In analyzing the interviews, we have grouped responses together under themes that capture the vision

of the principal, attitude of principal, teacher reward by the principal, Frequent round and class room visit for Principal, Relationship with teachers, Principal judgment, promotion factors and attitudes of satisfaction dissatisfaction underpinning the job of teachers.

Analysis of the Questionnaire: Ho: The Principal vision does not influence the performance of male and female Teachers Ha: Teacher Performance is depended on principal vision,

Degree of Freedom: No. of Rows r: 2 No. of Column c: 3
d. f = (r - 1) (c - 1) = (2 - 1) (3 - 1) = (1) (2)=2
 $\chi^2 .05 \text{ tab} = 5.991$

Table 1
Observed and Expected Frequencies

Sex	Frequency		Agree	Neutral	Disagree	Total
Male	Observed	fo	40	41	19	100
	Expected	fe	47.5	30.5	22	100
Female	Observed	fo	25	20	55	100
	Expected	fe	47.5	30.5	22	100
Total			44	61	95	200

$\chi^2 \text{ cal} = 10.4167$

Our calculated value falls in the critical region; the null hypothesis is, therefore, rejected. Hence, and conclude that teachers Performance are depend by principal vision,

Table-2
Teacher Performance is depended on principal vision

Sex	Agree	Neutral	Disagree	Total
Male	40	41	19	100
Female	55	20	25	100
Total	105	61	44	200

The above table shows that more than 50% male and female teachers are agreed with above statement and they said teacher Performance is depended on principal vision, but a numbers of male teachers' are neutral and they did not mentioned their view and rest of male disagreed that statement.

Ho: The Principal behavior does not affect the male and female teacher job satisfaction. Ha: The Principal behavior affects the male and female teacher job satisfaction.

Degree of Freedom

No. of Rows r: 2
No. of Column c: 3
d. f = (r - 1) (c - 1) = (2 - 1)(3 - 1) = (1) (2) =2
 $\chi^2 .05 \text{ tab} = 5.991$

Table-3
Observed and Expected Frequencies

Sex	Frequency		Agree	Neutral	Disagree	Total
Male	Observed	fo	39	30	31	100
	Expected	fe	46	19.5	34.5	100
Female	Observed	fo	53	9	38	100
	Expected	fe	46	19.5	34.5	100
Total						200

$\chi^2 \text{ cal} = 31.5746$

Our calculated value lies in critical region therefore we accept null hypothesis statement and said that teachers' job satisfaction depends of principal behavior.

Table-4

The Principal behavior affects the male and female teacher job satisfaction

Sex	Agree	Neutral	Disagree	Total
Male	39	30	31	100
Female	53	9	38	100
Total	92	39	69	200

The above table shows that more than 50% male and female teachers are agreed with above statement and they said Principal behavior affects the male and female teacher job satisfaction. But more than 30% male and female teachers' are disagree this statement and 20% teachers did not mentioned their view.

Ho: There in no difference in perception of male and female teachers regarding promotion depends on their performance which is written by the principal.

Ha: There is difference in perception of male and female teachers regarding Promotion depends on academic performance which is written by the principal.

Degree of Freedom: No. of Rows r: 2 No. of Column c: 3
d. f = (r - 1) (c - 1) = (2 - 1)(3 - 1) = (1) (2) = 2
d. f = 2

$\chi^2 .05 \text{ tab} = 5.991$

Table-5
Observed and Expected Frequencies

Sex	Frequency		Agree	Neutral	Disagree	Total
Male	Observed	fo	22	24	34	80
	Expected	fe	12	26	42	
Female	Observed	fo	2	28	50	80
	Expected	fe	12	26	42	
Total			24	52	84	160

$\chi^2 \text{ cal} = 3.168$

Our calculated value less then chi square tabulated values, therefore we accept null hypothesis and conclude that male and female teachers have same opinion regarding Promotion depends on academic performance which is written by the principal.

Table-6
Teachers’ regarding Promotion depends on academic performance which is written by the principal

Sex	Agree	Neutral	Disagree	Total
Male	22	24	34	80
Female	2	28	50	80
Total	24	52	84	160

70% teachers are agreed the above statement and said that their Teachers’ regarding Promotion depends on academic performance which is written by the principal, only 10% deviate above statement, but numbers of male teachers are differ point of view and they said principal does not write ACR report with honesty and according to their perception principal only signature the ACR report.

Our calculated value less than chi square tabulated values, therefore we accept null hypothesis and conclude that male and female teachers have same opinion regarding Promotion depends on academic performance which is written by the principal. Conclusion In analyzing the several general conclusions can be drawn. To analyze means to find out the factors involve to indicate teachers positive and negative attitude towards their jobs, teachers are the professional body in a school, have the most contact with students when teachers feel positively about their position, feelings referred to as teacher job satisfaction, and this job satisfaction based on the role of principal. Educational leaders who are principal to be aware of factors that affect teacher job satisfaction and how they may affect student achievement¹⁰.

Conclusion

Administrators have significant impact on the school environment, and the type of environment that they create is highly predictive of the level of job satisfaction for the teaching staff. Healthy school cultures correlate strongly with both increased student achievement and with teacher productivity and job satisfaction, while low levels of satisfaction and morale can cause decreased productivity and can ultimately result in teacher dissatisfaction. In the research, we have conducted two focus group discussions one is for boys’ school and other one is for girls’ school in which we tried to analyze all the aspects of role of the Principal of secondary school and teacher job satisfaction and its related issues. During discussions so many ideas, views, issues are overview and after this we have conducted five Sámi structured interviews of secondary school teachers. The study conclude that most of public’s sectors schools teachers thought that the democratic way of Principal working is more emphasize the teaching satisfaction but most of the principal don’t involve the teacher in any decision of administrative way. Principal just follow doctoral leadership style. Principal should show interest to resolve the problem but some time due to some reason (less authority) he/she cannot do this but if the principal is well mannered, kind hearted, well behave so he can do easily. But now a day’s principal having

the authority only in transfer cases but due to political interfering in education he/she cannot do this also, for these different aspects we have overview that the level of job satisfaction of a teacher is co- related with role of principal, therefore principal role effects to a great extent the level of teacher’s job satisfaction. A head teacher should be cooperative. He should adopt friendly manner to create a conducive atmosphere in the school and create the sense of harmony ship in the mind of teachers. Principal should assigned teaching tasks according to the capabilities of the teachers and monitor them not to criticize but to improve their performance. His/her role never should be a threat for teachers. He/she should encourage the teachers through appreciation and initiatives.

A Government school’s principal writes ACR report, which is very important for teachers promotions and that is the only way that using this report, Principal can take any kind of work from teachers in a better manner. Principal should provide the proper guide lines for making lesson planning to teachers, but the study conclude that a principal does not do this it means that Principal does not come school regularly. If he/she attain the school then be able to discharge his roles properly and effectively. The principal does not motivate the teachers; Teachers do all work regarding teaching by themselves. The principal does not make the guide line for teachers. In the Principal’s dictionary there is no word of encouragement and teachers do not feel that they are important part of the schools. Some of teachers said that if we do our work properly. It is ok and if do not our work properly it also ok. If the behavior of principal is kind and sympathetic, that the teachers who is reluctant toward their duties even they began to perform their duties relatively in better way. So the principal must know the techniques through which he/she get the work done by teachers. But in public sector schools due to external political pressure principal and teacher both cannot use their abilities.

Recommendations: i. A Secondary school Principal must organize his discipline system according to his vision about school. ii. Principal must takes a direct step for improving the morale of teaching staff by implementing organizational strategies that might enhance the school culture. iii. Principal should visit the classroom continuously for handling any kind of critical situation and monitoring the teaching method, student’s classroom behavior for improving level of education. iv. It is the responsibility of principal that he does the proper judgment for all of the teaching staffs. v. Teachers’ promotion should depend on their professional performance that should be judged and recommended by the principal and principal promotion should be done by the education department if they fulfill requirement of promotion.

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