
An Investigation of Job Satisfaction of High School Teachers in Region 1, Zanjan, Iran

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ABSTRACT

The job satisfaction is one of the most important variable in organizational behavior. The fulfillment of organizational goals is not possible without job satisfaction. However, this study aimed to investigate the correlation between leadership style of principals and job satisfaction of high school teachers in region 1, Zanjan. This was descriptive-correlational study. The population consisted of all high school teachers in Region 1, Zanjan in 2015-2016 (N=380). Using Morgan table, the sample size was determined to be 181 subjects; the participants were selected randomly. Two standardized questionnaires were used for collecting the data: Likert's Principals' Leadership Styles Questionnaire (2000) and Minnesota's Job Satisfaction Questionnaire (1967). Using Cronbach's alpha, the reliability of these questionnaires was determined to be 0.83 and 0.84, respectively. Using SPSS Software, the descriptive and inferential statistics were used for analyzing the data. The findings showed that there was significant negative correlation between authoritative leadership style of principals and job satisfaction of teachers. There was significant positive correlation between benevolent leadership style of principals and job satisfaction of teachers.

Keywords: Leadership Styles, Job Satisfaction, Principals, High School Teachers, Region 1, Zanjan.

INTRODUCTION

Basically, the need for management is necessary in all social contexts. The human and material resources will be wasted by incompetent leadership. Due to impact of educational performance on all parts of society, meanwhile, the educational management is particularly more important than others. The educational institutions deal with human more than any other institution. The teachers play a fundamental role in transmission of society's cultural heritage from one generation to another and preparing the ground for development of cultural heritage. The efficiency and effectiveness of education system depends on the effective and efficient management. Due to tremendous and unprecedented changes in economy, politics, science, and technology in recent decades, the management tasks and functions have got broader, and more complex, and more difficult. The people who have been trained professionally for this responsibility will conduct it effectively and efficiently. Today, therefore, the management is a specialized profession (Pardakhtchi, 2014, p. 55). The leadership is one of the main components of management; it plays a critical role in dynamicity of organization. The leadership is the most important issue in organizational behavior and human relations (Rezaeian, 2005, p. 13). The leadership style determines the way the leader influences people to achieve the goals. Many experts believe that the leadership style is influenced by principals' attitude toward their role and the role of their staff (Hindi, translated by Mokhber, 2000). The consistency of leadership position and leadership style is one of the most important contingency theory studies which is provided by Fiedler. Fiedler believes that considering three contingency factors including the correlation between boss and subordinate, structure, and leader power, the most appropriate style may be selected for each position without changing the style or manner of leadership. The performance or effectiveness of group depends on interaction of leadership style and situation. In this study, two authoritative and benevolent leadership styles are investigated. Considering the importance of leadership and management in schools and the importance of job satisfaction of teachers as key elements of school, this study aims to investigate the correlation between leadership style of principals and job satisfaction of high school teachers in region 1, Zanjan. In this regard, the research questions are as follows:

1. Is there significant correlation between authoritative leadership style and job satisfaction of high school teachers in region 1, Zanjan?
2. Is there significant correlation between benevolent leadership style and job satisfaction of high school teachers in region 1, Zanjan?

METHODOLOGY

This was descriptive-correlational study. The population consisted of all high school teachers in Region 1, Zanjan in 2015-2016 (N=380). Using Morgan table, the sample size was determined to be 181 subjects; the participants were selected randomly.

Two standardized questionnaires were used for collecting the data: Likert’s Principals’ Leadership Styles Questionnaire (2000) and Minnesota’s Job Satisfaction Questionnaire (1967). Using Cronbach's alpha, the reliability of these questionnaires was determined to be 0.83 and 0.84, respectively. Using SPSS Software, the descriptive and inferential statistics were used for analyzing the data.

Findings

Demographic Characteristics

According to table 1, 95 (52.5%) subjects are female and 86 (47.5%) subjects are male. Therefore, most of the respondents are women.

Table1. Frequency of sample in terms of gender

Gender	Frequency	Frequency percentage	Cumulative percentage
Female	95	52.5	52.5
Male	86	47.5	100.0
Total	181	100.0	

According to table 2, 17 (9.4%) subjects are single and 164 (90.6%) subjects are married. Therefore, most of the respondents are married.

Table2. Frequency of sample in terms of marital status

Marital status	Frequency	Frequency percentage	Cumulative percentage
Single	17	9.4	9.4
Married	164	90.6	100.0
Total	181	100.0	

According to figure 1, 113 (62.4%) subjects have bachelor degree, 63 (34.8%) subjects have master degree, and 5 (2.8%) subjects have PhD degree. Therefore, most of the respondents have bachelor degree.

Hypothesis Test

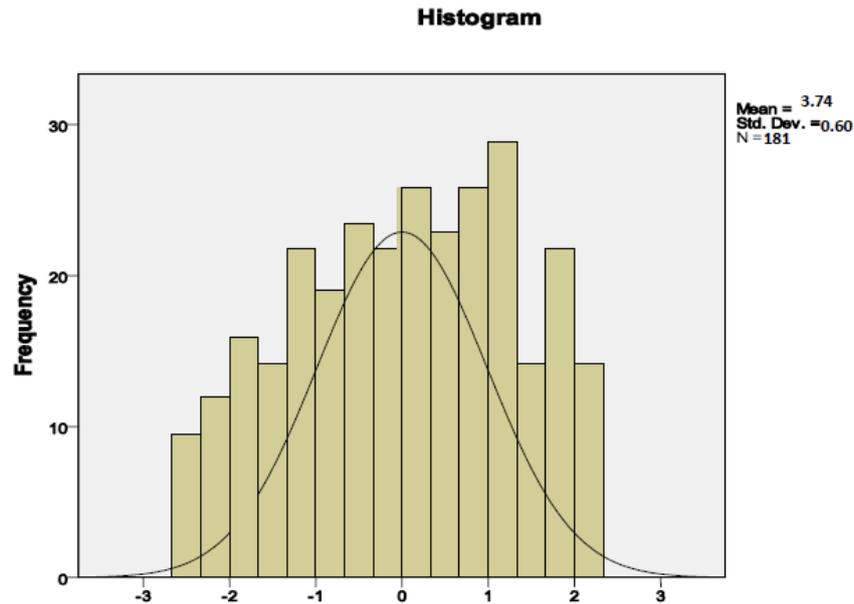
First hypothesis: There is correlation between authoritative leadership style of principals and job satisfaction of high school teachers in region 1, Zanjan.

Table3. Correlation coefficient between principals’ authoritative leadership style and teachers’ job satisfaction

		Teachers’ job satisfaction
Principals’ authoritative leadership style	Pearson correlation coefficient	- 0.390
	Two-sided significance level	0.000
	Sample size	181

The Pearson correlation test showed that the correlation coefficient between authoritative leadership style of principals and job satisfaction of teachers is significant at level of 5%. According to participants, there is significant negative correlation between authoritative leadership style of principals and job satisfaction of teachers. Therefore, if principals adopt authoritative leadership style, the teachers' job satisfaction will decrease, and vice versa.

Normality of Variables Distribution in First Hypothesis



The mean and standard deviation can be seen in right side of figure. This figure shows that the variables have almost normal distribution with a mean of 3.74 and standard deviation of 0.60.

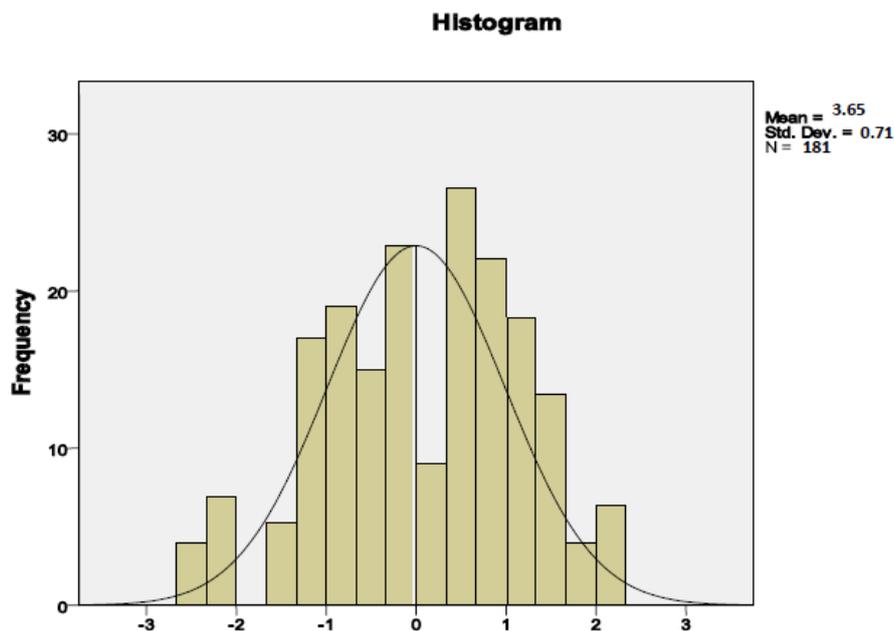
Second hypothesis: There is correlation between benevolent leadership style of principals and job satisfaction of high school teachers in region 1, Zanjan.

Table4. Correlation coefficient between principals’ benevolent leadership style and teachers’ job satisfaction

		Teachers’ job satisfaction
Principals’ benevolent leadership style	Pearson correlation coefficient	0.460
	Two-sided significance level	0.000
	Sample size	181

The Pearson correlation test showed that the correlation coefficient between benevolent leadership style of principals and job satisfaction of teachers is significant at level of 5%. According to participants, there is significant positive correlation between benevolent leadership style of principals and job satisfaction of teachers. Therefore, if principals adopt benevolent leadership style, the teachers' job satisfaction will increase, and vice versa.

Normality of Variables Distribution in Second Hypothesis



The mean and standard deviation can be seen in right side of figure. This figure shows that the variables have almost normal distribution with a mean of 3.65 and standard deviation of 0.71.

Table5. Multiple regression analysis to predict job satisfaction of teachers through leadership style components

Source of changes	Sum of squares	Degree of freedom	Mean of squares	F	Sig. level
Regression	13775.406	4	3443.852	14.681	0.001
Remaining	41286.594	176	234.583		
Total	55062.000	180			

According to multiple regression analysis results and F-value in above table, there is significant correlation between leadership style components of principals and job satisfaction of teachers; at least one of the regression coefficients is significant. In other words, the job satisfaction of teachers may be predicted based on the mentioned components.

CONCLUSION

According to findings, 95 (52.5%) subjects are female and 86 (47.5%) subjects are male. Therefore, most of the respondents are women.

According to findings, 17 (9.4%) subjects are single and 164 (90.6%) subjects are married. Therefore, most of the respondents are married.

According to findings, 113 (62.4%) subjects have bachelor degree, 63 (34.8%) subjects have master degree, and 5 (2.8%) subjects have PhD degree. Therefore, most of the respondents have bachelor degree.

The Pearson correlation test showed that the correlation coefficient between authoritative leadership style of principals and job satisfaction of teachers is significant at level of 5%. According to participants, there is significant negative correlation between authoritative leadership style of principals and job satisfaction of teachers. Therefore, if principals adopt authoritative leadership style, the teachers' job satisfaction will decrease, and vice versa.

The Pearson correlation test showed that the correlation coefficient between benevolent leadership style of principals and job satisfaction of teachers is significant at level of 5%. According to participants, there is significant positive correlation between benevolent leadership style of principals and job satisfaction of teachers. Therefore, if principals adopt benevolent leadership style, the teachers' job satisfaction will increase, and vice versa.

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