

## **A Traingular Relationship Among Leadership Behaviour, Teachers' Job Satisfaction And Pupils Academic Achievement**

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### **Abstract**

*The hypotheses that there exists a significant relationship between the various dimensions of leadership behavior and teachers' job satisfaction and there also exists a significant relationship between the various dimensions of leadership behavior and pupils' academic achievement have been verified by conducting an investigation. Fifty secondary school principals were tested their leadership behavior by using R.M. Stogdil's Leadership Behavior Description Questionnaire – Form XII and five hundred school teachers of the above fifty secondary schools from the five districts of Manipur State were also find out their level of job satisfaction by using P.Kumar and D.N. Mutha's Teachers' Job Satisfaction Questionnaire. Pupils' academic achievement has been collected from the results of Class Xth examination conducted by the Board of Secondary Education, Manipur. It has been found that the leadership as a whole has positively significant relationship with teachers' job satisfaction at .05 level of significance. It can also be conducted that those principals who bear all the dimensions of leadership behavior more support the teacher job satisfaction. It has also been found that most of the dimensions of leadership behavior have been significant relationship with the pupils' academic achievement. Therefore, it appears that principals who are possessing good leadership behavior play a significant role in pupils' academic achievement.*

Reference to this paper should be made as follows:

**Received: 25.03.2019**

**Approved: 26.06.2019**

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*RJPSSs 2019, Vol. XLV, No. 1, pp. 160-165*

*Article No.21*

**Online available at:**

**[http://  
rjpss.anubooks.com/](http://rjpss.anubooks.com/)**

## **Introduction**

It has now come to be recognized that the successful academic leader plays an important role in the development and success of the institution. His/her personal characteristics and traits are very influential in determining the attendants and reactions of the pupils and members of the staff towards the activities of the school. Performance of the different roles taken by the principal is an ardent task but an important criterion is to create conducive organizational climate for teachers' job satisfaction and pupils' academic achievement. The importance of studying the leadership behavior, the teachers' job satisfaction and academic achievement has been mentioned by several scholars like Halpin, A.W. and Winer, B.J. (1957), Sing, H.M. (1978), Sharma, M.L. (1978), Stephen, L.M. (1990) and Singh, L. (1995) etc. In most of these studies, these different dimensions of leadership behavior were treated as separate variables. Therefore, it is important to verify if they are really functioning as distinct variables.

Singh (1978), Islam (1992), Naik (1982) and Gayathri (1983) used Pearson's Product Moment Correlation for measuring the relationship between leadership behavior and teachers' job satisfaction as well as the relationship between leadership behavior and pupils' academic achievement. Though, their studies that there existed a positively significant relationship between leadership behavior and teachers' job satisfaction. The positively significant relationship was also found in the case of the relationship between leadership behavior and pupils' academic achievement. Thus, job satisfaction can be considered as an important measure of the effectiveness of the leadership behavior and at least it can impart or it can influence to the pupils' academic achievement. From these, job satisfaction of a teacher can be defined as the attitudes of a teacher towards different aspects of his or her job. It represents a generalized affective orientation to the various aspects of the job like work, supervision, play and promotion etc. Academic achievement of a student measures knowledge, understandings or skills in a specific subject or group of subjects of children in different classes. It is an essential tool or device for measuring the quantity and quality of pupils' learning outcomes in a subject of studies or group of subjects after a period of educational instruction. An attempt is being made in this paper to find out the impact of leadership behavior on teachers' job satisfaction and pupils' academic achievement. This study is confined to the fifty secondary schools of selected five districts of Manipur viz. Imphal

East, Imphal west, Thoubal, Bishnupur and Churachandpur districts) where the same principals were continuously five years supervised.

### **Method**

Fifty male principals who were five years continuously working in the same institution as a head and five hundred school teachers by selecting ten teachers from each school who were also working with the same head were selected as the sample for the present study by using stratified random sampling technique.

### **Tools**

1. Leadership Behaviour Description Questionnaire – Form XI developed by R.M. Stogdill was used to measure the leadership behavior of the heads of the institutions.

This scale consists of 100 items with five response alternatives viz. Always, Often, Occasionally, Seldom and Never and explains twelve dimension of leadership behavior. Each dimension or each sub scale is composed of either five or ten items. The twelve dimensions are representation, demand reconciliation, tolerance of uncertainty, persuasiveness, and initiation of structure, tolerance of freedom, role assumption, consideration, productive emphasis, predictive accuracy, integration and superior orientation.

2. Teacher Job Satisfaction Questionnaire developed by P. Kumar and D.N. Mutha was used to measure teachers' job satisfaction consisted to 40 Yes/No type items.

The split-half reliability (correlating the odd-even items) of the test applying Spearman Brown formula is .95 (N=100) with an index of reliability of .97. The test-retest reliability of the test is .73 (N=60; time interval = 3 months) with an index of reliability of .85.

### **Procedure**

The measures were administered individually to each principal as well as each teachers by assuring that information provided them will be kept confidential and will be used for benefited research purpose only. Pupils' academic achievement has been collected from the results of Class X examination published by the Board of Secondary Education, Manipur (BOSEM). After scoring the collected data, the data has been analyzed statistically by using means, SD and Product Moment Correlation method.

**Table No. A**  
**Correlation between Leadership Behavior**  
**and Teachers' Job Satisfaction**

Sl. No.	Dimensions of Leadership Behavior	Product Moment Correlation
1	Representation	.257
2	Demand Reconciliation	.044
3	Tolerance of Uncertainty	.005
4	Persuasiveness	-.068
5	Initiation of Structure	.368**
6	Tolerance of Freedom	.207
7	Role assumption	.104
8	Consideration	.339*
9	Production Emphasis	.447**
10	Predictive Accuracy	.286*
11	Integration	-.297*
12	Superior Orientation	.356*
	Leadership as a Whole	.352*

**Results and Discussion**

Table – A shows the correlation between the score of twelve dimensions of leadership behavior and scores of teachers' job satisfaction. The coefficient of the product moment correlation between initiation of structure, productive emphasize came out to be significant having positive relationship at .01 level with teachers' job satisfaction. The other four dimensions of leadership behavior viz. consideration, predictive accuracy, integration and superior orientation have been found to have positive significant relationship with teachers' job satisfaction at .05 level. These significant relationships have suggested that principals more clearly define their own roles and let followers know that what is expected more regarded the comfort, well being status and contributions of followers; more apply pressure for productive output, more exhibit foresight and more able to predict outcomes accurately. They maintain more a closely knit organization, resolve more inter-member conflicts and maintain more cordial relations with superiors and cultivate more satisfaction in teachers' job. Other dimensions have not been found to have significant relationship with teachers' job satisfaction.

Leadership as a whole has been found to have positively significant relationship with teachers' job satisfaction at .05 level. It can be concluded that principals who bear all the dimensions of leadership behavior will support more to

the teachers' job satisfaction. These relationships can be stated that the leadership behavior of the heads of the institutions played a role as a significant moderator and as a significant accelerator in the relationship between some dimensions of the leadership behavior and teachers' job satisfaction. So, the hypothesis that exist a significant relationship between the various dimensions of leadership behavior and teachers' job satisfaction was partially confirmed.

**Table No. B**  
**Correlation between Leadership Behavior and Pupils' Academic Achievement**

Sl. No.	Dimensions of Leadership Behavior	Product Moment Correlation
1	Representation	.132
2	Demand Reconciliation	.292*
3	Tolerance of Uncertainty	.021
4	Persuasiveness	.158
5	Initiation of Structure	.295*
6	Tolerance of Freedom	.120
7	Role assumption	.301*
8	Consideration	.099
9	Production Emphasis	.195
10	Predictive Accuracy	.130
11	Integration	.144
12	Superior Orientation	.072
	Leadership as a Whole	.312*

## **Results and Discussion**

Table – B shows that some dimensions of leadership behavior viz. Demand Reconciliations, Initiation of Structure, Role assumption and Leadership as a whole have been found to have significant relationship with pupils' academic achievement at .05 level of significance. It can be concluded that some dimensions of leadership behavior play a significant role in pupils' academic achievement also. So, the hypothesis that there also exists a significant relationship between the various dimensions of leadership behavior and pupils' academic achievement had not been fully found as desired. Hence, it can be concluded that the study did not find all the dimensions of leadership behavior as a significant predictors of pupils' academic achievement.

On the strength of the above results of the two tables, it is concluded that leadership as a whole is significantly related to teachers' job satisfaction as well as to pupils' academic achievement.

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