CHAPTER 1: INTRODUCTION

1.1 Introduction

The single factor that influences the destiny of any organisation the most is its leadership. A good leader sets goals, provides direction and motivation to employees, and enables them to achieve the goals. In this changing global environment, leadership holds the answer to the issues related with success of individuals, organizations, sectors, communities, and nations. Kouzes and Posner (1995) assert that leadership is important not only for one’s career; it is important in all of one’s dealings with other people. So leadership is not the monopoly of some chosen few; it is everybody’s business. The significant contributions that the leaders make are not to today’s life; they are to the long-term development of people and institutions that adapt, prosper and grow (Kouzes & Posner, 1995).

As a leader is one who leads his followers, the followers are the ones who are directly impacted by the actions of the leader. Therefore, it may be said that good leadership results in happy followers and bad leadership results in unhappy followers. In an organisational setting, this feeling of happiness or unhappiness of the follower (employee) about his/her work may be termed job satisfaction. The relationship between leadership and employee job satisfaction is one of the most extensively researched topics in organizational literature. Several empirical studies have examined the relationship between leadership and employee job satisfaction and found that leadership has significant impact on job satisfaction of employees ((Lok & Crawford, 1999, 2001; William & Hazer, 1986; Mosadegh Rad & Yarmohammadian, 2006). However, far fewer studies have explored this relationship in the field of education.
India is a developing country, which focus on improving its educational system. The quality of life of the people of India depends on the quality of its educational system. The Education Commission (1964-66) observed, “The destiny of India is being shaped in her classrooms”. The commission added that the quality, competence and character of teachers are the main contributors to the quality of education. The National Policy of Education (1986) says that the status of teacher reflects the socio-cultural ethos of a society. Traditionally, teachers are held in high status in Indian society.

Indian leaders hold the view that the country can meet the challenges of the 21st century only by improving the quality and quantity of its educational system. While India has made tremendous progress in the field of education since Independence, much more is awaiting to be achieved. Only less than one tenth of those who enter the school system qualify for a collegiate education. Moreover, the majority of those who qualify do so with poor grades. While the quantity improved considerably, the quality of education is believed to be deteriorating in the country.

While a series of schemes has been implemented with a view to improve the educational scenario, the situation has not improved much. The diversity in language, culture, creed, region, and religion, the growing disparity between the have and the have-nots, vast, remote, and difficult terrains, the varying level of social and educational development among regions – all these make the change process difficult to succeed. The barriers to change differ from institution to institution and place to place. Therefore, there is a need to look deeper into the micro level of change implementation. It is in the individual schools that the change has to manifest. Thus, the leader of the school, the principal, and his/her team, the teachers, are entrusted with the responsibility to be the agents of positive change in their organizations,
increasing innovation and inviting improved organizational outcomes. Effective school leadership is increasingly viewed as key to large-scale educational reforms and to improved educational outcomes. It is in this context that the importance of the role of the principals and teachers has to be understood.

Research shows that quality of teachers’ work is a function of interaction of several factors such as values, attitudes, beliefs, motivation and job satisfaction. The environment in which a school functions affects teachers. In the same manner, teachers in turn influence the overall learning environment. It can be conceived as a two-way process. It could produce a positive learning environment or a negative spiral of indifference and decay. However, the critical factors those determine whether this two-way process produces positive or negative environment are the agencies of the head teacher and teachers at the school level and that of the administrators who directly supervise the school. Regardless of the educational system, there are teachers and head teachers who are able to elicit parental and community support to improve the overall learning environment in the school. At the same time, notwithstanding the best programmes and high fund allocations, indifferent teachers, head teachers, and administrators become obstacles in improving the learning environment (Ramachandran et al., 2008).

Mukhopadhyay (2001) stated that a large number of research studies on management of change in education have witnessed the situation in which an educational institution degenerates or maintains status quo, or rise to prominence with a change of principal, even when the rules and regulations, teaching staff, and background of the students remain same. This highlights the importance of the role principals have in determining the fate of educational institutions, and thus, the future of the young generation.
Concisely, only principals who are efficient leaders and teachers who are satisfied in their job can bring about the desired changes in education. Considering all the above facts, the researcher intended to study the leadership practices of the principals and its relationship with the job satisfaction of teachers.

1.2 Background of the Study

Since 1990, the Government of India focused all energies to bring ‘Education for All’ and introduced a series of schemes. These schemes have pumped in financial resources for school improvement and teacher development and demanded feedback data for monitoring progress. The government introduced the no-detention policy to prevent children from dropping out. It concentrated on enrolment figures and data on the percentage of children who cleared terminal examinations. In effect, the educational system ignored what happened inside the classrooms (Ramachandran et al., 2005).

Nearly 20 commissions and committees have studied the different aspects of education in India in the last 30 years. Teachers’ salaries have increased in recent years and in-service teacher training has become a regular activity in every state. Nevertheless, evidence demonstrates that students are not learning. Many primary school children are unable to read a short paragraph or solve a simple division problem. Particularly since the first Annual Survey of Education Report (ASER) came out in 2006, there has been increasing public debate on the abysmally low learning levels in primary schools. The media and the society portray teachers in public schools as a cadre of government employees who get good salaries but do little work (Ramachandran et al., 2005).
In India, teaching in schools was an attractive job a generation ago. Nevertheless, with the advent of globalization in the 1990s, new job sectors emerged in the private sector and teaching has become one of the last choices of a job seeker. The salary of a call centre employee is double that of a mid-level teacher in a top private school (The Telegraph, 2012). The educational system in India had to bear the brunt of political polarisation and religious and ethnic considerations. It also got differentiated as public, aided and private. Privatisation became the watchword of the decade. A new category of teachers called para teachers/guest teachers/ad hoc teachers/contract teachers came into being only due to financial reasons. Even when the pay scales of permanent teachers improved, the professional status of the teacher gradually eroded. Teachers, who were once respected members and leaders of the community, moved into the roles of disempowered government functionaries tied to the bottom layers of bureaucracy (Ramachandran et al., 2005).

Recent researches have shown that statistics on teacher absence in Indian primary schools is alarming and highlighted inadequate content knowledge and pedagogical skills among teachers. Therefore, there has been a great deal of public anger against teachers (Ramachandran et al., 2008). The public has many accusations against the teachers – absenteeism, bad behaviour, politicisation of teachers’ unions, and lack of professional ethics. On the other hand, teachers accuse the corrupt and vicious system in which they are not allowed to do their duty properly. Administrators agree that the obsession of the system with data and targets and successful running of schemes has deflected attention from the children. The layman admit that no one is really interested in public schools that cater essentially to poor children, who do not have voice. Those who have an option send their children to private schools (Ramachandran et al., 2005).
MHRD estimates that there is a shortage of 12 lakh teachers in government schools in India. According to a 2010 report of Unesco Institute of Statistics, India will need 20 lakh new teachers by 2015. The situation is going to get worse with the implementation of Right To Education Act (RTE). The RTE Act envisages that for every 30 students, there should be at least one teacher at the primary level. Reports say that almost 53.2 percent of India’s schools have a poor pupil-teacher ratio. Moreover, RTE seeks to ensure education for all. It aims to reach out to an estimated 8.1 million out-of-school children in the age group of 6-14. The shortage of teachers will become more acute as new government schools come up to accommodate the student surge (The Telegraph, 2012).

On the one hand, the survival of teaching as a dignified profession is in question as the social status of teacher continues to erode. On the other hand, we are running short of teachers. This is one of the major crises India face in the field of education today. Therefore, teachers’ satisfaction with their job is an issue of national importance.

Sandhan (2004) conducted an in-depth case study of 10 schools in Rajasthan. School observations, community dialogues, and teacher interviews revealed that:

1) Positive community support for the school is ensured if the teachers are hard working and sensitive towards the students.

2) Mutual understanding and coordination among teachers within a school positively affect the overall educational environment of the school.

3) If teachers are creative and committed, they always find a way out even in difficult situations.

4) If teachers are sincere, the District Primary Education Programme (DPEP) fund allocation is optimally utilised.
5) One thing that is beyond the control of the teachers is the teacher-student ratio that affects the educational environment and students’ learning achievement.

The teacher qualities that are mentioned above are hard working, sensitivity towards the students, mutual understanding and coordination among teachers, creativity, commitment, and sincerity. In short, a teacher needs to be a positive force in the school. He/she has to come out of the shackles of the system and work towards the well-being of the students. Only a teacher who is satisfied with his/her job can fulfil this mission. Considering the above facts, the researcher intended to study the leadership practices of the principals and its relationship with teachers’ job satisfaction.

1.3 Statement of the Problem

The responsibility of bringing in desired changes in education at the grass root level lies with the principals. Many factors like student achievement, school environment, and teacher job satisfaction are believed to be dependent on the principals’ leadership. However, very few studies have looked into the leadership of higher secondary school principals in the Indian state of Kerala. They are unaware of the five leadership practices of exemplary leadership put forward by Kouzes and Posner (1995), and where they stand in their leadership capabilities compared to other leaders. The relationship between principals’ leadership practices and the job satisfaction of the teachers they supervise remain inconclusive and unknown to the principals, preventing them from implementing the practices for the good of all.

In order to fill this gap, this study intended to examine the leadership practices of the higher secondary school principals and its relationship with teachers’ job satisfaction in Kerala. Leadership practices of principals include Challenging the
Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart, as put forward by Kouzes and Posner (1995). The present study is entitled “A study of the leadership practices of the principals and its relationship with job satisfaction of teachers in the higher secondary schools of Kerala”.

1.4 Need and Significance of the Study

Leadership and job satisfaction are two widely researched topics in organizational literature. However, far fewer studies have been done on the topics in the field of education. There are not many studies that dealt with the relationship between the two variables, leadership practices of higher secondary school principals and teachers’ job satisfaction. Moreover, studies that were reported in the literature looked primarily at educational institutions in the United States and other developed countries. According to House & Aditya (1997), almost all of the prevailing theories of leadership, and about 98 percent of the empirical studies, are distinctly American in character. They are individualistic rather than collectivistic, stress follower responsibilities rather than rights, assume hedonism rather than altruistic motivation, and assume centrality of work rather than asceticism. Moreover, very few studies looked into the leadership practices of principals at the higher secondary level.

The Kouzes and Posner Five Practices of Exemplary Leadership model is seldom applied in the Indian context. An example is the study done by Mathew (2007), who studied the job satisfaction of 200 teachers and its relationship with the leadership practices of head teachers in 20 secondary schools in Kerala. Nevertheless, no study has compared the leadership practices of the principals of different type of schools in Kerala. In addition, no study has looked into a variety of demographic
variables of the principals in the higher secondary schools of Kerala. No study has compared the leadership practices of the higher secondary school principals of Kerala with international standard, which the study intended to do using the LPI normative data.

The existing literature on the relationship between principals’ leadership and teachers’ job satisfaction is inconclusive. Some researchers found a significant relationship whereas some others did not. Dearth of research in the prescribed areas on one hand and the inconclusiveness of the existing literature regarding the nature of relationship between principals’ leadership practices and teachers’ job satisfaction motivated the researcher to undertake the present study.

The present study was expected to fill the gap in research in the areas mentioned above. The findings of this research might provide educational authorities in the state of Kerala with new knowledge that might enhance teachers’ job satisfaction by incorporating new leadership training programmes for higher secondary school principals. Additionally, the study intended to analyse the data by the demographic characteristics of the principals (gender, years of teaching experience, years as principal, years in the present school, and mode of appointment). This could help in fine-tuning the pre-service and in-service leadership development programmes for the higher secondary school principals.

1.5 Variables of the Study

In the first part, the criterion variable of the study was the leadership practices of the principals, as perceived by the teachers they supervise. The predictor variables were type of school (Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school), principals’ gender, principals’ mode of appointment as principals,
principals’ years of teaching experience, principals’ years of experience as principals, and principals’ years in the present school. The relationship between principals’ leadership practices and these variables were examined to estimate if they had any role in the leadership practices of the principals. In the second part, the criterion variable was teachers’ job satisfaction and the predictor variables were the leadership practices of the principals.

1.6 Objectives of the Study

The following were the major objectives of the study.

1. To assess higher secondary school teachers’ perception of their principal’s leadership practices of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

2. To assess the level of job satisfaction of higher secondary school teachers of Kerala.

3. To compare the leadership practices of the higher secondary school principals of Kerala, as perceived by teachers, with the LPI norms.

4. To compare each of the leadership practices of the higher secondary school principals of different types of school – Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school.

5. To find out if any of the leadership practices of higher secondary school principals, as perceived by teachers, differ by (a) principals’ gender, and (b) mode of appointment as principal.

6. To find out if there is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and
(a) principals’ years of teaching experience

(b) principals’ years of experience as principal, and

(c) principals’ years in the present school.

7. To study the relationship between higher secondary school principals’ leadership practices, as perceived by teachers, and teachers’ job satisfaction.

8. To identify the leadership practices of the higher secondary school principals those are related with the (a) highest and (b) lowest job satisfaction of teachers.

1.7 Hypotheses of the Study

1.7.1 Null Hypotheses

The null hypotheses of the study are:

H10: There is no significant difference between the leadership practices of the higher secondary school principals of Kerala and the LPI norms.

H20: There is no significant difference in any of the five leadership practices of the principals, as perceived by teachers, by type of school – Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school.

H30: There is no significant difference in any of the five leadership practices of the principals, as perceived by teachers, by principals’ gender.

H40: There is no significant difference in any of the leadership practices of the principals, as perceived by teachers, by principals’ mode of appointment as principal.

H50: There is no significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of teaching experience.
H6₀: There is no significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of experience as principal.

H7₀: There is no significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years in the present school.

H8₀: There is no significant relationship between any of the leadership practices of the principals, as perceived by teachers, and teachers’ job satisfaction.

1.7.2 Alternate Hypotheses

The alternate hypotheses of the study are:

H1ₐ: There is significant difference between the leadership practices of the higher secondary school principals of Kerala and the LPI norms.

H2ₐ: There is significant difference in any of the five leadership practices of the principals, as perceived by teachers, by type of school – Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school.

H3ₐ: There is significant difference in any of the five leadership practices of the principals, as perceived by teachers, by principals’ gender.

H4ₐ: There is significant difference in any of the leadership practices of the principals, as perceived by teachers, by principals’ mode of appointment as principal.

H5ₐ: There is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of teaching experience.
H6α: There is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of experience as principal.

H7α: There is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years in the present school.

H8α: There is significant relationship between any of the leadership practices of the principals, as perceived by teachers, and teachers’ job satisfaction.

1.8 Theoretical Framework

The major concepts related with the study are (a) leadership, (b) school leadership, (c) job satisfaction, (d) teacher job satisfaction, (e) teacher job satisfaction and performance, and (f) principal leadership and teacher job satisfaction.

1.8.1 Leadership

“Leadership is one of the world’s oldest preoccupations...Leaders as prophets, priests, chiefs, and kings served as symbols, representatives, and models for their people in the Old and New Testaments, in the Upanishads, in the Greek and Latin classics, and in the Icelandic sagas...[They] were important in the development of civilized societies” (Bass, 1990, p.49-50). The history of man is in a way the history of his leaders. The current position of humankind is a result of the thought and actions of its past leaders. Therefore, the study of leadership is critical in understanding the development of human civilization through the ages. The study of leadership extends back to the time of Confucious in 5000 B.C. Experiences regarding the importance of leadership roles in all group activities of man led to the development of various leadership theories over time.
Stogdill (1974) suggested that there are as many definitions of leadership as there are researchers attempting to study it. Further, new definitions of leadership continue to be introduced into the literature every year. This lack of a clear and accepted model of leadership is a fundamental weakness within the leadership literature (Yukl, 1989). Although leadership is one of the most broadly defined and widely researched organizational concepts, there is little agreement on results for these efforts. Most of the empirical studies yielded contradictory and inconclusive results.

Leadership, according to Peters and Waterman (1982), is the process of influencing others to accomplish the mission by providing purpose, direction, and motivation. In Hersey and Blanchard’s (2000) view, leadership is the ability to foster and succeed in obtaining good outcomes. According to Kouzes and Posner (2010), Leadership is an affair of the heart. The motivation that energizes leaders to give so much for others is love. According to Northouse (2004), leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

The leadership model that is used in this study is Kouzes and Posner’s Five Practices of Exemplary Leadership, which is explained in the following section.

1.8.1.1 Kouzes and Posner Leadership Theory

Jim Kouzes is the Dean’s Executive Fellow of Leadership, Leavy School of Business, Santa Clara University and Barry Z. Posner is the Accolti Professor of Leadership at SCU’s Leavy School of Business. They have been working together for more than thirty years, studying leaders, researching leadership and serving as leaders themselves. They co-authored the award-winning best-selling book ‘The Leadership Challenge’. It was first published in 1987 and the latest version is the fifth edition which is the twenty fifth anniversary edition. So far, more than two million copies
have been sold and is available in more than twenty two languages. It was selected as one of the ten books on leadership in Covert and Sattersten’s The 100 Best Business Books of All Time. Kouzes and Posner have co-authored more than a dozen award-winning leadership books. They also developed the Leadership Practices Inventory (LPI), a questionnaire for assessing leadership behaviour in 1985. It is one of the most widely used leadership assessment instruments globally. More than five hundred doctoral dissertations and academic research projects have been based on their ‘The Five Practices of Exemplary Leadership’ model. For nearly thirty years, Kouzes and Posner have continuously gathered data from LPI questionnaires worldwide. The current database includes responses from approximately 250,000 leaders and one million observers and is used to produce the LPI normative data. Kouzes and Posner have lectured at over sixty college and university campuses. They have conducted leadership development programs for hundreds of organizations including Apple, Bank of America, Google, HP, IBM, Johnson & Johnson, Intel, Motorola, Oracle, Siemens, Toyota, and VISA (Leadership Challenge, 2014).

Kouzes and Posner started their work on leadership with a research project they started in 1983. They intended to know what people did when they were at their “personal best” in leading others. They wanted to find the patterns of success by asking ordinary people to describe extraordinary experiences – the experiences they recalled when asked to think of a peak leadership experience. They invented the Personal Best Leadership Survey, which consisted of thirty-eight open-ended questions such as: Who initiated the project? What did you learn about leadership from this experience? Every person they interviewed had at least one leadership story to tell. They were not logical cases of planning, organizing, staffing, directing, and controlling. Instead, they were stories of dynamic change and bold action (Kouzes and
Posner, 1995). From an analysis of personal-best cases of leadership Kouzes and Posner found that leaders exhibit certain distinct practices when they were doing their best.

“Through our studies of personal-best leadership experiences, we’ve discovered that ordinary people who guide others along pioneering journeys follow rather similar paths. While each case we looked at was unique in expression, each path was also marked by some common patterns of action. We have forged these common practices into a model of leadership ...” (Kouzes and Posner, 1995, p.8).

So the term ‘practice’ refers to patterns of action. And these practices vary little from industry to industry, profession to profession, community to community, country to country. Kouzes and Posner uncovered five fundamental practices that enable leaders to get extraordinary things done. They are:

i) Challenging the Process
ii) Inspiring a Shared Vision
iii) Enabling Others to Act
iv) Modelling the Way and
v) Encouraging the Heart (Kouzes and Posner, 1995).

These practices are not discrete. All the leaders engage in all of these practices. However, their frequency of engaging in each of these practices may be different. The rank order of the 5 practices based upon mean scores as found in the
LPI normative database is:

- Enabling
- Modeling
- Encouraging
- Challenging
- Inspiring

There are certain behaviours embedded in the five practices that can serve as the basis for learning to lead. They are called Ten Commitments of Leadership. The five practices and the corresponding commitments are shown in Table 1.1.

Kouzes and Posner then developed a quantitative instrument called Leadership Practices Inventory (LPI) to measure leadership behaviours. It has thirty statements, six each to measure the frequency by which the respondent engage in the five leadership practices. Three decades later, the Five Practices of Exemplary Leadership model continues to prove its effectiveness. It turns the abstract concept of leadership into easy-to-grasp practices and behaviours that can be taught and learned by anyone willing to accept the challenge to lead (Kouzes and Posner, 2012).
Table 1.1

*Leadership practices and associated commitments*

<table>
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<tr>
<th>Leadership Practices</th>
<th>Commitments</th>
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| Challenging the Process       | 1. Search out challenging opportunities to change, grow, innovate, and improve  
                                  2. Experiment, take risks, and learn from the accompanying mistakes.               |
| Inspiring a Shared Vision     | 3. Envision an uplifting and ennobling future.  
                                  4. Enlist others in a common vision by appealing to their values, interests, hopes and dreams. |
| Enabling Others to Act        | 5. Foster collaboration by promoting cooperative goals and building trust.  
                                  6. Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support. |
| Modelling the Way             | 7. Set the example by behaving in ways that are consistent with shared values.  
                                  8. Achieve small wins that promote consistent progress and build commitment.          |
| Encouraging the Heart         | 9. Recognize individual contributions to the success of every project.  
                                  10. Celebrate team accomplishments regularly.                                           |

*Source: The Leadership Challenge* by James M. Kouzes and Barry Z. Posner.  
Copyright 1995
Kouzes and Posner proposed many concepts that were against traditional notions of management. They were of the view that traditional management prevents from being effective leaders. Almost all popular notions about leadership are myths. Traditional management teaches that ideal organization is orderly and stable. Things run like clockwork. But when people talked about their personal-best leadership experience, they were talking about challenging the process, changing things and shaking up the organization. Leadership myth focuses attention on the short term while effective leaders have had a long term, future orientation. Traditional management maintain that the leaders need to be cool, aloof and analytical and they need to separate emotion from work. But real life leaders describe feelings of inspiration, passion, caring, kindness, and love. Another leadership myth says that leaders are charismatic, that they possess some special gift. But real leaders have no special gifts but only strong belief in a purpose and willingness to express that conviction. They also know that leaders don’t command and control but they serve and support. Another leadership myth associates leadership with superior position. But leadership is not a place but a process. The worst of these leadership myths is that leadership is a business of the selected few. Kouzes and Posner’s research has shown that leadership is an observable, learnable set of practices. Leadership can be learned and leadership is everyone’s business (Kouzes and Posner, 1995).

Kouzes and Posner (1995) also investigated the expectations that constituents have of leaders. Honest, forward-looking, inspiring, and competent are the leader characteristics that have been consistently selected by all respondent groups as the most essential leadership prerequisites. These characteristics make up what communication experts refer to as “source credibility”. So their research led them to believe that credibility is the greatest leadership virtue. Constituents should believe
that the leader’s word can be trusted, that he/she will do what he/she says, that he/she is personally excited and enthusiastic about the direction in which they are headed, and that he/she has knowledge and skill to lead. Thus, Kouzes and Posner’s first law of leadership is ‘if we don’t believe in the messenger, we won’t believe the message’. Credibility is one of the hardest attributes to earn. Also it is the most fragile of human qualities (Kouzes and Posner, 1995).

The concept of leadership that emerges from both the personal-best cases and the survey of constituents expectations is a study of relationships. An understanding of this relationship is essential to the definition of leadership. Thus, Kouzes and Posner define leadership as the art of mobilizing others to want to struggle for shared aspirations. The most important phrase in this definition is ‘want to’. Without “want to” the meaning of leadership is altered. Choice and internal motivation disappear. The distinguishing feature about leadership is mobilizing others to do and mobilizing others to want to do. People in positions can get other people to do something by virtue of their power, but true leaders mobilize others to want to do by virtue of their credibility. There is a great difference between gaining commitment and commanding obedience. Leaders create and sustain credibility by their actions – by challenging, inspiring, enabling, modelling, and encouraging (Kouzes and Posner, 1995). Each of these practices are described below.

i.  *Challenging the Process*

Leadership involves challenges. Leaders face the challenge by changing the status quo. They venture out. They are pioneers who step out into the unknown. They are willing to innovate and experiment in order to find better ways of doing things. They know that this involves risk of failure, but they proceed. Even the disappointments become an opportunity when the leader learns from the failure
As leaders take risks their followers also take part in the risk. To support their followers, leaders should set short-term goals just a step or two above where the followers currently are. When they make mistakes, leaders support them to move forward. Followers learn from their mistakes and continue towards success. When leaders and followers stumble along the path of success, they must not blame themselves but examine if the initiative needs to be modified (Kouzes and Posner, 2002).

ii. Inspiring a Shared Vision

Every organization and every social movement arises from a dream. The dream or vision is the force that invents the future. Leaders imagine an exciting and highly attractive future for their organizations. They have absolute belief in those dreams and their abilities to make it come true. Leaders have a desire to change the way things are in order to improve the organization (Kouzes and Posner, 1995). Leaders live their lives backward. They see pictures of results in their mind’s eye even before they have started their project. Their clear image of the future pulls them forward. Their next task is to enlist followers in this vision. To enlist them, leaders must know their followers – their dreams, hopes, aspirations, visions, and values. “Leaders breathe life into the hopes and dreams of others and enable them to see the exciting possibilities that the future holds.” (Kouzes and Posner, 1995, p.11). They are shown how the dream is for the common good. Leaders express their enthusiasm for the dream through vivid language. Their belief in and enthusiasm for the vision are the sparks that ignite the flame of inspiration in the followers (Kouzes and Posner, 1995).
iii. Enabling Others to Act

After enlisting the followers in the vision, the leader’s next task is to enable them to act. He seeks the support and assistance of all those who have stake in the vision. Leaders know that people cannot do their best when feeling weak, incompetent, and alienated. So leaders make the followers feel strong, capable, and committed. The followers are made to feel a sense of ownership (Kouzes and Posner, 1995). “Leaders enable others to act not by hoarding the power they have but by giving it away. When people have more discretion, more authority, and more information, they are much more likely to use their energies to produce extraordinary results.” (Kouzes and Posner, 1995, p.12).

iv. Modelling the Way

Leaders go first. They set an example through daily acts that create progress and momentum. Leaders model the way through personal example and dedicated execution. Leaders’ work should be characterised by relentless effort, persistence, competence, and attention to detail (Kouzes and Posner, 1995).

“To model effectively, leaders must first be clear about their guiding principles. Leaders are supposed to stand up for their beliefs, so they better have some beliefs to stand up for. Leaders’ deeds are more important than their words and must be consistent with them...Leaders need operational plans. They must steer projects along a predetermined course, measure performance, give feedback, meet budgets and schedules, and take corrective action... Concentrating on producing small wins, leaders build confidence that even the biggest challenges can be met. In so doing, they strengthen commitment to the long-term future.” (Kouzes and Posner, 1995, p.13).
v. Encouraging the Heart

People become exhausted and frustrated when the climb to the top is arduous and long. They are tempted to give up. It is the leader’s job to encourage the heart of their constituents to carry on. He does so through genuine acts of caring. He shows people that they can win through individual recognition and group celebration. Recognition and celebration is the way how leaders visibly link rewards with performance. This is the way by which leaders show that people benefit when behaviour is aligned with cherished values (Kouzes and Posner, 1995).

“Managers, nonmanagers, volunteers, pastors, government administrators, teachers, school principals, and other leaders who begin to use the five fundamental practices of exemplary leadership more frequently are seen by others as better leaders” (Kouzes and Posner, 1995, p.320).

“Additionally, people working with leaders striving to abide by these fundamental practices are significantly more satisfied with the actions and strategies of their leaders, and they feel more committed, excited, energized, influential, and powerful. In other words, the more you engage in the practices of exemplary leaders, the more likely it is that you’ll have a positive influence on others in the organization” (Kouzes and Posner, 1995, p.320).

1.8.2 School Leadership

Leithwood & Seashore-Louis (2012, p.3) said, “To date, we have not found a single documented case of a school improving its student achievement record in the absence of talented leadership”. Day et al. (2010) asserts that effective school leadership is second only to classroom teaching as a school influence on student learning. The head teacher’s leadership can directly influence improvement in the
school’s organization and in the teaching-learning environment. This in turn improves student achievement.

Scheerens (2012) summarised the findings of empirical research in school leadership over the last two decades and commented that in most cases little monitoring and control of teachers and teaching is required by the leaders. Robinson et al. (2009) postulates that the more the leaders focus their influence and relationships with teachers on the core business of teaching and learning, the more they influence improved student outcomes. According to Cheng (1994), leadership in educational institutions consist of five dimensions: structural leadership, human leadership, political leadership, cultural leadership, and educational leadership. The role and functions of school leaders are defined by these dimensions.

Hoy & Miskell (2008) indicates that effective instructional and administrative leadership is necessary to implement change processes in educational institutions. Hallinger & Murphy (1985) as cited by Hallinger (2005) described principals’ functions as threefold: defining the school’s mission, managing the instructional programme, and promoting a positive school learning climate. Jantzi & Leithwood (1996) proposed a leadership model, which defined six functions of the leader: identifying and articulating vision, fostering the acceptance of group goals, providing individualized support, intellectual stimulation, providing an appropriate model, and high performance expectations. The powerful impact of leadership in assuring school development is brought out by studies from various countries (Hopkins, 2001).

1.8.3 Job Satisfaction

Elton Mayo developed the concept of job satisfaction in the early 20th century with his Hawthorne experiments (Smith, 1998). Locke (1976) defines job satisfaction
as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p.1304). Job satisfaction may be defined as a perceived relationship between what one wants from one’s job and what one perceives it as offering (Lund, 2003). It is the collection of feelings and beliefs that employees have about their jobs (Jones & George, 2004). Rezaiean et al. (2010) stress that job satisfaction is employees’ general attitude towards his/her job. In addition, job satisfaction is one’s positive attitude on his/her assigned tasks or job (Daft, 2010). Camp (1994) defines job satisfaction as the extent to which the needs and values of individuals were satisfied in the workplace.

Job satisfaction is widely studied by researchers in the last five decades. The relationship between job satisfaction and performance, organizational commitment, organizational environment, and demographics has been widely researched (Lund, 2003). According to Harter, Schmidt, and Hayes (2002), 7,855 articles on job satisfaction had been published between 1976 and 2000. According to Brief (1998), in 1976, there were more than 3,300 research articles and dissertations published on job satisfaction.

Spector (1997) maintains that the common factors constituting job satisfaction are appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work, organization, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision. Job satisfaction is related to both situation factors and personal factors. Situation factors include job-related conditions like salary, opportunities for promotion, working condition, task identity, task significance, skill variety, autonomy, and feedback (Heller, Judge, and Watson, 2002). Personal factors include personality disposition, traits, self-esteem, motivation, and emotions (Dormann & Zapt, 2001).
1.8.4 Teacher Job Satisfaction

Most of the research on teachers' job satisfaction is based on the two-factor theory of Herzberg, Mausner, and Snyderman (1959). The higher order needs (motivators) apply to the intrinsic aspects of work, such as achievement, recognition, the work itself, responsibility, and opportunity for advancement. The lower order needs (hygiene factors) apply to the extrinsic aspects of work, such as working conditions, supervision, work policy, salary, and interpersonal relationships (Bogler, 2001).

Evans’ (1998) theory is one of the most recent theories on job satisfaction that focuses on teachers’ job satisfaction. Her theory of job satisfaction has its roots in Herzberg’s theory. Evans (1997) stated that Herzberg’s (1959) Two Factor Theory is difficult to use in studies of teacher job satisfaction because he did not provide a thorough definition of job satisfaction. So, Evans theory of job satisfaction is concerned only about teachers’ job satisfaction. Evans (1998) explains that there are two factors that affect the teachers’ job satisfaction – realistic expectations and relative perspective. Realistic expectations is the expectations a teachers has toward his/her job and when the expectations are met in their jobs, the teacher will be satisfied. Relative perspective is the views that a teacher presently has toward his/her job that are shaped by his/her earlier experiences.

The factors that affect employee job satisfaction in other fields can apply in the field of education. The concept of Maslow’s need hierarchy (1943) and the early studies on job satisfaction in the workplace provided the basis for studies on teacher job satisfaction. The literature on global studies revealed that teacher job satisfaction is dependent on similar factors across countries such as school leadership, autonomy, communication, school resources, and community involvement (Smith, Kendall, &
Hulin, 1975). This is because regardless of social, economic and cultural differences across nations, the process of teaching and learning are universal in nature.

Lasseter (2013) reviewed 74 studies on job satisfaction and found that at least eleven factors were significantly associated with teachers’ job satisfaction. These included administrative support, staff collegiality, classroom autonomy, student interactions, teacher background characteristics, influence over policy, school background characteristics, earnings, efficacy, stress and workload, and parental engagement. Other factors found to be significantly associated with teachers’ job satisfaction include teachers’ occupation perceptions, sense of cohesion, commitment, recognition, attitudes to change, and self-image.

Factors reported to be influencing job satisfaction of teachers include salary, working conditions, attitude of parents, students attitude towards learning, loss of job and lives, promotion, and workload (Wright & Davis, 2003; Kim, 2004; Borzaga & Tortia, 2006). Factors that were found to be contributing to teacher job dissatisfaction were poor relationship with leaders, deficient resources, large class size, organizational policy changes, poor student motivation, and discipline problems (Ingersoll, 2001; Marston, Courtney, & Brunetti, 2006).

1.8.5 Teacher Job Satisfaction and Performance

A teacher’s affective relation to his/her teaching role is referred to as teacher job satisfaction. It is a function of the perceived relationship between what a teacher wants from teaching and what he/she perceives it is offering (Zembylas & Papanastasiou, 2004).

Teacher job satisfaction is found to have significant impact on teacher creativity, leading to better student motivation and ultimately greater student
achievement (Mertler, 1992). The success of the entire educational system is dependent on teachers’ job satisfaction (Perie et al., 1997). It is also related with teaching-learning process, and organizational commitment, organizational citizenship behaviour, and employee well being. Moreover, teachers’ life expectancy and success in the profession also depend upon their level of job satisfaction (Steyn, 1992, as cited in George et al., 2008).

The consequences of lack of job satisfaction are absenteeism from school, turnover intentions and turnover, aggressive behaviour towards colleagues and pupils, early exit from teaching profession, and psychological withdrawal from work (George & Jones, 2008; Robbins & Judge, 2009).

1.8.6 Principal Leadership and Teacher Job Satisfaction

Educational institutions are bound to create an environment that promotes the development of the faculty as well as the institution. In a school, the principal is the person responsible to assure this. According to Brock & Grady (1997), the principal is one of the most important people in the lives of teachers. Williams (2008) opined that principals must take a more inclusive approach to ensuring teachers’ satisfaction and school success.

In the view of Singh & Manser (2008), the success of educational organizations is based on the leadership characteristics of leaders who focus on improving teacher effectiveness and maintain a positive school climate. Emotionally intelligent leaders help followers to focus on organizational goals and remain committed to the institution (Goleman, Boyatzis, and McKee, 2003). Taylor et al. (2007) opined that job satisfaction and individual motivation increase when teachers perceive their principal to demonstrate genuine concern for them and for their
professional development. When leaders exhibit high levels of emotional intelligence, the overall health in educational settings can improve, which can lead to increased trust and employee job satisfaction (Williams, 2008).

According to Carr & Evans (2006), a principal’s level of support with teachers is an important factor in establishing a synergistic and supportive work environment that invites change and improvement with teachers. Otto & Arnold (2005) reported that teachers who perceive a high level of support from their principals report a favourable work environment positively affecting teacher retention.

Personality disorders among leaders negatively affect the perceived relationship the followers have with leaders resulting in poor employee satisfaction (Higgs, 2009). Brown (2004) opined that a dysfunctional relationship between educational leaders and teachers invite a negative school climate and propagates negative emotions. Poor school climate increases teacher burnout, produces emotionally destructive thoughts, and creates a lack of personal significance.

Researchers have examined the relationship between principal leadership and teacher job satisfaction. The studies have yielded mixed results. Some researchers have found positive relationship between leadership practices and job satisfaction (Mathew, 2007). However, studies by Reilly (1975), Roberts (1978), Hampton, Dubinsky and Skinner (1986) did not find any positive relationship between the two variables.

In the opinion of Bass (1985), transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation. Emery & Barker (2007) stressed that transformational leaders tend to encourage and motivate their followers to take on more responsibility and
autonomy thereby enhancing employees’ sense of accomplishment and satisfaction with their job.

1.9 Operational Definition of Terms

**Principal**: Principal is the administrative and academic head of a higher secondary school, serving classes 11 and 12.

**Leadership**: Leadership is a collection of observable, learnable set of practices and behaviours, not a position (Kouzes and Posner, 1995). Kouzes and Posner define leadership as the art of mobilizing others to want to struggle for shared aspirations. The most important phrase in this definition is ‘want to’. Without “want to” the meaning of leadership is altered. Choice and internal motivation disappear. The distinguishing feature about leadership is mobilizing others to do and mobilizing others to want to do. People in positions can get other people to do something by virtue of their power, but true leaders mobilize others to want to do by virtue of their credibility. There is a great difference between gaining commitment and commanding obedience. Leaders create and sustain credibility by their actions – by challenging, inspiring, enabling, modelling, and encouraging (Kouzes and Posner, 1995).

**Leadership practices**: The abstract concept of leadership is turned into easy-to-grasp patterns of action and behaviours that can be taught and learned by anyone. They are Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart (Kouzes and Posner, 1995). Leadership practices are observable, learnable patterns of action that leaders engage in when they are doing their best, as measured by Leadership Practices Inventory. ‘Practices’ refers to patterns of action.
**Teacher job satisfaction**: It refers to the pleasurable or positive emotional state of a teacher, resulting from the appraisal of his/her job or job experiences, as measured by Dixit Job Satisfaction Scale. It is conceived as consisting of 8 major factors. They are 1) Intrinsic aspects, 2) Salary, Service conditions and Promotion, 3) Physical facilities, 4) Institutional plans and Policies, 5) Satisfaction with Authority, 6) Social status and family welfare, 7) Rapport with students, and 8) Relationship with co-workers.

**Satisfaction with Intrinsic aspect**: Satisfaction with intrinsic aspects is a teacher’s pleasurable emotional state resulting from his/her sense of dignity and suitability as a teacher.

**Satisfaction with Salary, service conditions and promotion**: Satisfaction with salary, service conditions and promotion is a teacher’s pleasurable emotional state resulting from his/her perception about the adequacy of the pay he/she is receiving, promotional opportunities, retirement benefits etc.

**Satisfaction with Physical facilities**: Satisfaction with physical facilities is a teacher’s pleasurable emotional state resulting from his/her perception about the availability of physical facilities in the school.

**Satisfaction with Institutional plans and policies**: Satisfaction with institutional plans and policies is a teacher’s pleasurable emotional state resulting from his/her perception about the decision making process in the school and opportunity to participate in extracurricular activities.

**Satisfaction with Authority**: Satisfaction with authority is a teacher’s pleasurable emotional state resulting from his/her perception about the suitability of the principal as a leader.
Satisfaction with Social status and family welfare: Satisfaction with Social status and family welfare is a teacher’s pleasurable emotional state resulting from his/her perception of how the people around him value and respect him. It is also related with his opportunity and convenience to look after his family.

Satisfaction with Rapport with students: Satisfaction with Students is a teacher’s pleasurable emotional state resulting from his/her opportunity to interact productively with the students and parents and availability of a congenial environment in the school.

Satisfaction with Relationship with co-workers: Satisfaction with relationship with co-workers is a teacher’s pleasurable emotional state resulting from his/her perception about the healthy inter-personal relationships between the teachers in the school.

Higher secondary schools: Schools consisting classes 11 and 12.

Types of schools: Schools managed by different managements – Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school.

Navodaya Vidyalaya: Schools owned and run by Navodaya Vidyalaya Samiti, an autonomous organization under the Ministry of Human Resource Development, Department of Education, Government of India.


Government school: Schools owned and run by the State Government of Kerala.

Aided school: Schools owned and run by private individuals, trusts or corporate managements, but funded and regulated by the State Government of Kerala.
Mode of appointment: It indicates whether the principal is appointed in the present position by direct recruitment or by promotion.

Challenging the Process: One of the five leadership practices suggested by Kouzes and Posner. It refers to the leadership practice described as given below. Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks. In addition, because leaders know that risk taking involves mistakes and failures, they accept the inevitable disappointments as learning opportunities (Kouzes and Posner, 1995).

Inspiring a Shared Vision: One of the five leadership practices suggested by Kouzes and Posner. It refers to the leadership practice described as following. Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future. (Kouzes and Posner, 1995).

Enabling Others to Act: One of the five leadership practices suggested by Kouzes and Posner. It refers to the leadership practice described as following. Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful (Kouzes and Posner, 1995).

Modeling the Way: One of the five leadership practices suggested by Kouzes and Posner. It refers to the leadership practice described as following. Leaders establish principles concerning the way people (constituents, colleagues, and customers alike) should be treated and the way goals should be pursued. They create
standards of excellence and then set an example for others to follow. Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work toward larger objectives. They unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory (Kouzes and Posner, 1995).

**Encouraging the Heart**: One of the five leadership practices suggested by Kouzes and Posner. It refers to the leadership practice described as following. Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes (Kouzes and Posner, 1995).

### 1.10 Assumptions

The following assumptions are made regarding this study. First, the perception of higher secondary school teachers about their principals’ leadership practices is assumed identifiable and accurately assessable using the LPI-Observer. Second, higher secondary school teachers’ job satisfaction is assumed identifiable and accurately assessable using the Dixit Job Satisfaction Survey. Third, the study sample of 203 higher secondary school teachers is assumed representative of the population under study. Fourth, the respondents of the survey are assumed honest in answering to all questions in each instrument.
1.11 Scope and Delimitations

The researcher studied the leadership practices of higher secondary school principals as perceived by teachers. The leadership practices studied, as put forward by Kouzes and Posner, were Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The researcher also studied the job satisfaction of higher secondary school teachers and looked into the various facets of job satisfaction such as intrinsic aspects, salary and service conditions, physical facilities, plans and policies, satisfaction with authorities, social status and family welfare, rapport with students, and relationship with co-workers. The study highlighted the relationship between the leadership practices of the higher secondary school principals, as perceived by the teachers, and teachers’ job satisfaction.

The study had not picked up the unaided higher secondary schools into consideration. The sample was limited to the five districts, Kasargod, Kannur, Wayanad, Kozhikode, and Trissur, in the geographical area that is termed the Malabar region of Kerala. Teachers who had not completed one year of service with the present principal were not selected into the sample. In addition, only the leadership practices that the LPI measured were considered. Principals’ leadership practices were assessed from the perception of the teachers they supervise.

1.12 Summary

The study was designed to explore the relationship between higher secondary school principals’ leadership practices as perceived by teachers, and teachers’ job satisfaction using a sample of 203 randomly selected higher secondary school teachers in the five districts of Kerala, India. Chapter 1 presented the introduction,
background, statement of the problem, need and significance, variables, objectives, hypotheses, theoretical framework, definition of terms, assumptions, and scope and delimitations of the study. The following chapter presents a detailed review of the related literature.