

ROLE OF HEAD TEACHERS IN GOVERNMENT SECONDARY SCHOOLS TEACHERS' JOB SATISFACTION: A CASE STUDY

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ABSTRACT

The present paper has been drawn from a study which was conducted to gauge teachers' job satisfaction level in a selected district of rural Sindh. This paper reports the findings of a study which was attempted to analyze the role of head teachers (HTs) in addressing issues relating to teacher's motivation and job satisfaction. Qualitative approach was used in the study. Convenient sampling strategy was used for selection of sample. For collection of data informal interviews were conducted from 30 government secondary school head teachers of District NaushahroFeroze. Both Male and female head teachers were included in the study. Thematic approach was used for data analysis. The key findings of the study suggested that: HTs were passionate about teachers' motivation and job satisfaction. The strategies they adopted for teachers job satisfaction and motivation include verbal appreciation, award of certificate on maintaining good attendance of students and performance in examination, nomination of teachers for in-service training programs and recommend teachers for promotion to higher grade. However, HTs mentioned different challenges with reference to teachers' job satisfaction and motivation. Secondary schools were missing basic facilities such as uninterrupted supply of electricity, proper sanitation, lack of computers, internet facility in schools and lack of continuous professional development opportunities for teachers and head teachers. According to HTs this adds towards teachers demotivation and low satisfaction about their job. The study has made a number of policy suggestions for Education & Literacy Department, Government of Sindh.

Keywords: Teachers' Job Satisfaction, Head Teachers, Government Secondary Schools, Sindh

Introduction

The area of job satisfaction (JS) has become the topic of immense investigation since the emergence of organizational st-

udies. JS is an attempt to investigate links to worker's efficiency and organizational effectiveness. In education, teachers' job satisfaction is said to be a

multifaceted construct that is important to teacher enthusiasm, commitment and retention and therefore a potential contributor to school effectiveness (Shan, 1998). Ali Zaman Tabassam, Iqbal (2011) explain that the importance of job satisfaction in an educational system is very vital than in any other organization. In all educational policies of Pakistan, the role of teachers and head teachers in the implementation of policies at grass root level has been acknowledged. No doubt, the role of school principal is very important in persuading school staff. This role is envisioned in National Education Policy of Pakistan (2009). Despite of teachers and head teachers due role in the education system of Pakistan, the situation in practice is quite different. Unfortunately, the social acceptability and position of teachers in Pakistan is deteriorating day by day. Khan (2005) states that the professional status of teachers in Pakistan is going down day by day. During 1960s, teachers in Pakistan were very much respected and held in high regards. Due to political interference in appointments and

transfers of teachers, the status of teachers started declining rapidly. Due to appointment of large numbers of under qualified and unqualified teachers the dignity of teaching profession has diminished in recent years. This situation has also degraded the teaching profession in the country. Teachers in Pakistan do not enjoy proper academic freedom, authority and power than other professions. On the other hand, the civil society and media are continuously lamenting the performance of teachers and head teachers. These situations are creating disappointments and fatigue among teaching force in the province of Sindh. With regard to status of teachers and their continuously decreasing level of motivation and satisfaction for teaching profession calls for immediate attention for researchers to find out. In this situation, the role of HTs is very crucial. In many countries, educational leaders and policy makers have attempted to deal with problems linked to low levels of motivation and job satisfaction, often with limited success, as shown by the high attrition rate among teachers in

some countries. Variables associated to school management, school leadership and decision making are also considered to be crucial predictors of job satisfaction (Butt et al. 2005). Although different researches come into view that the effect of such variables on teachers' job satisfaction is evident. In this respect, the head teachers play a main role as the primary leader of a school and will highly influence all aspects of the school with their personal behaviors (Loeb, Kalogridges & Horng, 2010). The behavior of head teacher always have an influence on decision making process and it also has an effect on increasing teachers' enthusiasm in different school based tasks and activities, loyalty and job satisfaction level. Principals and head teacher are the key players who develop an effective and successful school. Responsibility of developing an effective school lies with the head teacher. In order to accomplish this responsibility, teacher cooperation is very necessary. No doubt, secondary school teachers are the future harbingers in preparing the younger generation for higher

education. If teachers are not properly given incentives and rewards for their work, their satisfaction level will be decreased and they will not be in a position to perform their duties diligently.

Teachers' Job satisfaction and role of School leadership

Literature suggests that school leaders' behaviors (including, but not limited to, instructional supervision and summative evaluation) impact teacher job satisfaction (Abdurrahman, Oksana and Hilmi, 2015). Principals and head teachers create positive conditions to increase motivation among school students with their behavior and personal characteristics (Loeb, Kalogridges & Horng 2010).

Muhammad Qasim et al., (2015) explored the motivational factors that influence the job satisfaction of primary school teachers in the province of Punjab. The main objectives of the study were to find out the influence of incentives, effect of supervision on job satisfaction of primary teachers. It was found that satisfaction of primary teachers is influenced

by the motivational factors i.e. increase in salary, incentives in the form of cash rewards; head teacher's behavior promotes the spirit of team work. Teachers were found to be satisfied regarding the role of head teacher in the schools.

Mankoe (2002) identified the following interrelated skills which every leader should possess in order to sustain morale and to promote job satisfaction among workers.

- Better quality of leadership precipitates higher teacher morale; thus, school administrators with better qualities definitely have strong influence on teacher morale.
- To enhance job satisfaction and teacher morale, participatory decision making especially on instructional issues should be given priority over other issues.
- Heads and administrators serve as role models hence the need for them to impart positive attitudes with teachers by means of providing favorable and appreciable values themselves. For instance giving teachers the required attention and administrations, commending them for good work done and demanding new methods for consideration.
- Administrators are to eschew preconceived or prejudice notion when dealing with teachers' attitudes and behavior. They need to deal with such issues with reality and acceptance, for attitudes and behavior are very difficult to change overnight.
- A good administrator who cooperates with the staff helps the staff to be satisfied from their task performances hence morale becomes very high. Thus, when done leads to attainment of enduring organization that will thrive most efficiently (2002, pp. 54 - 56).
- Administrator success lies in trying to adjust the employee to work and working relationships to satisfy these motivational needs. They are therefore required to appeal to worker needs for respect, challenge and interesting work
- Administrators are to cooperate with their employees to enable employees to cooperate with them.

Mohd Rozi Ismail (2012) study sought to investigate and examine the main factors for job satisfaction and dissatisfaction of teachers. Specifically, this study focuses on leadership styles of principals and how perceptions teachers hold of such leadership styles impact their job satisfaction. The principal, as the leader of the school, can significantly influence the attitudes of the staff and how the school functions with his or her attitudes and behaviors. Thus, this research concentrated on how teachers perceive their principal's leadership style, the specific principal leadership behaviors that enhance teachers' job satisfaction, and the differences in principal leadership style across the schools sampled.

Shahinshah and Shaheen (2013) conducted a study to explore the opinion of the teachers about the role of leadership in motivating teachers for effective work. The sample for the study was 331 teachers, which were divided into three groups according to the teaching experience. A questionnaire was used as instrument to

know the opinion of the teachers. There was a significant difference among the groups on the total score of the role of educational leadership and leadership motivation for teachers.

Hukpati (2009) conducted a study on transformational leadership styles and teachers' job satisfaction. In this study, he used ex-post facto research design, within this design survey questionnaires were distributed among head of departments and lecturers. Data was analyzed by using inferential statistics techniques i.e. correlation and regression. In analysis, the relationship between the variables of transformational leadership and job satisfaction were found.

The findings of this study suggest that: educational leaders demonstrate transformational leadership (TL) styles and characters. TL also had an influence on job satisfaction of leaders in both institutions i.e. private and public. These leaders demonstrated qualities of transformational leadership. The level of influence was 37 % on job satisfaction of lecturers in both kind of public and pri-

vate institutions. Hence leaders and departmental heads having transformation style gave more job satisfaction to their teachers. Similar study conducted by De Nobile and MC Cormick (2006) reported that satisfaction level of teachers was high with regard to Head Teachers supervisory style. In conclusion, transformational leadership therefore can foresee a better job satisfaction and teachers of both institutions enjoyed the same level of job satisfaction. The study recommended improving teacher satisfaction, if heads of the institutions friendly environment in their institutions. The environment in which teachers can freely share their ideas and take informed decisions on important matters of the school.

Statement of the Problem

The role of head teachers requires performing numerous tasks in school. This includes administrative responsibilities, creating conducive environment for learning, maintaining relationship with community, staff appraisal, and financial management, mobilizing of resources and staff management.

Head teacher's role in teachers' job satisfaction and motivation is very important. In this study, efforts are made to analyze the role of head teachers in addressing issues related to teachers' job satisfactions and motivation.

Research Question

How head teachers ensure teachers job satisfaction and motivation in government secondary schools?

Context of the study

The study was conducted in District NaushehroFaroze. There are five strata's (talukas) in District NaushehroFeroze. Which are included Bhirya City, Kandiaro Moro, Naushehro Feroze, and Mehrabpur? The district Naushehro Feroz is located in the northern Sindh Pakistan. The district is spread over 295 Square kilometers with the population of 1087571. The literacy rate of the district is 39%. Significant difference between science & arts and urban & rural school teachers with regard to job satisfaction of teachers.

Limitation of the Study

This study was limited to schools situated in district Naushehro Faroze; it is a Northern Sindh District of the province of Sindh. It was limited to government secondary and higher secondary schools. Private Educational System has its own policies therefore that sector is not included in this study. Data for the study was collected only from government secondary school head teachers.

Methodology

In this study the qualitative approach was used. This approach helped researcher to study the views and practices of head teachers in detail.

Research Design

The below table provides detail about the population, sampling strategy and a brief description of data collection tool.

Table No. 1 Research Questionnaire:

Research Question(s)	Data Collection Instrument(s)	Population	Sample	Justification
How head teachers ensure teachers job satisfaction and motivation in government secondary schools?	Head Teachers' Informal Interviews Schedule	(69+ 19 = 88 Head Teachers / Principals of secondary and higher secondary schools of District Naushehro Feroz	Selected 30 head teachers conveniently on the basis of male, female, rural urban location of schools	Informal Interviews helped to elicit HTs views and practices about ensuring Job Satisfaction and motivation of teachers

Description of Head Teachers' Interviews Schedule

The Head Teachers' Interviews Schedule consists of two parts, part one, captures the biographic information such as name of school, qualification, experience and professional trainings attended and part two elicits head teachers'/principals views about the following aspects:

- As a head of teachers challenges face
- vision and mission statement of school
- Priority as a head teacher
- Maintain collegiality in school
- Working environment of your school
- Nature of relationship with teachers
- Participation in professional development programs in Educational leadership and management
- Motivational strategies, incentives and rewards for teachers

- Addressing challenges for teachers job satisfaction and motivation

Framework for Analysis of Data:

Table No. 2:
Analysis Framework for Head Teachers' Interviews

1. Conduct of Interviews	2. Transcription of Interviews	3. Open Coding	4. Categorization of verbal data according to theme
5. Generating Themes	6. Creating sub-themes	7. Identifying key themes	8. Making conclusions

Interpretation of Data

The analysis of data with reference to questions asked from head teachers' during interviews have been presented with respect to questions outlined in Interview schedule:

Please share your experience as a teacher and as a head teacher?

Almost all head teachers, shared the same sort of experience regarding this question, HTs termed their experience of teachers as joyful, because of low level of administrative responsibilities. One of the HTs commented that:

"When I was a teacher in this school, I used to teach 3-4 periods per day. The duration of one period was 40 minutes. I was very comfortable. But when I was promoted as head teacher, I used to manage many things. As a result, I remain busy all day." (Excerpt taken from HTs Interview, September, 13, 2013).

How did you respond when promoted as HT? Did you take this opportunity as a challenge?

From the analysis of interview, it was disclosed that HTs were very happy when they were promoted as HTs. It was a happy moment of their life. Majority of HTs took it as a challenge. HTs were of the opinion that teaching and administration were two different things. One of the HTs said:

"As a head teacher, I have to see different things. I am responsible of staff management, salaries of staff, and meeting with parents and solve teachers' problems. It is very difficult and challenging situation" (Excerpt taken from HTs Interview, September, 20, 2013).

Do you have goals for your school? What is vision and mission statement of your school?

Data indicated that every HT had some goal(s) in mind when she / he took over as HT. For some HTs the goal was to eliminate corporal punishment from school. For some HTs, the promotion of co-curricular activities in school was the main goal. For some HTs, improvement of science labs and computer labs were their targets. For some HTs, discourage copy culture and eradicate the use of unfair means in examination were their targets. For some HTs, improve enrolment of students and maintain retention was their goal. Nevertheless, HTs were familiar with the term 'vision and mission' yet they were not gone through 'vision and mission' making exercise for their school.

How far you have been successful, specially, since you took your position as a head teacher?

Analysis of interviews indicated that HTs were working on different tasks. This inclu-

ded increase in the enrolments of students, upgrade high school to higher secondary school. In this respect, the views of female head teachers were slightly different from male HTs. One of the female principal of higher secondary school said that:

“When, I joined as a principal in 2006. The school was not working well. The enrolment of school was not so good. Students’ record was not properly maintained. Majority of girls usually remained absent. Parents were not taking interest in girls’ education. I decided to make my goal. The goal was to encourage local community to send their girls to school. Now I can say, I am successful. In 2006, the girls ‘enrolment was 230 and now it is about 800.” (Excerpt taken from HTs Interview, September, 27, 2013).

What is your priority as a head teacher?

Data revealed that HTs had different priorities. This included from increasing students enrolment to improve students attendance. One of HTs of high schools expressed her view as:

My priority as a HT is responsibility of punctuality, regularity of students and teachers.” (Excerpt taken from HTs Interview, October, 3, 2013).

The priority areas of HTs have been listed as under:

- To create awareness about the importance of girls education
- To mobilize parents for the education of their sons/daughters
- To promote sports facilities, healthy competitions among students.
- To improve the building and provide water, and electricity facility
- To achieve maximum A-1 and A grades in Board examination.

Question: How do you describe working environment of your school?

Majority of head teachers described the culture of their school as supportive both for teachers and students. HTs were of the opinion that ‘everybody in school feels easy and there are no restrictions for

movement. Everybody is free to express his point of view (Excerpt taken from HTs Interview, October, 4, 2013).

HTs termed the physical environment of their school good for teachers' satisfaction. However, majority of HTs were of the view that in extreme summer, the temperature remain soaring, as a result, it becomes difficult to work or teach in school. They were of the view that buildings were not supportive to environmental conditions. There was a problem of electricity and load shedding.

Probing Questions:

How do you delegate authority to teachers?

Data indicate that there are ample examples of HTs delegation of power to teachers. Majority of HTs responded that whenever new academic year begins, academic planning of course allotment is done.

To what extent teachers are empowered in academic decisions?

Regarding the empowerment in academic decisions, HTs responded differently. Some of the HTs said that they

have enough power in important decisions regarding school. The examples they quoted were regarding admission policy of school, students' regularity and punctuality and school management committee. However, majority of HTs were not so excited and looked open towards the issues of teachers' empowerment. They were of the opinion that "Our existing management structure does not allow us to include teachers in financial management because it is the responsibilities of HTs to take financial decisions and to determine the priority for schools. (Excerpt taken from HTs Interview, October, 12, 2013).

Describe your relationship with the teachers in your school?

With reference to relations with teachers, HTs responses could be categorized into professional relations and personal relations. At personal level, all HTs enjoy cordial and friendly relations with teachers without any discrimination. At professional level, these relations depend on mutual understanding and trust. Only limited number of teachers enjoys these rela-

tions. Committed and dedicated teachers always in good books of HTs, the data suggested. Data further indicated that HTs relationship with teachers can be evidenced in many ways in schools. Whenever, HTs enjoy good relations with teachers, they involve these teachers in different assignments such as in training, seminars and workshops. One HT indicated that:

“I always enjoy pleasant relations with my teachers. I give them respect and they follow school rules and procedures. Whenever, teachers have reservations in school, I meet them and listen their point of view patiently and solve their issues” (Excerpt taken from HTs Interview, October, 22, 2013).

Question: Please describe your role as an instructional leader and supervisor.

Analyses of data showed that HTs mentioned different tasks with reference to their role as an instructional leader. This includes classroom monitoring, giving instructions to teachers; improve students' results and

checking attendance and regularity of teachers and students. HTs further mentioned that their doors are open for teachers to get any clarification. If teachers face any problem in content areas, senior teachers help them.

How do you appreciate you Teacher's good performance?

The data suggested that HTs always value teachers' good performance. This includes verbal appreciation, award of certificate to hard working teachers. One HT disclosed that this year, she has sent 3 teachers names for 'Best Teachers award'. This year district education department celebrated 'The World Teachers Day' on 5th October. However, it was not revealed from the analysis of interview that schools and district education department have any incentives such as cash awards, nomination for scholarships or increments for teachers who show extraordinary performance.

What strategies you adopt for your teachers job satisfaction and motivation?

Data revealed that HTs were passionate about their teachers'

motivation and job satisfaction. The strategies they adopt for this purpose mentioned as under:

- Verbal appreciation
- Award of certificate on maintaining good attendance of students
- Nomination of teachers for training program
- Encourage teachers to discuss school issues in staff meeting and offer suggestions
- Encourage teachers to take leading role in different activities of schools such as sports, co-curricular activities, trainings, study tours etc.

What challenges you face as a head teacher in terms of teachers' job satisfaction and motivation?

HTs mentioned different challenges with reference to teachers' job satisfaction and motivation. This includes:

- Majority of HTs agreed that secondary schools are missing in terms of basic facilities such as uninterrupted supply of electricity, proper sanitation, lack of computers and internet facility.

According to HTs this adds towards teacher's de-motivation and low satisfaction.

- Data further indicated that secondary schools have low level of academic facilities such as shortage of teaching material and to work in a suitable environment.
- There is lack of funds / budget in secondary schools. An entire budget spends on salaries. Very few budgets are available for improving academic facilities. Very few opportunities are available for secondary school teachers for professional development.
- HTs further disclosed that the presence of teachers unions in schools has further aggravated the academic situation. Union office-bearers do not take interest in teaching. These officials also misguide other teachers. Teachers who are hardworking and committed, when look at this situation also disheartens them.
- HTs alone cannot improve entire situation unless they get support from district education department.

Regarding the challenges, one of the female head teachers responded that:

It was a challenge experience to win the confidence of teachers and supporting staff at the beginning. The attitude of staff was not serious. Although I have been a teacher with them for a while and some had been my colleagues and friends. It was becoming difficult for them to know that I am serious about certain things. The other challenge was that the school was not so good in terms of students' performance. (Excerpt Taken from Interview)

Head Teachers Suggestions:

During interview, head teachers gave different suggestions to make better education in the respective institutions. One of the HT suggested that education department should improve the level of physical facilities such as renovation of computer labs, Physics, Biology and Chemistry labs. Other suggestions that could raise the morale of teachers are listed below:

- Teachers may be provided computers and internet facility.

- Libraries should be equipped with latest books and reading material in Mathematics, Science and English subjects.
- Teachers should be provided opportunities for exchange visits

Findings of head teachers' interview Schedule

- Data suggested that majority of HTs were promoted from lower grade, they possessed combination of different degrees such as B.A / B.Ed or MA/M.Ed.
- Data indicated that every HT had some goal(s) in mind when she/he took over as HT. However, HTs were familiar with the term 'vision and mission' yet they were not gone through 'vision and mission' making exercise for their school.
- Female HTs were more firm in determination towards achieving and pursuing their professional goals.
- School buildings were not supportive to environmental conditions. There was a problem of electricity and load shedding.

- The existing management structure does not allow HTs to include teachers in financial management.
- Data suggested that HTs' relations with students were based on encouragement and cooperation.
- Data showed that HTs perform variety of roles as an instructional leader. This includes classroom monitoring, giving instructions to teachers; improve students' results and checking attendance and regularity of teachers and students.
- HTs role as a professional development leader was missing.
- Only a few HTs have undergone trainings relating to supervision, education leadership and management, monitoring and evaluation.
- The data suggested that HTs always value teachers' good performance. This includes verbal appreciation, award of certificate to hard working teachers.
- Data revealed that HTs were passionate about their teachers' motivation and job satisfaction. The strategies

they adopt for this purpose mentioned as under:

- Verbal appreciation
- Award of certificate on maintaining good attendance of students
- Nomination of teachers for training program
- Encourage teachers to discuss school issues in staff meeting and offer suggestions
- Encourage teachers to take leading role in different activities of schools such as sports, co-curricular activities, trainings, study tours etc.

HTs mentioned different challenges with reference to teachers' job satisfaction and motivation. This includes:

- Majority of HTs agreed that secondary schools are missing in terms of basic facilities such as uninterrupted supply of electricity, proper sanitation, lack of computers and internet facility. According to HTs this adds towards teachers de-motivation and low satisfaction.
- Data further indicated that secondary schools have low

- level of academic facilities such as shortage of teaching material in Science and Mathematics.
- There is a lack of funds / budget in secondary schools. An entire budget is spent on salaries. Very few funds are available for improving academic facilities. Very few opportunities are available for secondary school teachers for professional development.
 - HTs further disclosed that the presence of teachers unions in schools has further aggravated the academic situation. Union office-bearers do not take interest in teaching.

Discussion of Findings:

The role of principal/head teacher is very important in teachers' job satisfaction and motivation. To understand the role of head teachers a series of semi-structured interviews were conducted. The purpose of interviews was to seek their views about their professional role in teachers' job satisfaction.

The head teachers / principals' demographic characteris-

tics indicated that they were promoted on seniority basis not on merit. In most of the cases it was also found that principals do not have necessary skills for administration. As majority of head teachers/principals' had no professional qualification in educational leadership and management. In the report shared by Memon (2010) confirmed that many schools in Pakistan are run by unqualified and non-professional heads or Principals who are managing schools on commercial basis. Who do not care for, satisfaction of teachers or for education. Highly Qualified personnel promotes Education in Students on the basis of respect and behavior (Huysman, 2007). Job dissatisfaction is there when lower teacher productivity and quality of teaching is found. Job satisfaction must think of the benefit of school, student and on the whole on the health of the teacher (Huysman, 2007).

The findings of the study revealed that teachers had limited control over school decisions. This resulted in their low motivation.

The study made by Perie and Baker (1997) found that

autonomy brings good level of satisfaction than those who are less autonomous. When administration support, respect and student behavior are associated. Further Perie and Baker (1997) mentioned that place of work is also the factor for job satisfaction without any difference whether teacher is in public or private sector in an elementary or secondary school.

Further Perie and Baker found that teachers having parental support were more satisfied than who were less supported. Administrative support, student behavior and administrative atmosphere of the school are the main causes of the job satisfaction of the teachers.

Recommendations:

The following recommendations have been made for Education Department, Govt. of Sindh:

- Head teachers of government secondary schools may be provided opportunities for professional growth in the area of evaluation of teachers' performance and appraisal, monitoring of academic activities and topics

related to teachers' motivation and satisfaction.

- Teachers whose students show excellent performance when measured against students' performance in board examination should also be recognized and awarded scholarships or financial incentives for higher education. This credit should also be given to teachers.
- The Director School Education along with District education department should visit high schools to assess the level of physical facilities in computer laboratories, science laboratories and ensure internet facilities, subject and supplementary material and books in library.
- Appointments, transfer and promotion should only be based on merit and political interference must be discouraged,
- Government should attach monetary benefit to additional qualification for teachers and head teachers.
- Performance based salary should be introduced in schools. Advance increments on higher qualification for

head teachers should be restored.

- In order to improve relations with parents and civil society, school management committee should be made functional and empowered. They should hold regular meetings.

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