

A STUDY OF THE MANAGEMENT STYLES OF HEADMISTRESSES AND JOB SATISFACTION OF TEACHERS IN BASIC EDUCATION HIGH SCHOOLS

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Abstract

The main aim of this study was to study the management styles of headmistresses and job satisfaction of teachers in Basic Education High Schools, Insein Township, Yangon Region. The specific aims were to study the management styles of headmistresses, to identify the level of teachers' job satisfaction, to investigate the variations of teachers' job satisfaction in terms of personal factors and to investigate the relationship between the management styles of headmistresses and job satisfaction of teachers.

Quantitative and qualitative methods were used in this study. The headmistresses who had served at least for 2 years in the current school were selected by using purposive sampling. 186 teachers (including JTs and STs) from Basic Education High Schools in Insein Township were randomly selected as participants. Managerial Grid Questionnaire by Blake and Mouton and Teacher Job Satisfaction Questionnaire (TJSQ) by Lester were used as an instrument. The reliability coefficient Cronbach's alpha (α) of headmistresses' management styles was 0.89 and the reliability coefficient Cronbach's alpha (α) of teachers' job satisfaction was 0.81. The Statistical Package for the Social Sciences (SPSS) software version 20, Descriptive statistics, One-way ANOVA, independent samples *t* test and Pearson Correlation were used to analyze the data obtained in this study.

The research findings showed that dominant management style of headmistresses was team management style. And it was found that teachers were moderately high satisfaction level in their job. There were significant differences in some items of the job satisfaction of teachers grouped by position and years of teaching service. However, there was no significant difference among groups of teachers grouped by qualification. According to the data obtained by quantitative methods, headmistresses' people-oriented management style and task-oriented management style were moderately correlated with job satisfaction of teachers.

Keywords: Management Styles, Job Satisfaction

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Aims of the Study

The aims of this study are as follows.

Main Aim

The main aim of this study is to study the management styles of headmistresses and the level of job satisfaction of teachers.

Specific Aims

- (1) To study the management styles of headmistresses.
- (2) To identify the level of teachers' job satisfaction.
- (3) To investigate the variations of teachers' job satisfaction in terms of personal factors.
- (4) To investigate the relationship between the management styles of headmistresses and job satisfaction of teachers.

Research Questions

- (1) What is the dominant management style of headmistresses?
- (2) What is the level of teachers' job satisfaction?
- (3) What are the variations of teachers' job satisfaction in terms of personal factors?
- (4) Is there any relationship between the management styles of headmistresses and job satisfaction of teachers?

Theoretical Framework

Managerial Grid: In attempting to study the management styles of headmistresses, Managerial Grid Questionnaire developed by Blake and Mouton was used in this research. The questionnaire consists of two dimensions about management style. These two dimensions are the "concern for people" and "concern for task". This questionnaire has 18 items of which 9 items determine a principal's people oriented statement and 9 items determine principal's task oriented statement. Each statement includes a six-point Likert scale (From never=0 to always=5). In order to determine the headmistresses' management styles, each teacher's answer from each school will be transferred to a scoring section as shown below.

People Statement	Task Statement
1.-----	10.-----
2.-----	11.-----
3.-----	12.-----
4.-----	13.-----
5.-----	14.-----
6.-----	15.-----
7.-----	16.-----
8.-----	17.-----
9.-----	18.-----
TOTAL.-----	TOTAL.-----
× 0.2= -----	× 0.2= -----

Figure 1.1: The Scoring Section (from Blake and Mouton’s Managerial Grid)

Once the final score is calculated, they will be plotted on the graph below by drawing a horizontal line from the approximate people score (vertical line) to the right of the matrix, and drawing a vertical line from the approximate task score on the horizontal axis to the top of the matrix. Then, two lines are drawn from each dot until they intersect. The area of intersection is the management style that every headmistress practices (Vgrovic & Pavlovic, 2014). The managerial grid model contains management styles as follows:

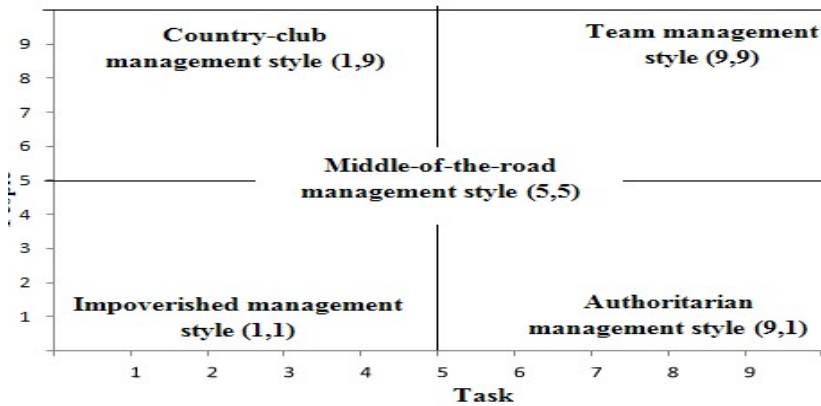


Figure 1.2: Blake and Mouton’s Managerial Grid

Source: Hersey, P. & Blandchard, K.H. (1993). *Management of Organizational Behaviors* (6 th ed.). United State of America: Prentice-Hall International Editions.

Teachers' Job Satisfaction: To investigate the teachers' job satisfaction, Lester's Teacher Job Satisfaction Questionnaire (TJSQ) was used to assess the level of teachers' job satisfaction in this research. This questionnaire contains nine dimensions to investigate teachers' job satisfaction. They are pay, supervision, working conditions, colleagues, responsibility, work itself, career advancement, security and recognition. The questionnaire has 37 items. It was decided to use four-point Likert scale (not highly satisfied=1 to highly satisfied=4).

Definitions of Key Terms

(a) Management

According to Follet, management is the art of getting things done through people. Management involves establishing overall purpose and policy, forecasting and planning for the future, organizing work, allocating duties and responsibilities, giving instructions or orders, controlling and checking the performance according to a plan and coordinating the work of others (Huczynski & Buchanan, 1991).

(b) Management Style

According to Schleh (1977), management style is a preferred way of managing people in order to bind diverse operations and functions together, as well as to exercise control over the employees, and is considered as a set of practices that has been adopted either by an individual, a department, or whole organization (cited in Nwadukwe & Timinepere, 2012).

(c) Job Satisfaction

According to Locke (1976), job satisfaction is a pleasure or positive emotional state resulting from the appraisal of one's job or job experience (cited in Sempane, Rieger & Roodt, 2002).

Review of Related Literature

Definitions of Management

Management is the process of working with and through individuals and groups and other resources to accomplish organizational goals (Hersey & Blandchard, 1993).

Management is the process of planning, organizing, directing and controlling organizational behaviours in order to accomplish a mission through the division of labor (Wagner III & Hollenbeck, 1995).

Managerial Functions

1. **Planning:** Planning is a forward-looking process of deciding what to do. Managers who plan try to anticipate the future.
2. **Organizing:** In organizing, managers develop a structure of interrelated tasks and allocate people and resources within this structure.
3. **Directing:** Directing encourages member's effort and guides it towards the attainment of organizational goals and objectives.
4. **Controlling:** Controlling means evaluating the performance of an organization and its units to see whether the firm is progressing in the desired direction (Wagner III & Hollenbeck, 1995).

Managerial Skills

1. **Technical skill:** Technical skills involve an understanding of the specific knowledge, procedure, and tools used to make the goods or services produced by the organization or unit.
2. **Human skill:** Human skill is the ability to work effectively as a group member and to build cooperation among the members of an organization or unit.
3. **Conceptual skill:** Conceptual skills include the ability to perceive an organization or unit as whole, to understand how its labor is divided into tasks and reintegrated by the pursuit of common goals or objectives.
4. **Diagnostic skill:** Successful manager also possess diagnostic skills. Diagnostic skills would enable managers to determine what was causing.
5. **Analytical skill:** In a sense, analytical skills are similar to decision-making skills, and they complement diagnostic skills. Analytical skills enable managers to determine possible strategies and to select the most appropriate for the situation (Griffin, 1984).

Managerial Roles

1. **Interpersonal role:** In the interpersonal role, managers create and maintain interpersonal relationship to ensure the well-being of their organizations or units.
2. **Informational role:** Managers have unique access to both internal and external information networks. In informational role, managers receive and transmit the information within these networks.
3. **Decisional role:** In the decisional role, managers determine the direction to be taken by their organizations or units. Managers must make decisions about improvement in the organizations or units for which they are responsible (Daft, 2000).

Management Style

Management style is a managerial parlance often used to describe the how of management. It is a function of behavior associated with personality (McGuire, 2005). Management style can be understood as a way to manage an organization. Successful and effective managers are able to adapt their styles to fit the requirements of the situation (Huczynski & Buchanan, 1991).

Blake and Mouton's Managerial Grid

The managerial grid, developed by Robert R. Blake and Jane S. Mouton (1964, cited in Hersey & Blandchard, 1993) contains five different styles as follows;

Country-club management (1, 9): This management has high concern for people and low concern for task accomplishment. The manager focuses on being agreeable and keeping human relations smooth.

Team or democratic management (9, 9): This management has high concern for both production and people. The manager emphasizes intently about task accomplishment and cares deeply moderate consideration for the needs of people.

Middle-of-the-road-management (5, 5): This management has medium concern for both production and people. The manager emphasizes work requirement to a moderate degree and shows moderate consideration for the needs of people.

Impoverished management (1, 1): This management has low concern for people and low concern for production. The manager is uninvolved in the work and withdraws from people.

Authoritarian management (9, 1): This management has high concern for production and low concern for people. The manager is result driven, and people are regarded as tools to that end.

Job Satisfaction

Klassen (2010) defined job satisfaction as “perceptions of fulfillment derived from day-to-day work activities” (cited in Allen, 2014).

According to Sageer, Rafat and Agarwal (2012), variables that determine employee satisfaction can be categorized into two. They are personal and organizational variables. Personal variables include personality, expectation, age, education and gender differences.

Organizational variables include policies of compensation and benefits, promotion and career development, job security, working environment and condition, relationship with supervisor, work group and leadership styles.

Spector (1997, cited in Naveed & Rizvi, 2012) describes the potential outcomes of job satisfaction which are divided into two parts; work variable and non-work variables.

The main work variables are job performance, organizational citizenship behaviour (OCB), turnover, absence. The main non-work variables are life satisfaction and physical health.

Theories of Motivation

(1) Maslow’s Hierarchy of Needs

Maslow viewed human’s motivation as a hierarchy of five needs, ranging from the most basic physiological needs to the highest needs for self-actualization. Maslow’s hierarchy of needs is as follows;

- Physiological Needs
- Safety Needs
- Needs of love, affection and belonging
- Needs for Esteem
- Needs for self-actualization

(2) Alderfer's ERG Theory

First, Alderfer broke needs down into three categories; existence needs (Maslow's fundamental needs), relatedness needs (needs for interpersonal relations), growth needs (needs for personal creativity or productive influence). Alderfer stressed that when higher needs are frustrated, lower needs will return, even though they were already satisfied (Griffin, 1984).

(3) Two-factor Theory of Motivation

In the late 1950s, Frederick Herzberg from his research concluded that job satisfaction and dissatisfaction arose from two separate sets of factors. These are motivational and hygiene factors. This theory was termed as the two-factor theory.

Hygiene factors are job factors that create dissatisfaction and emanate from extrinsic job contexts. "Hygiene" factors include salary, work conditions and company policies and administration, interpersonal relationship.

Motivators are the intrinsic contents of a job that satisfy higher order needs. The motivational factors are also jobs factors that increase motivation whose absence does not necessarily result into dissatisfaction (Griffin, 1984).

Methodology

Quantitative Method

Sample

The population was (387) teachers. (76) senior teachers, (110) junior teachers were randomly selected as participants. The total number of (186) teachers in Insein Township participated in this study.

Instrumentation

In order to measure headmistresses' management styles and job satisfaction of teachers, the questionnaire for teachers was used. The first one was to collect the personal information concerning gender, qualification, years of teaching service, position and serving year in the current school. The second was questionnaire for teachers' job satisfaction. The third one was teacher's perception on their headmistress's management styles. The internal

consistency (α) of the whole scale of Principal's Management Styles was 0.89. The internal consistency (α) of the whole scale of Teachers' Job Satisfaction Questionnaire was 0.81.

Procedure

For the content validity, the advice and guidance were taken from the eight experienced educators from the Department of Educational Theory. Then, as a pilot study, questionnaires for teachers were distributed to 49 teachers who were not in the study area. After the permission from Township Education Office was taken to do the research in Basic Education High Schools in Insein Township, Yangon Region, questionnaires were distributed to these schools on 16, December, 2016. Distributed questionnaires were collected again by the researcher after one week later. The respondent rate was 100%.

Data Analysis

The collected data of this study were systematically analyzed by using the Statistical Package for the Social Science (SPSS) software version 20. One-way ANOVA, independent samples *t* test and Pearson correlation were used.

Qualitative Method

Qualitative research method was used to study headmistresses' management styles and job satisfaction of teachers. Required data was obtained through open-ended questionnaire about headmistresses' management styles (2 items) and job satisfaction of teachers (4 items).

Quantitative Findings

I. Headmistresses' Dominant Management Style Perceived by Teachers in Basic Education High Schools

Table 1: Showing the Final Average Scores on “Concern for People” and “Concern For Task” Dimensions from Each School

School	Concern for people final score	Concern for task final score
A	5.8	6.5
B	5.7	6.1
C	6.1	7.0
D	1.9	3.4
E	5.9	6.5
F	5.8	6.9
Total	31.2	36.4
Average	5.2	6.1

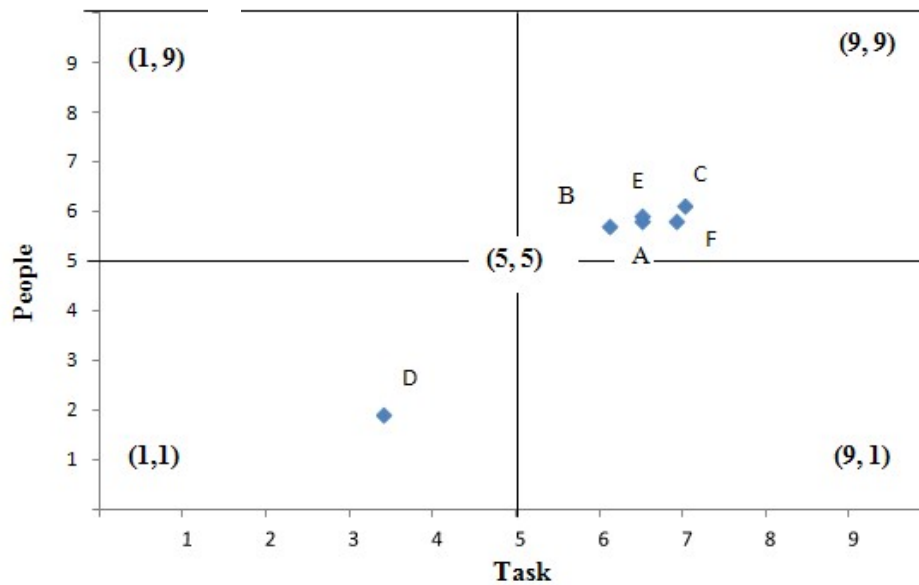


Figure 2: Practicing Management Style

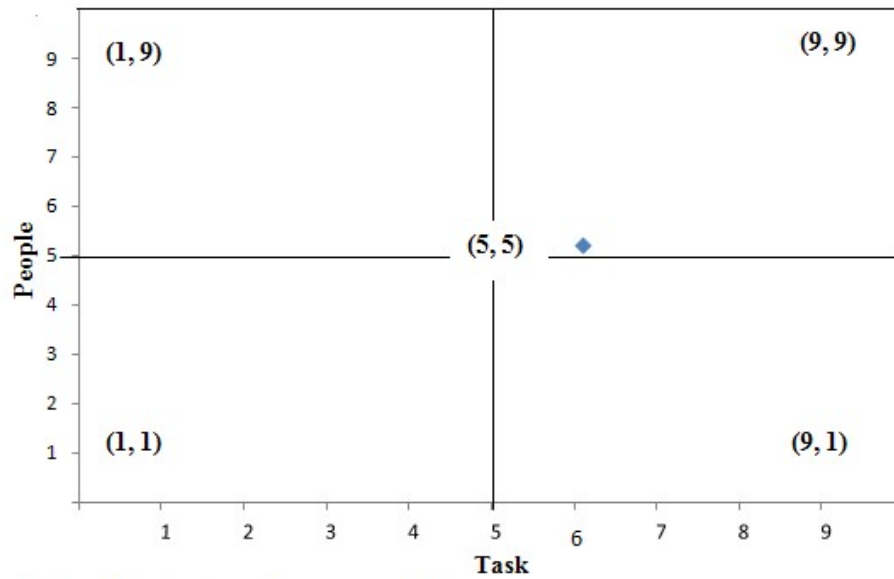


Figure 3: Dominant Management Style

II. The Level of Teachers’ Job Satisfaction in Basic Education High Schools

The mean values for the level of teachers’ job satisfaction regarding *supervision, colleagues, recognition, security, pay, working condition, advancement, responsibility and work itself* were 3, 3.12, 2.94, 3.08, 2.13, 2.79, 2.88, 2.84, 2.96 respectively. As the overall mean value of job satisfaction was 2.86, the level of teachers’ job satisfaction in this study was moderately high. In this study, satisfaction regarding *colleagues* was the highest and satisfaction regarding *pay* was the lowest.

III. The Variations of Teachers’ Job Satisfaction Grouped by Position, Years of Teaching Service and Qualification

For the B.E.H.S teachers’ job satisfaction level according to position, it was found that the mean value of a group of senior teachers’ job satisfaction was higher than the mean value of a group of junior teachers’ job satisfaction. Moreover, in the level of satisfaction regarding *recognition* ($p < .05$), there was a significant difference between a group of senior teachers and a group of junior teachers.

For the B.E.H.S teachers' job satisfaction level according to their years of teaching service, it was found that the mean value of a group of teachers whose years of teaching service "1-20" was higher than the mean value of a group of teachers whose years of teaching service "21-40". Moreover, in the level of satisfaction regarding *working condition* ($p < .05$), there was a significant difference between a group of teachers whose years of teaching service "1-20" and a group of teachers whose years of teaching service "21-40".

For the B.E.H.S teachers' job satisfaction level according to qualification, it was found that the mean value of a group of teacher whose qualification "BED" was the highest. Moreover, it was found that there was no significant different in the perceived level of job satisfaction among the teachers grouped by qualification.

IV. The Relationship between Management Styles of Headmistresses and Job Satisfaction of Teachers

It was found that there were significant and positive relationships among headmistresses' management styles and job satisfaction of teachers. Teachers' job satisfaction was correlated with people-oriented style ($r = .461$) and with task-oriented style ($r = .311$). Generally, teachers' job satisfaction moderately correlated with people-oriented and task-oriented management styles of headmistresses.

Qualitative Findings

The open-ended question (1) is "***How does the principal use to manage the school activities systematically?***" 51.08% of teachers (N=95) stated that their principals managed the school calendar systematically to ensure school activities to be completed in time. 38.71% of teachers (N=72) stated that their principals gave them the chance to participate in decision making to implement the school's missions. 10.22% of teachers (N=19) stated that their principals did not take into account for every detailed procedures when a variety of the school's activities were to be completed.

The open-ended question (2) is "***How does the principal treat teachers in school?***" 55.91% of teachers (N=104) stated that their principals built on a foundation of trust, treated friendly and warmly to all teachers in the

schools. 32.80% of teachers (N=61) stated that their principals treated equally to every teachers without favour. 11.29% of teachers (N=21) reported that their principals, did not tolerate well and did not build collaborative culture.

The open-ended question (3) is ***“State the things that make you most satisfied in your work.”*** 17.20% of teachers (N=32) stated that their colleagues’ keeping responsibility, sharing experiences to each other made them satisfied. 30.65% of teachers (N= 57) stated that interesting in teaching profession also made them satisfied. 10.52% of teachers (N=20) stated that having the chance to participate in school’s decision making also made them satisfied. 32.80% of teachers (N=61) stated that students’ behaviours of paying attention to the lessons in teaching-learning period made them satisfied. 2.15% of teachers (N=4) stated that perfect school’s physical environment made them satisfied. 6.45% of teachers (N=12) stated that the principal’s good supervision, warming and friendly relationship also made them satisfied.

The open-ended question (4) is ***“State the things that make you unsatisfied in your work.”*** 30.65% of teachers (N=57) stated that increasing amount of non-teaching workload made them unsatisfied. 37.63% of teachers (N= 70) stated that students’ paying no attention to the lessons, disobedience, absence of doing homework and paying no respect to teachers made them unsatisfied. 10.75% of teachers (N= 20) stated that being inequitable in pupil-teacher ratio also made them unsatisfied. 6.45% of teachers (N=12) said that irresponsibility of colleagues in performing school related tasks also made them unsatisfied. 8.06% of teachers (N= 15) stated that lack of parental support to encourage students’ learning and to perform school activities also made them unsatisfied. 4.84% of teachers (N=9) stated that principals’ poor supervision skill made them unsatisfied.

The open-ended question (5) is ***“State the recognition for your successful performance.”*** 53.76% of teachers (N=100) stated that they received full recognition for their successful teaching and performance and they was recognized as a respectful teacher by the community. 42.24% of teachers (N= 86) stated that they did not receive any recognition from their principals although they performed successfully in teaching.

The open-ended question (6) is “*State the chance you get for improving advancement in school (For example, in-service training relating to subject matter, promotion).*” 65.59% of teachers (N=122) also said that they received an opportunity for promotion and for attending advanced teacher trainings. 34.41% of teachers (N=64) stated that they did not get any promotion although they had many services in teaching profession for long time.

Discussion

According to the findings, the dominant management style that the most headmistresses practice was the team management style. It could be concluded that the headmistresses has a high sensitivity for people in the organization and for the accomplishment of organizational objective. The headmistresses motivate their teachers to achieve their highest goals and achievements. The headmistresses communicate with teachers, share visions, and give them their freedom of actions. According to Patel (2013), this result is supported that women’ management style is people-based, role modeling, clear expectations, and rewards, more democratic and participative style.

According to the findings, the level of teachers’ job satisfaction in this study was moderately high. In this study, satisfaction regarding *colleagues* was the highest and satisfaction regarding *pay* was the lowest.

Due to the findings, both a group of junior teachers and a group of senior teachers perceived as having moderately high satisfaction level in their job. It could be concluded that a group of senior teachers seem to have more satisfaction in their job than a group of junior teachers.

In this study, a group of teachers whose years of teaching service “1-20” seem to have more satisfaction in their job than a group of teachers whose years of teaching service “21-40”. According to Sageer, Rafat and Agarwal (2012), this result is supported that younger employees are more satisfied than older ones as the former has high energy level.

According to the findings, all groups of teacher whose qualification BEd, BA and BSc respectively, perceived as having moderately high satisfaction level in their job. The mean value of a group of teacher whose qualification “BEd” seems to have more satisfaction in their job than other

groups of teachers. According to Okkumbe (1982), this result is supported that the level of job satisfaction among graduate teachers increased with their professional grade level (cited in Wangai, 2012).

According to the findings, headmistresses' management style is correlated with teachers' job satisfaction. This study confirmed that people-oriented management style and task-oriented management style are positively correlated with teachers' job satisfaction. According to Vgrovic and Pavlovic (2014), this result is supported that effective people-oriented management style and task-oriented management style lead to teachers' job satisfaction.

Recommendation

Schools should develop more sensitive courses that will assist both boys and girls to develop new orientations about the roles and capabilities of both men and women. A mentoring system should be established within the educational administrative preparatory programmes in order to increase women's confidence and help them to stay focused in management development. The study recommended stopping cultural practices hindering women from progressing in management role, women need to seek mentorship, training and coaching from female leaders.

Women aspiring to be leaders should be prepared for the various challenges that go with management by consciously seeking mentoring and coaching from those who have excellent in management. At individual level, women should learn to challenge the traditional gender roles, which leave most domestic responsibilities in their hands. The government should design management and leadership development programmes for principals through short term trainings, meetings, and workshops so as to enhance their capacity by focusing on acquisition of knowledge and skills. This would lead to increase competency of principals. The government should concentrate on providing better working condition, adequate salaries and resources.

The principals should need to emphasize psychological rewards such as recognition, appreciation, praise and others whenever teachers do good jobs to increase job satisfaction, provide the ways in which teachers can use their talents and creativity to enhance the schools' programmes, provide a safe and pleasant working condition and help teachers develop professionally and also

need to act as a role model by being the first to do what need to be done and should also need to motivate teachers and act as coach for the development of future leaders by delegating duties and engaging them in decision making.

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