

## **ABSTRACT**

# **PRINCIPALS' LEADERSHIP STYLE<sup>1</sup>: ITS EXPRESSION AND EFFECT ON TEACHERS' JOB SATISFACTION**

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The present study focusses upon the leadership style of principals of secondary schools in Jamaica and was undertaken to discover its expression and effects on the job satisfaction of the teachers.

Data collection was undertaken in three stages : a pilot study to establish reliability of the measuring instruments to be used, a survey of 23 principals and 119 teachers drawn from all secondary schools in Jamaica and categorized as High Schools, New Secondary Schools, Comprehensive High Schools, and Technical High Schools, distributed according to counties.

The major findings were as follows:

- (a) Principals indicated that they greatly emphasized planning, decision making, organizing and

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<sup>1</sup>This thesis examines EXPRESSION of LEADERSHIP STYLE, and so the term Leadership Style, as used in the study, refers to the processes and tasks which constitute the mode used by Principals in the conduct of their leadership of the school. It is not used in the traditional sense as reported in much educational administration literature.

coordinating, communicating, social and professional support, evaluating, aspects of leadership styles, in their administrative behaviour. They did not however delegate responsibility to any great extent. Teachers in the sample concurred.

- (b) Biographical data were not significantly related to the job satisfaction of principals, but older teachers, those who are more qualified, and male teachers tended to be more satisfied.
- (c) For principals, there was significant interrelationship among several of the variables which defined leadership style. Delegation was found to be significantly related to job satisfaction, while decision making, social and professional support and evaluation were significant correlates of morale.
- (d) Teachers' perceptions of principals' skills in planning, delegating, organizing and coordinating, communicating and social and professional support to teachers were significantly related to their job satisfaction.
- (e) The in-depth study revealed that principals of differing leadership style differed in the
  - (i) regularity with which staff meetings are held and the participation of staff in these meetings.
  - (ii) involvement of staff in curriculum development.

- (iii) openness of communication.
  - (iv) support given to teachers for professional development.
  - (v) involvement of the Board of Governors in the school's administration.
  - (vi) image which the school portrayed to the public.
  - (vii) delegation of responsibility to vice principals and heads of department.
- (f) All four principals in the in-depth study expressed difficulty with time management and considerable stress associated with budgeting constraints and staffing problems.

The implications arising from these findings generated several recommendations, chief of which were the necessity to

- (a) provide training in organizational management for principals.
- (b) develop means of improving salaries and working conditions of school personnel.