

PRINCIPALS' TRANSFORMATIONAL LEADERSHIP BEHAVIOUR AND TEACHERS' JOB SATISFACTION OF SECONDARY SCHOOLS UNDER CHUKHA DISTRICT, BHUTAN

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M.Ed. (EDUCATIONAL MANAGEMENT)

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ABSTRACT

The purpose of this study was to examine the level of principals' transformational leadership behavior and teachers' job satisfaction of secondary school teachers, and determine the relationship between the principals' transformational leadership behavior and secondary school teachers' level of job satisfaction. Pearson's correlation coefficients and Multiple Regression Analysis were carried out to find to what degree transformational leadership predicts their teachers' job satisfaction, while personal factors were studied as a dummy variable.

This study was carried out for secondary school teachers teaching in the Chukha district, Bhutan, where the secondary school teachers' perceptions and judgments were used as the basis for these study findings. The sample group consisted of 227 teachers from a total population of 527. Taro Yamane formula was applied to determine the sample size. This study was carried out employing a quantitative approach through survey questionnaires. The school principals' transformational leadership behaviors were analyzed based on the concept of Bass and Avolio, and the level of secondary school teachers' job satisfaction was determined through Herzberg's Two-Factor Theory.

The findings indicated that the school principals in the Chukha district behaved with a high degree of transformational leadership satisfaction as perceived by the secondary school teachers, and the secondary school teachers were found to be highly satisfied with their work. The results also indicated that there was a significant positive correlation between the principals' transformational leadership and the level of secondary school teachers' job satisfaction. Further, it also revealed that transformational leadership was the lone predictive factor that can predict teachers' job satisfaction, while the personal factors were shown as insignificant except in the case with masters degree graduates, which was shown to be significant.

This finding will be useful to the policymaker at both the school and ministry level, so that they can excel leadership qualities for the school principals and increase the level of job satisfaction of secondary school teachers. This should prevent job dissatisfaction and lead to a better quality of education in Bhutan.

KEY WORDS: TRANSFORMATIONAL LEADERSHIP/ JOB SATISFACTION

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