

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

TSHEWANG

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OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION
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2013**

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Thesis
entitled

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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

126 pages

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CHAPTER I

INTRODUCTION

1.1 Background and Significance of the Study

His Majesty the King, Jigme Singye Wangchuck, the Fourth King of Bhutan has constantly emphasized, “the future of our country lies in the hands of our youth and future of children lies in the hands of the teachers”. In line to this, the fundamental duty given to schools in Bhutan was to teach and shape the youth for future. As we embrace to this new millennium, making student succeed in schools, productive and responsible member of the society has always been a challenge. However, a remarkable progress was made in terms of accessibility of basic education in the recent times.

The growth of schools in Bhutan began as early as 1950s. The modern education system began with the introduction 1st Five Year Plan (FYP) in 1961. The student enrolment increased with the expansion of education system and prioritizing complete primary education (PP-VI). In the last four and half decades the education system underwent many reforms as a new paradigm shift to develop a better system of education.

However, the ever-changing social scenes contributed new challenges to educators all over the world. Teachers are the ones to shape and instill values in our children so that they grow up as a responsible individual and a productive citizen of the nation. Therefore, teacher has a crucial function in shaping and building cognitive ability of children at the formative stage of schooling. The type of knowledge and the values the teacher bestow has direct bearings on the future of the children and the nation, as the future of the nation is laid in the classroom.

On the other hand teaching job appears to be mundane and taxing when confronted with larger class size, more workload, lesser benefits, few training opportunity, top-down administration, non-conducive working environment, meeting the national goals, school culture and climate and so on. However, teachers as the

main stakeholder are expected to be content and focus on teaching and learning process as cited by Rao and Sridhar, (2003).

The concept of job satisfaction conveyed by Herzberg (1959) duality theory was adopted for the purpose of this study. Herzberg's duality theory characterized job satisfaction in work place. Herzberg's work dimensions consisted of motivators and *hygiene factors*. When people are satisfied, they attributed their satisfaction to do work itself while when dissatisfied they are concerned about the environment in which they work. Therefore, job satisfaction is caused by a set of factors related to work itself, such as nature of job, achievement in the work, possibilities of personal growth and recognition, and promotion opportunities which Herzberg termed as motivation factors, while job dissatisfaction was a result of "conditions that surround the doing of the job" such as (physical) working conditions, salary, company policies, job security, quality of supervision, and relation with others. Herzberg called these as hygiene or maintenance factors, which were not part of a job but referred to the environment and have the function of preventing job dissatisfaction.

The factors associated with job satisfaction are intrinsic factors and the factors that caused job dissatisfaction are extrinsic factors. According to the Herzberg, the job satisfiers were achievement, recognition, the work itself, responsibility and advancement, while sources of dissatisfaction were company policy, administration, supervision, salary, interpersonal relations with supervisors and working conditions.

Many researches have shown that motivational factor growth and development given in Herzberg (1959) two-factor theory has shown significant affect on the job satisfaction level of the employees. The teachers' job satisfaction was found at satisfied level in the study conducted by Dorji (2007) and Dukpa (2010) about teachers' job satisfaction in Thimphu and Samtse districts of Bhutan. Their finding also reported slight differences in the satisfaction level between hygiene and motivational factors. It was very difficult for any researcher to conclude the complete job satisfaction of the individual, as employees' desires are unlimited.

There are some researchers who have recognized that the school leader's leadership style significantly influences teacher's job satisfaction. Vroom (1964) stated that leadership style is one of the most important factors influencing job satisfaction. Principal's leadership responsibilities have become more challenging than before,

requiring implementing collaborative leadership practice, shared decision making and empowering teachers to motivate them. Researchers have proven that use of proper transformational leadership skills was deemed appropriate for the school leaders to change the behavior of the schoolteachers. Bogler (1999) found that transformational leadership of principal effect on teacher's job satisfaction. He further suggested that schools required attention towards enhancing job satisfaction as it positively related to participative decision-making and transformational leadership. The principal must have the capacity to balance the relationship between productivity and educational objectives. The leadership capacity development must focus on the leadership styles and management techniques to ensure job satisfaction and effective teaching instruction among teachers.

Transformational leadership is adopted as the new leadership model in the schools in order to boost teachers' morale and students' performance. However, transformational leadership and committed teachers are the major issues concerning the secondary school of Bhutan in the face of limited resources. Thus there are growing demands for a leadership, which is more viable and democratic in nature that could enhance teachers' motivation and improved students' academic. Transformational leadership was an imperative leadership style for achieving and determining the excellence and success of a school performance. Silin & Mulford (2002) stated high level of job satisfaction and productive learning existed school where transformational leadership was prevalent. Parallel to that Bogler (2002) asserted that paucity of leadership skills prompted the negative teachers' job satisfaction. The literature implied that principal is the focal person in providing leadership and better curricular needs (Mahmood, 1993).

Many researchers have supported that effective use of transformational leadership skills can transform followers in achieving the goals of an organization. Through transformational leadership, employees can empower certain authority like making decision in everyday matter so that they can exhibit their leadership skills. Unless leader share of their authority, employee will not become proactive lowering the level of their job satisfaction. It is the known fact that if the leader empowers their follower in the decision-making and promotes professional development, teachers would perform better in school, which ultimately adds job satisfaction.

According to Bass (1994) transformational leadership was considered when "leaders and followers make each other to advance to a higher level of moral and motivation". Transformational leaders are the ones with strong personal and professional attributes that would stimulate and inspire the subordinates to meet the set goals. Transformational leadership functions on trust and commitment, job values and employee's interest in a group or organization. In addition, Avolio & Bass (1994) stated that transformational leadership is contingent on the leader's behavior exerted as per the situation, working procedure and the context. The transformational leadership according to Avolio & Bass (1994) consisted of four components such as Idealized Influence (II), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Many researches done on the teachers' job satisfaction were on the extrinsic factors like income, non-conducive environment; not on the effective use of transformational leadership skills. The principals' transformational leadership styles empowering teacher on decision-making and professional development will sustain teacher job satisfaction in the school rather than gaining from external motivation. External motivation is a euphoric and the sustainability is always a question mark. In Bhutan, very less has been said and done about relationship between transformational leadership and teachers' job satisfaction. The issue about how transformational leadership impact teachers' job satisfaction remains a veiled that requires investigation.

Hence this study was taken up to study teachers' perceptions of Principals' transformational leadership behavior and teachers' job satisfaction. It was intended to get some insight on the general level of teachers' job satisfaction and exhibition of transformational leadership behavior of their principal. Further, it intends to examine the relationship between transformational leadership behavior and job satisfaction and the predictive factor of teachers' job satisfaction in secondary schools under Chukha district, Bhutan. Accordingly, research objectives and questions were framed to guide in my entire research endeavor.

1.2 Research question:

1.2.1 What is the level of teachers' perception on job satisfaction of secondary school teachers in Chukha district?

1.2.2 What is the level of teachers' perception on transformational leadership behavior of principals in Chukha district, Bhutan?

1.2.3 Is there relationship between transformational leadership and teachers' job satisfaction in Chukha district, Bhutan?

1.2.4 Which factor is the predictive factor for job satisfaction of teacher in Chukha district, Bhutan?

1.3 Research Objectives:

1.3.1 To study the level of teachers' perception on job satisfaction of secondary school teachers in Chukha district, Bhutan.

1.3.2 To study the level of teachers' perception on principals' transformational leadership behavior in Chukha district, Bhutan

1.3.3 To examine the relationship between principals' transformational leadership and job satisfaction of teacher in Chukha district, Bhutan.

1.3.4 To investigate the predictive factors for job satisfaction of teacher in Chukha district, Bhutan.

1.4 Research Hypotheses

1.4.1 There is a positive relationship between transformational leadership and job satisfaction of teacher in Chukha district, Bhutan.

1.4.2 Personal factors and principals' transformational leadership were at least the predictive factors for job satisfaction of teacher in Chukha district, Bhutan.

1.5 Scope of the Study

The primary objective of this study was to find the level of teachers' job satisfaction and principal's transformational leadership behavior of secondary schools under Chukha district, Bhutan. In the study transformational leadership behavior (4Is) (Avolio & Bass, 1994) and Herzberg (1959) duality theory was employed. The study included only the teachers of secondary school in Chukha district in Bhutan. Chukha district has 6 lower secondary school, 6 middle secondary schools and 4 higher secondary schools excluding Community schools, Primary School and Extended Classroom (ECR). The population of this study included 530 teachers teaching in secondary schools in Chukha district, Bhutan, with the sample of 227 teachers.

1.6 Operational Definition of Terms:

Job satisfaction refers to feeling of anticipation on their career that is influenced by working situation either through following motivator or hygiene factors.

1.6.1 Motivation factors refers to the factor that stimulate and motivate teacher to accomplish task satisfying their wants or need such as:

1.6.1.1 Job Achievement refers to teacher's feeling on the completion of job, ability to solve problem, see the job result, clarity of job that can be measured from the achievement of target on time.

1.6.1.2 Job Recognition refers to acknowledgement of teacher's feeling by the authorities through praise, admiration, and other rewards.

1.6.1.3 Work itself refers to teacher's feeling towards their teaching and other job related attributes.

1.6.1.4 Job Responsibility refers to teacher's feeling on satisfaction in shouldering assigned important job and giving them the full authority in making the decision over their accomplished task.

1.6.1.5 Job Advancement refers to teacher's feeling about the enhancement of their profession skills, knowledge and career track.

1.6.2 Hygiene factors refer to extrinsic or maintenance factor which has an influence from the work context and work itself. The factors include;

1.6.2.1 Supervision refers to act of guiding and supporting teachers to accomplish the tasks by the principal through established procedures.

1.6.2.2 Interpersonal Relationship refers to congenial relationship, trust, respect among the co-workers and the management.

1.6.2.3 Working Condition refers to amicable working atmosphere that is sustained by adequate and appropriate working facilities free from any hazards.

1.6.2.4 Salary refers to appropriate pecuniary benefits paid to the teachers in relation to their workload.

1.6.2.5 Policy and Administration refers to management of resources (personnel, equipment, financial) within the set framework and working norms ensuring transparency, empowerment and collaborative decision.

1.6.3 Transformational Leadership

Refers to the perception of teacher toward the behavior of their principal that enhances motivation and performance of the teachers through different mechanisms such as being a role model, inspiring teachers, recognizing weakness and strengths of a teachers, challenging teachers to take the ownership of the work to meet the school goals. The transformational leadership could be demonstrated through the behavior as stated hereunder:

1.6.3.1 Idealized Influence (II): refers to the perception of teacher toward managerial behavior of their principal that ensures acceptance, trust, self-belief and confidence. It is also important for the principals to conduct themselves in a selfless and ethical manner that promote the general welfare objectively.

1.6.3.2 Inspirational Motivation (IM): refers to the perception of teacher toward managerial behavior of their principals' that stimulate teachers' inspiration, commitment, sense of responsibility, encouragement and devotion toward their work.

1.6.3.3 Intellectual Stimulation (IS): refers to the perception of teacher toward managerial behavior of their principal that uses creativity, innovative ideas in dealing with the problems. Such leaders are usually resourceful and encourage the exchange of ideas to solve problems discreetly based on evidences.

1.6.3.4 Individualized Consideration (IC): refers to the perception of teacher toward managerial behavior of their principal that recognizes individual differences, needs, capabilities, accepting others views and directing the resources and efforts towards the development of each individual.

1.7 Research Contribution

The finding of the research would help the policy maker and implementers for the enhancement of teachers' job satisfaction level in the secondary schools under Chhukha district. It will assist the Ministry of education in Bhutan to examine the administrative governance of school. In addition this study would enable the educators to see the need for adjustment and feasibility in school administration. Further it will also add value to the existing body of research in the field of educational leadership and provide avenues for future research.

1.8 Conceptual Framework

The Transformational Leadership theory of Avolio & Bass (1994) and Herzberg duality theory (1959) were used to construct conceptual framework. The study could be interpreted as the framework showing the relationship between variables to be used as the research framework as illustrated below:

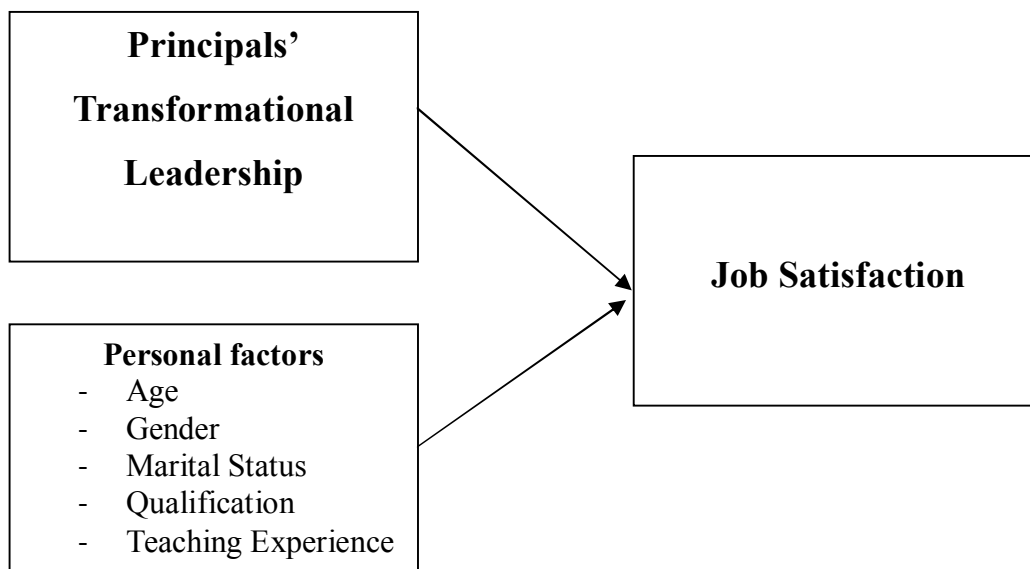


Figure 1.1Conceptual Framework

CHAPTER II

LITERATURE REVIEW

After reviewing various literature related on the Principals' Transformational leadership behavior and the teachers' job satisfaction, the researcher has studied related definitions, concepts, theories and the chapter is presented in the following sequence:

2.1 Education System in Bhutan

2.2 Concept and Theory of Job Satisfaction

2.3 Concept and Theory of Transformational Leadership

2.4 Related Researches

2.1 Education system in Bhutan

Bhutan is landlocked between two large countries of India to the south-east and China to the North. Bhutan was unknown to the outside world until the late sixties. Historically, Bhutan opened its door to the outside world only in the 1960s.

The Education system of Bhutan was deeply rooted in the Bhutanese traditional and cultural values. With the arrival of Buddhism in the 8th century, the monastic education came to play a vital role in the lives of people and it continues till today. The traditional educational system has two major elements, the ecclesiastical oriented institution and the state led general or secular. All forms of education existed those days were assumed in the form of informal, home based, oral and ritualistic.

The monastic education is an important part of the national culture and the modern western education system is still infused alongside the Buddhist culture. Royal government promoted and expanded modern education ever since the commencement of first Five Year Plan in 1961, to tackle the basic educational needs and develop human resource for the socio-economic growth of the nation. Since the adoption of modern education system, Bhutan has made a great stride on educational

voyage. Bhutan today has 10 day care centers, 353 primary schools including 9 Private primary school, 93 Lower secondary schools including 1 private lower secondary schools, 59 middle secondary schools including 2 private middle secondary school and 48 Higher secondary schools including 14 private higher secondary schools. There are about 176,647 students studying in various schools with 7932 teachers including 594 private school teachers as of today.

There are 1,669 educational institutes including 8 special Institute, 953 Non-Formal Education centers, 11 tertiary institutes under the Royal University of Bhutan including 1 private institution and 8 Vocational training institutes, under the Ministry of Labor and Human Resource (Annual Education Statistic 2012; Ministry of Education).

The Royal government of Bhutan has always been dedicated to the objective of delivering largely free education to all its children notwithstanding the country's mountainous terrain and the dispersed population. All Bhutanese citizens receive free basic education, which includes 7 years primary education, and 4 years secondary education. Once student graduates from the secondary education, they can either join tertiary or vocational institutes depending on their merit ranking. National curriculum designed by DCRD (Department of Curriculum and Research Division) applies to all the schools in the country. English is the medium of instruction, except for national language. Dzongkha, a national language, is a compulsory subject for all the grades.

2.1.1 General Educational Structure

The formal educational structure in Bhutan consists of 11 years of free basic free education from classes Pre-Primary (PP) to tenth grade. The basic education of 11 years consists of 7 years of primary school education comprising 2 years each in lower and middle secondary schools. At the end of each cycle (class X) there is a national board examination, Bhutan Certificate for Secondary Education (BCSE). Student continues their general education in class XI and XII Higher education or enters labor market based on their performance in the board examination. After the completion of class XII (public and private), graduates either continue their studies in the tertiary level under the institutes of the Royal University Bhutan (RUB) for

diploma or a bachelor's degree, or enter Vocational Training Institutes (VTI) or institute abroad or enter the job market. Selection for RUB is based on Bhutan Higher Secondary Examination Certificate. (BHSEC).

2.1.2 Brief background of Chhukha District

Chhukha district is situated in the western part of Bhutan; it is one of the largest populated districts of the nation. It was established in April 1987 coinciding with the beginning of the sixth five-year plan. It has a population of 85,010 with the total area of 1,802 square kilometers. It has an elevation ranging from 200 to 3500 m above sea level. It is hot and humid in summer with moderately cool in winters. The district is made up of one sub-divisional office with 11 blocks.

According to National Statistic Bureau, (2013), there are 26 primary schools, 6 extended classrooms, 6 lower secondary schools, 6 middle secondary school and 4 higher secondary schools totaling to 48 schools in the district. A grand total of 17, 208 students are enrolled in the various schools in Chhukha, out of which 12,456 are enrolled in the secondary schools. There are 706 teachers teaching in various levels of school and out of which 527 teachers are teaching in the secondary school alone.

2.2 Concept and Theory of Job Satisfaction

2.2.1 Definition of Job Satisfaction:

Although there were wide researches on studies related to job satisfaction, there was neither consensus concerning what job satisfaction was nor concluding definition on what job satisfaction signified. Thus to clarify definition on job satisfaction different opinion and approaches was projected in defining job satisfaction by different investigators.

As stated by Rachna (2011), defined job satisfaction as an emotional expectation on the career that effect from the working environment such as reward, job security, accountability, relationship, promotion, and supervision.

Similarly, Aziri, (2008) describes job satisfaction “as feeling that emerged as a result of the perception that the job enables the material and psychological needs”.

According to Armstrong, (2006), the phrase job satisfactions referred to “the attitudes and feelings that people have on their work”. He further added that whenever follower possessed affirmative and favorable attitudes towards their job showed job satisfaction while undesirable and disparaging attitudes towards the job signified job dissatisfaction.

However, Mullin, (2005), compounded job satisfaction as a multidimensional thought, which meant that job satisfaction could mean different things to different people. It was usually related with motivation, although the nature of relationship was not clear and satisfaction cannot be seen same as motivation. He further believed job satisfaction was an attitude and an internal state such as, ‘personal feeling of achievement, either quantitative or qualitative’.

On the contrary, Statt, (2004) mentioned that job satisfaction was seen as “an extent to which a worker was pleased with the rewards he or she obtained out of his or her job, particularly in terms of intrinsic motivation”.

According to Spector (1997) job satisfaction represented feelings about people and their jobs, and the different aspects of their job. Job satisfaction depended on to the degree to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

Similarly Katzell (1981) & Elaine and Marie (1984) explained job satisfaction as expression of likes and dislikes of the job feature after it has been assessed. The job satisfaction could be achieved if the individual needs and their job facet can go in hand if the bar of expectation and the reality can be decreased. According to Kalleberg, (1977) job satisfaction referred “to an overall affective orientation on the part of individual toward work roles which they are presently occupying”.

Locke and Lathan (1976) expressed job satisfaction “as pleasurable or positive emotional state resulting from the evaluation of one’s job or job know-how”. They also said that it is the outcome of employee’s perception of how well their job provides those conditions that were considered as important.

According to Vroom (1964) he defines job satisfaction “as affective orientation on the part of individual toward work role, which they are presently occupying”. Consequently jobsatisfaction was focused on the role of an employee in the workstation.

In general, job satisfaction was considered as one of the most multifaceted areas of managerial roles. Many studies have established motivation of workers as influential in defining job satisfaction. The level of motivation was found to impact on productivity and hence also on performance of teacher in schools.

The similarities in the definitions provided by previous researchers conclude that there are lots of resemblances and differences in context, however all explanation determined job satisfaction as the optimum level of positive feeling and attitude derived from work and towards the work, other physical and environment factors related to the work and the work place.

Although there were numerous researches conducted on job satisfaction around the world, in Bhutan there was limited research on the same area. Therefore, the current study aimed to focus on teachers’ job satisfaction as one of the core area of study.

2.2.2 Concept of Job Satisfaction

As stated by (George et al., 2008) job satisfaction “was the collection of feelings and beliefs that people have on their current job”. They further expounded that the degree of level of job satisfaction could range from their extreme satisfaction to extreme dissatisfaction. Herzberg (1959) duality theory was founded on these two extremes. Besides having attitudes on their job as a whole; employees can also have attitudes on numerous aspects of their job such as: the kind of work they performed, their subordinates, managers and their remuneration.

According to Kaliski, (2007), “job satisfaction was how the employee feels on their success and achievement on their job”. Job satisfaction had a direct connection to productivity as well as to the individual contentment; which suggested that employees undertake a job that one enjoys, accomplish it well, entailing enthusiasm and happiness with one’s work and being compensated for one’s efforts. Thus, job satisfaction remains crucial element that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment.

As per Rose, (2001) considered job satisfaction as a bi-dimensional concept comprising of intrinsic and extrinsic satisfaction; derivation of intrinsic source of satisfaction relied on individual's capacity to use their initiative, fostering excellent rapport with managers, the work one actually performs were considered as symbolic or qualitative facets of the job. On the contrary, the derivation of extrinsic sources of satisfaction were situational and depended on the environment which offers financial and material reward, such as pay, promotion, or job security.

On the other hand, Sousa-Poza (2000) opinioned that job satisfaction was based on the supposition made on universal human needs. He explained that if basic need were fulfilled in the current situation, then individual would remain happy, which postulated that job satisfaction depended on the balance between work-role inputs such as education, working time, efforts and work – role inputs such as wages, fringes benefits, status, working conditions and intrinsic aspects of the job. Accordingly, if work role output ('pleasure') increased relation to work-role inputs ('pain'), then job satisfaction would be increased.

According to Spector (1997), job satisfaction consisted of three important characteristics. First, an organization should be directed by the organizational human values and beliefs in dealing and treating workers impartially with respect. In these circumstances the achieving high levels of job satisfaction would be the sign of a good emotional and mental state of employees. Second, the worker's behavior depended on their level of job satisfaction, which affected the functioning, and activities of an organization. Third, through job satisfaction, organizational activities, evaluating different levels of satisfaction in different organizational units would be determined, which would boost the performance that should be made.

Based on various concepts and literature expressed by different connoisseurs and experts, it could be concluded that job satisfaction was the individual's optimal satisfaction derived from the work they commenced. Success and achievement of a job depended on swings of mood, like positive attitude of an employee toward his current job, which results satisfaction, and negative attitude bringing job dissatisfaction. In short it was a collection of one's feelings and beliefs over the job one performed. It was also seen as one's attitudinal expression of individual either toward one's job or toward a specific aspect of one's job.

2.2.3 Theory of job satisfaction:

There are many theories on job satisfaction but in the present study Herzberg Two Factor Theory was included as it was the most widely recognized and accepted approaches. Herzberg addresses the challenging problem of job satisfaction in terms of those factors, which causes satisfaction (motivators) and those, which causes dissatisfaction (hygiene). And this information had become the basis of evaluating an individual job and the making changes necessary to increase worker motivation. Herzberg showed that satisfaction and dissatisfaction at work arose from different factors and not only from opposing reaction to same factors. The most researchers considered Herzberg's Two-Factor Theory as relevant in integrating into the research the topic regarding the job satisfaction theories.

Herzberg's two-factor theory was used by leaders to gain understanding of job satisfaction and associated job performance issues on two important aspects of all the jobs: what people do in terms job task (job content), and the working setting in which they do it (job context). He further suggested that leaders should attempt to always eliminate poor hygiene source of job satisfaction in the work place and ensure building satisfiers factors into job content to maximize opportunity for job satisfaction.

In this study, Herzberg Two-Factor theory (motivators and hygiene) and employment of transformational leadership behavior by school principal would be the focus point of a study as a determinant of the Secondary school teachers' job satisfaction under Chhukha district, Bhutan.

Herzberg's Two-Factor Theory

Herzberg et al. (1959), in order to convey the better understanding of employees' attitudes and motivation at work performed numerous studies to establish which factors of an employee's work milieu caused satisfaction and dissatisfaction.

The study included interview in which interviewee were asked what pleased and displeased them the most on their work. Herzberg found that the factors causing job satisfaction were different from that causing job dissatisfaction, which means that the dissatisfaction is not the opposite end of satisfaction. The opposite end of satisfaction is no satisfaction and the opposite end to dissatisfaction is no dissatisfaction. To illustrate the result of his studies, Herzberg developed motivation-

hygiene theory with the assumption that the motivators factors as the satisfier and the hygiene factor as the dis-satisfiers or maintenance factor that merely prevent dissatisfaction but do not provide satisfaction.

Herzberg stated that there are two continuums of job satisfaction and dissatisfaction generally termed as two-dimensional model.

1) Maintenance: not dissatisfied with the job context or environment to dissatisfied

2) Motivators: satisfied with the job itself (content) to no satisfaction.

The maintenance factors kept employees from being dissatisfied, but did not make them satisfied or motivated them. Herzberg believed that employees dissatisfied with their salary will no longer be dissatisfied when their salaries are raised. However, the satisfaction becomes unsustainable due to changes in their standard of living. Thus, to remove the dissatisfaction the employee would need better salary again. Herzberg maintained that when employees are not dissatisfied with their pay and other maintenance factors, they can be motivated through their job itself (Lussier and Achua, 2007).

According to Herzberg's theory, two process of motivation wererequired to make theemployeeessatisfy and no dissatisfy at work. Firstly, eliminate the dissatisfaction thatthe employees areexpecting. Secondly,provide support for theemployees findsatisfaction as follows:

Step One: Eliminate Job Dissatisfaction:

In order to eliminate job dissatisfaction in the organization, some of criteria below were outlined:

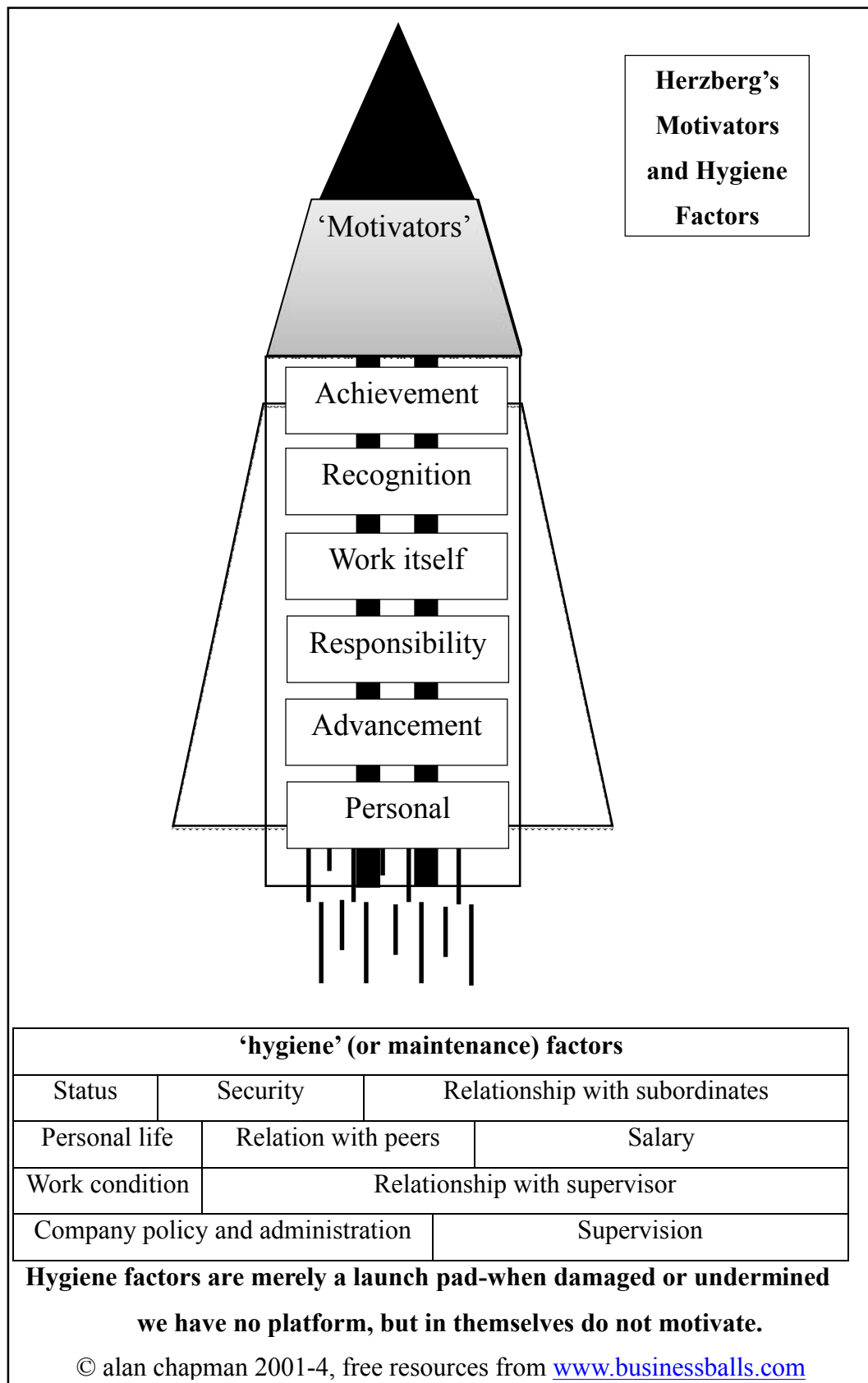
- Fix poor and obstructive organization/institution policies.
- Provide effective, supportive, and non-intrusivesupervision
- Create and support a culture of respect and dignity for all team members.
- Ensure that wages are competitive.
- Build job status by providing meaningful work for all position
- Provide job security

All of these action will help remove job dissatisfaction in the organization which means the employees have no dissatisfaction in the organization but it dose not mean the employees are satisfied either. Thus, another step to build job satisfaction is required.

Step Two: Create Condition for Job satisfaction

To build job satisfaction, the following factors associated with workare needed to be addressed.

- Providing opportunities for achievement
- Recognizing workers' contributions
- Creating work that is rewarding and that matches the skillsand abilities of the worker
- Giving as much responsibility to each team members a possible
- Providing opportunity to advance in the organization through internal promotions
- Offering training and development opportunities, so that employees can pursue the position they want within the organization.



(Source: http://www.mindtools.com/pages/article/newTMM_74.htm)

Figure 2.1 Herzberg’s Motivators and Hygiene Factors

Herzberg found eight factors such as organizational policy and administration, supervision, peer relationship, working conditions, salary and benefits, personal life condition, professional status, and security as hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. In contrast, he found six motivator factors that enriched a person's job in particular which were the strong determiners of job satisfaction such as job achievement, recognition, work itself, responsibility, job advancement, an opportunity for job growth.

These motivators (satisfier) were associated with long-term positive effect in job performance while the hygiene factors (dis-satisfier) consistently produced only short term changes in job attitudes and performance. Thus, organizations should realize the importance of balancing motivators and hygiene factors that would make the job more interesting and challenging (Lussier and Achua, 2007).

2.2.3.1 Motivator Factors: Referred to the motivation that comes within the person through work itself. Motivator factor include achievement, recognition, work-itself, responsibility, and advancement. These factors are related to meeting higher level needs.

- **Job Achievement:** These factors referred to the completion of the work, have ability to solve problems, see job result, clarity of the job which can be measured from the achievement of the target on time.

- **Job Recognition:** This factor referred to state of being recognize by supervisors, co-workers, advisors or from any external sources. Recognition can be in form of praise, administrative supports, or other actions that imply the administrative including being assigned to an important job.

- **Work itself:** This factors referred to the positive andnegative feeling toward the work itself to see whether the work is challenging, interesting or boring, difficult or easy, or create innovation so that it allows individual to learn and develop themselves.

- **Job Responsibility:** These factors referred to the individual's satisfaction on the assigned task and authorize to make decision on the accomplished task.

- **Job Advancement:** This factor referred to chances of being promoted to the higher position in the present organization, development of new know how and skills, training and opportunity for higher education.

2.2.3.2 Hygiene Factors: Hygiene factors are referred to the motivation that are external to the person and the job itself that would satisfy with their job. Hygiene factor includes, supervision, inter personal relationship, policy and administration, working condition and salary. These factors are related to meeting lower-level needs.

- **Supervision:** This factor referred to the ability of supervisor in managing, fairness and equity including the willingness of supervisor to provide subordinates suggestion, security in the position and reputation of the organization.

- **Interpersonal relationship:** This factor referred to the relationship among the workers, subordinates and supervisors. In any organization, maintaining cordial relation among the colleagues, the employee enjoys doing the work in the organization.

- **Working condition:** This factor referred to the physical attributes of work place, including the materials available to make the work easier. This factor also included the provision of amenities and balance of workload and the amount workforce in the organization.

- **Policy and administration:** This factor referred to the administering the organization, empowerment and interpersonal communication. The policy must have a clear direction, appropriate work distribution and must initiate participative and collaborative management.

- **Salary:** This factor referred to the amount of money paid after every month for their fair work. This includes fair and competitive compensation and reasonable increase in salary.

Herzberg two factor theories concluded that motivator factors do not motivate employee nor does it make the hygiene factor remove dissatisfaction. The successful managers blend motivator factors and hygiene to meet the special needs of their employees. An appropriate leadership style must balance between the motivational factors and hygiene factors by putting emphasis more on the motivational factors, as it is more sustainable than hygiene factors.

2.2.4 Job Satisfaction Aspects

The job satisfaction aspects comprised of two components; Hygiene aspects and Motivation aspect. The following variables related to the current study were identified accordingly:

2.2.4.1 Motivation Aspects:

According to Herzberg, the motivator factor pertains to the job content intrinsic to job itself and do not result from “carrot and stick incentives,” which comprised of physiological need for growth and recognition. Although absence of Motivation factor does not prove highly dissatisfying its presence construct strong level of motivation that result in good job performance. They are therefore called as satisfier or motivators. The motivators identified included; Job Achievement, Job Recognition, Work itself, Job Advancement, Responsibility

2.2.4.1.1 Job Achievement:

Any opportunity to accomplish or contribute something of value could serve as a source of job satisfaction and participate over the success of the assigned job. The accomplishment of one's job performance could result from the goal satisfaction, given in specific time, ability to solve problems that satisfies individual, coworker in doing each kind of job. When job assigned by supervisor, if accomplished with standard, employee derive satisfaction, but job must be challenging one so that they can use their optimum knowledge, and skills in completing their task. Thus, job achievement has a positive relationship with job satisfaction of an employee.

According to the research conducted by Termsirikulchai, (2001) on job satisfaction of staff nurses in relation to the leadership behavior and job empowerment practices of head nurse and the resultant staff nurses the Department of Nursing at Faculty of Medicine, Ramathibodi Hospital. It was found that achievement and responsibility of the staff were at a high satisfaction level with the mean score of 3.79.

In another study conducted Wang (2004) to find out the job satisfaction of staff nurse on head nurses' leadership in Sakaeo provincial hospital, Thailand, it revealed that the achievement of the staff nurses' job satisfaction was at a moderate level (percent = 75.17). According to Herzberg (1959), job

achievement is the most important factor of motivation factor. Subordinates could be motivated with job achievement by giving them non-routine, challenging task, and continually give them increased responsibility for doing new things (Lussier&Achua, 2007).

2.2.4.1.2 Job Recognition

The fundamental purpose of recognition and reward program defined a system to pay and communicate to the employees so that they could link their reward to their performance. It is important to acknowledge the work instantly either publicly or privately in the areas of the individual or organizational achievement. Recognition could be in the form of praise, admiration, support or other actions that imply the administration including being assigned to an important job.

According to Kouzes and Posne (1999), they summed up best by saying, “denying each other the gift of positive feedback is to deny increased opportunities for success”. Do not forget to give teacher applause for their success when teacher achieves excellence in her/his class.

Rujirawatchara, (1997, Daungjai, 2001 cited in Dorji, 2007) studied the job satisfaction of nursing instructors in Boromrajonnane Nursing Colleges under the Ministry of Public Health, Thailand, found that recognition and administrative policy were positively related to job satisfaction of instructors.

A study conducted by Maniram (2007), on the factor affecting job satisfaction at KwaZulu Natal Further Education and training college- Swinton Campus, South Africa, it was found that the educator mostly derive their job satisfaction from the recognition for work done and salary and benefit that they received.

2.2.4.1.3 Work itself

According to (Locke, 1976& Baron, 1991,)work, which satisfied the needs of employees is work that provided opportunity to use one's value skills and abilities, responsibility, autonomy and complexity.

Smerek& Peterson (2007) conducted a survey of 200 employees at a large public research university. The result showed the age

significantly affect job satisfaction. In regard to motivators, work was the most influential predictor. When it comes to hygiene factor, effective senior management ranked highest out of all the other factors of job satisfaction. Out of all the factors that contribute to job satisfaction, work has the most influence on job satisfaction.

In another study by Ball and Stenlund(1990) on Canadian teachers working condition and the importance of work as well as general job satisfaction it was found that success at work was a strong motivating factor

2.2.4.1.4Responsibility

The ownership of the work was seen as a motivating factor in wide range of studies. The availability of freedom and power to carry out task independently with high measure of ownership provided high motivation at job performance. On the contrary, responsibility without authority lowered the job performance. Herzberg et al., (2005) stated that people derived satisfaction from being responsibility for their own work or the work of others as well as when they are given new responsibilities. Lack of adequate responsibility can cause low productivity, low morale, and low job satisfaction.

2.2.4.1.5Job Advancement:

Career advancement was a major concern and objective of any employee. The growth opportunities provided by an organization was of primary importance to employees so that they could excel in their fields. These expected benefits of moving up in the hierarchy forces the person to put his/her best efforts so as to reach the top. Hence providing career advancement opportunities and employee turnover have a close relationship.

According to Foster and Purvis (2011), the challenge facing welfare to work providers on the government's new work program would be to recognize that maintaining people in work would be difficult without providing job advancement opportunities to people coming off benefits. Career advancement increased the benefits of working and the likelihood that employees would remain in work and off benefits.

Feldman &Turnley (2001) conducted a study on identified eight facets of adjunct faculty jobs. Their finding indicated that restricted job advancement opportunities were primary cause of dissatisfaction.

Furthermore, Challenge of Teacher Training in Pakistan (2002) argued that the importance of teacher training could not be underestimated when considering future opportunities for job advancement. This only deepens motivation in the individuals pursuing similar opportunities in their career.

2.2.4.2 Hygiene Aspects

The hygiene factors were necessary to prevent dissatisfaction and the same time serves as a starting point for motivation. Hygiene Aspects consist of physiological safety of individuals. According to Gibson (2000) hygiene factors were not present it operated primarily to dissatisfy employees, however the presence of such condition does not necessarily construct strong motivation. The consequent variable from the literature studied included:

2.2.4.2.1 Supervision

Researches demonstrated that a positive relationship existed between job satisfaction and supervision (Koustelios, 2001; Peterson, Puia&Suess, 2003; Smucker, Whisenant, & Pederson, 2003).According to Ramsey (1997), supervisors contributed employee's shift in morale in the workplace. The ability of the supervisor to provide emotional and technical support, and guidance with work-related tasks (Robbins et al., 2003) was central to workers' job satisfaction.Wech (2002) supported that supervisory behavior strongly affected the development of trust with employees. It was postulated that trust have a significant relationship with job satisfaction. Graham &Messner, (1998) similarly concluded that supervisors with high relationship behavior strongly impacted on individual's job satisfaction.

However, supervisor's attitude and behavior toward employees may also be a contributing factor to job-related complaints (Sherman &Bohlander, 1992). A study by Packard and Kauppi (1999) found that employees with supervisors displaying democratic management styles experienced higher levels of job satisfaction compared to those who exhibited autocratic or laissez – faire leadership styles. Further, Brewer and Hensher (1998) showed that supervisors whose leadership styles emphasized consideration and concern for employees generally have more satisfied workers than supervisors practicing task structuring and concern for production. Bassett (1994) maintained that supervisors bringing humanistic part to the job, by being considerate toward

their employees contributed towards increasing the employee's level of job satisfaction.

2.2.4.2.2 Interpersonal Relationship

Interpersonal relationship covered parents and community support to the teachers, teacher- student relationship, and interpersonal relationship among the colleagues, principals- vice principal – teachers' relationship. The positive relationship indicated better job satisfaction while antagonistic relation may result in dissatisfied individuals.

Bunjab(2540, cited in Pamato, 2005) showed that the teachers perceived high level of job satisfaction on co-worker relation and relationship with the administrators. It was further supported by Baron (1991) that friendly and positive relation with co-workers, subordinates and supervisors contributed to high level of job satisfaction. According to Herzberg (1959), peer relationship is always a concerned as the important factor in maintaining the healthy workplace, which could prevent the job satisfaction.

2.4.2.2.3 Working Condition

The worker generally desired working condition which would result in greater physical comfort and convenience. The absence of such working conditions can impact poorly on workers mental and physical well being (Baron & Greenberg, 2003). Further Locke, (1976); Baron, (1991) reiterated that employees were more satisfied with physical surrounding which were not dangerous or uncomfortable. Most employees also valued a location close to home, new building, cleanliness, and adequate tools equally as working condition.

2.4.2.2.4 Policy and Administration

Policy and Administration plays a vital role in determining the employees' satisfaction and dissatisfaction. If the policy and administration is unclear and not transparent, it becomes a great source of dissatisfaction for the employees and vice versa. A case study by Rachna (2011) on relationship between transformational leadership and job satisfaction for academic staffs of Royal University of Phnom Penh, Cambodia found that the academic staff was highly satisfied with the policy and administration with the same mean score of 3.50 with the technical and supervision.

2.4.2.2.5 Salary

Salary plays a determining factor for job satisfaction of the employees and instrumental in fulfilling the human basic needs. Remuneration also served as a symbol of achievement and of recognition in a society.

Darling-Hammond (1984) and Cagampang (1985) and Kim & Loadman (1994), cited in Dorji, (2007) indicated as many as half the teachers in the teaching force quit teaching job within seven years period. Lack of a higher salary was one of the primary reasons known for quitting. Bunjab (2540, cited in Pamato, 2005) found moderate level of job satisfaction on salary and benefits. However, Herzberg (2005) categorized this attributes as an extrinsic or hygiene factor that does not contribute to job satisfaction, but helped to prevent job dissatisfaction.

2.2.5 Measurement of job satisfaction:

In order to access the level of the teacher's job satisfaction based on Herzberg two factor concepts, researcher used Dorji (2006), Dukpa (2010) and Rachna (2011) self-administered questionnaires consisted of 56 items covering two components of Herzberg Motivators and Hygiene factors. In the present study, all Herzberg two factors were not included, relevant 5 motivator and 5 hygiene factors became the core of my study. Motivation factor consisted of recognition (5 items), work itself (6 items), responsibility (5 items), Job advancement (6 items) and achievement (5 items). Hygiene factor consisted of supervision (5 items), interpersonal relationship (7 items), working condition (6 items), Salary (6 items), and policy and administration (5 items), and each item was tested for the reliability through Cornbach's Alpha Coefficient with the value of 0.84, 0.93, and 0.89 respectively. Next to each item, there were five degree on perception of job satisfaction perceptions ranking from the Highest satisfaction, High satisfaction, Moderate satisfaction, Low satisfaction, and Lowest satisfaction with specified score from 5, 4, 3, 2, and 1 respectively based on 5-likert scale. All scores from each item of all respondent was calculated using computer program to find mean, standard deviation and result was interpreted into 5 level of job satisfaction from highest, high, moderate, low and lowest.

In accordance with the various literature and research on the components of job satisfaction on Herzberg Two factor theories; motivators and hygiene factors, it revealed that many findings recalls similar result. Some finding supported motivational factors playing instrumental role in determining the employees' job satisfaction where as other on hygiene factors. But in most of the researchers' results and the literature, it was concluded that motivator factors like achievement, recognition and work itself provide them the actual satisfaction whereas hygiene factor although make employees satisfied but cannot sustain as it just removes only the dissatisfaction and do not motivate further. Therefore, researcher wanted to find out which of those two factors provide the secondary teachers the most job satisfaction and in the next section researchers presents how employment of principals' transformational leadership styles can play instrumental role in determining teacher's job satisfaction.

2.3. Concept and Theory of Transformational Leadership

According to Rose(2001)leadership literature defined hundreds of different definitions of leadership. Giving meanings or definition to leadership was difficult because it assumed wide ranges of variables and was viewed differently depending on science, institute and occupations. Scholars have struggled with this question for many decades and have extrapolated a great deal about the nature of leadership (Antonakis, Cianciolo, & Sternberg, 2004; Conger &Riggio, 2007). Although,knowledge about leadership has not been concretized,yet there were many conflicts in the results of studies related to leadership style.

2.3.1 Definition of Leaders

Wongput (1992) cited in Xutu (2006) summarized the leader in the following ways:

- 1) Leader was referred as the center of focus person of a group who had more opportunities of communicating with other person than other member and had high influence to the group's decision.

2) Leader was referred to a person leading or taking his/her group to meet the objectives or goals set or only advising the group to reach the destination. This includes the leader of unusual group.

3) Leader was referred to a person selected or elected by most members as the group leader based on the nature of society and personal dimensions while that selected person was also able to show his/ her leadership behavior.

According to Stogdill (1974), leader brought groups together and stimulated participation to demonstrate highest aptitudes in individuals for perfect performance.

It can be concluded that leader was a person having abilities or role beyond other person or group, being able to lead, motivate other person or group to follow enthusiastically and tolerably to reach the same target or goal of all person or the entire group.

2.3.2 Definition of Leadership:

There are diverse definitions of leadership. This section outlined few common approaches, and summaries of leadership underpinning Leadership World.

Maxwell (2009) described leader as an individual with an ability to influence others; both followers and those outside that circle. He saw character, integrity and trustworthiness as an integral characteristic of an influential leader.

Drucker (2007) defined leader as someone who has followers and influence that does not exclude lack of integrity. Bennis (2003) focused on the individual capability of the leader as in knowing oneself, have a well communicated vision, trust among colleagues, and taking effective action to realize your own leadership potential.

Leadership was a complex dimensions for study. Leadership was understood as a trait or ability, a skill or a behavior and a relationship or process. The leadership phenomena included all of the dimensions of a leader and the personality as a whole and each dimension therefore, explained a facet of leadership itself.

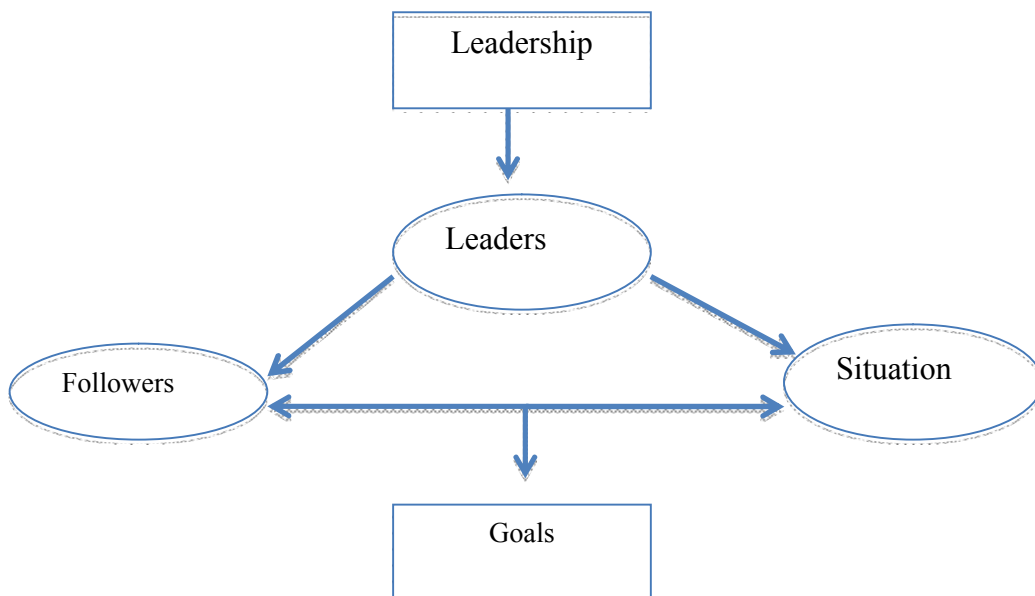
2.3.3 Concept of leadership:

Poonchia (2004) defined leadership as a way of leading group towards a planned success through instructional procedures by influencing others, and interaction by transferring concepts into actual practices. The leadership was the continuum interaction of 3 procedures consisting of leaders, followers, and situation that led to the targeted success.

Likert (1967) stated leadership as “procedures involving leaders with expectation, moral values, and capabilities of communicating and interacting with others”. Therefore, to enhance the performance effectiveness, leaders expressed behavior to make subordinates realize that leaders supported their capabilities.

Sararattana (1999) explained, “Leadership was the procedures of executives that influenced other people’s behavior with an objective of pushing the performance to meet the organization’s goal.”

Satitpanich (2002) concluded that leadership was “the pattern of relationship between leaders and followers”.



Source: Siriporn Poonchai (2004, Z. Vilinthorn, 2006), Leader and leadership: Development of Leadership and Roles of Executives, Department of Education, Royal Thai Army Nursing College.

Figure 2.2: Shows relationship between leadership and 3 associated and influencing Procedure

Thus, it could be concluded that the leadership was the a pattern that the leader had influence to the behavior of the followers or group by the special proficiencies of a leader or manifestation of behavior that could make other persons gain confidence, trust, and motivation in following such leader, which led to the set success.

2.3.4 Transformational Leadership behavior

According to the recent researches related to leadership the focus of study since the early 1980s was on the transformational leadership approach. Transformational leadership was part of the “New Leadership” paradigm (Bryman, 1992) which gave more attention to the idealized or charismatic and effective element of leadership. According to Bass and Riggio (2006) transformational leadership was widely accepted due to its emphasis on intrinsic motivation and follower development. The transformational leadership was suitable to the needs of today’s work groups who need to be empowered and inspired to succeed in times of uncertainty.

2.3.4.1 Definition of Transformational Leadership

According to Yukl (2002) transformational leadership was defined as a group of models influencing social interaction or process in which one or group of individual influences the behavior of other people in an organization setting with the collective purpose of achieving or accomplishing common organizational goal and objective.

According to North (2001), “transformational leadership was primarily concerned with values, ethics, standards, and long term goals”. It further involved assessing followers’ motives, and satisfying their needs, and treating them as full human being.

Crane (2001) described transformational leadership as transformational coaching and was an art of assisting people enhance their effectiveness. Transformational leadership therefore subsumed coaching and mentoring the key to its practices.

According to Bass and Avolio (1994) transformational leadership increased associates’ awareness of judging right from wrong, raised motivational maturity and influence associates to go beyond their own self-interest for the good of the group, the organization, or society.

Transformational leadership can be concluded as the agent of change in procedures and influencing of attitudes and behavior of employees in each organization by creating attachment to change of the organization's key objectives and strategies. The transformational leadership exemplifies influence of leaders on followers by self-practice to reverse followers to become future leaders. Hence, transformational leadership was an overall process involving actions of leaders in many levels of each organization.

2.3.4.2 Concept of Transformational Leadership

In the beginning of 1970s, new leadership theories had emerged such as House's theory of charismatic leadership, Conger and Kanungo's charismatic leadership theory, and Bass's transformational leadership theory. These theories focused on the importance of a leader's charisma to leadership effectiveness that emphasized importance of leaders' inspiring subordinates' admiration, dedication, and unquestioned loyalty through articulating a clear and compelling vision. All these theories focus on explanation on how leaders can accomplish extraordinary things against incredible odds (Lussier and Achua, 2007).

According to Bass and Avolio (1994) in transformational leadership, leaders (a) stimulate interest among colleagues to view their work from new perspective, (b) generate awareness of the mission and vision of the team and organization, (c) develop colleagues to higher levels of ability and potential, and (d) motivate colleagues to look beyond their own interests towards those that benefit the group. These engagements (emotional, intellectual and moral) of both leaders and followers encouraged followers to develop beyond expectations (Bass, 1985; Burns, 1978; Tichy&Devanna, 1986). Transformational leadership involved a collaborative change process that impact on the performance of the whole organization resulting in a responsive and innovative environment.

In another concept, Avolio (1999) believed that true essence of transformational leadership is situated interrelationship of transformational leadership within transactional leadership. Transformational leadership and its components can be understood in "Full Range leadership" which included: Transformational Leadership, Transactional Leadership, and Non-Transactional (Laissez-faire) Leadership. This method produced adaptive leadership that can adjust or modify with each situation.

Bass (1985) explained that transformational leaders motivate followers to perform beyond expectations by transforming their attitudes and beliefs. The transformational leaders therefore are expected to demonstrate four kinds of actions to motivate the followers. The four actions of a leader are: (a) charisma or Idealized Influence (b) inspirational motivation; (c) intellectual stimulation and (d) individualized consideration (Bass and Avolio, 1993).

The leaders who exhibit these models inspired subordinates to be high achievers and prioritized long term interest of the organization ahead of their own short term interest (Barnett, 2006).

The transformational leaders attempt to optimize development. Development encompassed the maturation of ability, motivation, attitudes, and values. Transformational leaders promote the development level of their associates' needs from security needs to a higher level of achievement and self-development. Therefore, high performing associates build high performing organizations (Bass and Avolio, 1994).

Transformational leadership bonds leaders and followers within a collaborative change process impacting the performance of whole organization resulting in a responsive and innovative environment. Transformational leader attempts to optimize the development, which encompasses the maturation of ability, motivation, attitude, and values and show the highest level of moral and ethical standard. Hence, it can be said that transformational leadership was the wisest way of sharing, exchanging knowledge and skills to the followers in making them into a complete leader possessing the highest level of qualities, skills, moral and ethical values within themselves. Transformational leadership is about the change, innovation and entrepreneurship, which adapts to change to keep abreast with the global competition as a successful leader.

2.3.4.3 Components of Transformational leadership behavior:

Transformational leadership was concerned in bringing with improvement the follower's performance and further developing followers' to their fullest potentials (Avlio, 1999; Bass & Avolio, 1990a). Leaders' exhibition of transformational leadership behavior often have a strong internal values and ideals that successfully provided effective motivating followers for greater good rather than their

own self-interest (Kuhnert, 1994). According to Bass and Avolio (1994), proposed four components of transformational leadership behavior that contributes in producing successful and effective leaders. They discussed four components in great detail.

Idealized Influence: Characteristics of leaders with Idealized Influence ranged from effective role models to leaders who take risks. Northouse (2001) termed idealized influence as charismatic strong role models for followers who possessed very high standards of moral and ethical conduct and could be relied on to do the right thing. Avolio (1994) expanded idealized influence by including leaders who created “sense of joint mission.”

All definitions of idealized influence demonstrated the confidence in a shared vision, and ensured subordinates a sense of direction, purpose and trust. Leaders displayed and emphasized the importance of purpose, commitment, and the ethical consequences of any decision. The role model leaders were admired for their capacity to generate pride, loyalty, confidence, alignment around a shared purpose. According to Kuhnert and Lewis (1987) leaders discussed more about their values and beliefs to their followers since a good relationship and trust-building depended on leader's personal beliefs and values. The leader discussed about goals within a scope for higher level of performance.

Inspirational Motivation: Leaders who exhibited IM usually behaved in ways that motivated and inspired by providing meaning and challenge to their followers' work. Moreover, leaders who possessed inspirational motivation are optimistic, molding expectations that created self-fulfilling visions, and thinking ahead. The underlying themes of leaders who possessed inspirational motivation stated vision on course through continuous interaction and by providing the necessary direction when deemed appropriate.

Intellectual Stimulation: The basic principle behind intellectual stimulation was enhancing innovation and creativity by being inquisitive and predicting hypothesis, reframing problems, and approaching situations in new ways. This is termed as “thinking outside the box” techniques in an organization as it provide a fresh approach to situations. According to Bass (1985) transformational leaders could stimulate extra efforts from their subordinate through intellectual stimulation. This leadership factors encompasses behavior that enhanced follower's

interest in and awareness of problems, and that they develop their ability and propensity to think about problem in a new ways. Hence, these styles of leadership could enhance followers' abilities to conceptualize, comprehend, and analyze problems (Bass & Avolio, 1990).

Individualized Consideration: Transformational leaders exhibiting Individualized Consideration are attentive to individual subordinate's needs for achievement and growth as a leader, coach and mentor. An important attribute of individualized consideration identified the capabilities and limitations of subordinates. The leader assigned tasks appropriate to the individual capacity on the basis of the assessment.

According to Avolio & Bass (1995), an individualized consideration was regarded as a developmental process in which supervisor identified followers' needs for growth and provided the mentoring required for meeting those needs for growth and expansion to higher level of potential. Kellpway & Barling (2000) suggested that training should be provided for the principals to train on skills required for supporting teachers' efforts, encouraging their autonomy, and for empowering them to take on responsibilities in accordance to the growing expertise and interest.

Further, Bolden et al. (2003) had summarized the four components of Bass and Avalio's transformational leadership as indicated in table 2.1

Table 2.1 Transformational leadership styles and leaders behavior

Transformational styles	Leader behaviors
1. Idealized Influence or Behavioral Charisma: Living one's ideals	<ul style="list-style-type: none"> • Talk about their most important values ad beliefs • Specify the importance of having a strong sense of purpose • Consider the moral and ethical consequences of decisions • Talk about the importance of trusting each other.

Table 2.1 Transformational leadership styles and leaders behavior (cont.)

Transformational styles	Leader behaviors
2. Inspirational Motivation: Inspiring others	<ul style="list-style-type: none"> • Talk optimistically about future • Talk enthusiastically about what needs to be accomplished • Articulate a compelling vision of the future • Express confidence that goals will be achieved • Take a stand on controversial issues
3. Intellectual Stimulation: Stimulating others	<ul style="list-style-type: none"> • Re-examine critical assumptions to question whether they are appropriate • Seek different perspectives when solving problems • Get others to look at problems from many angles • Suggest new ways of looking at how to complete assignment • Encourage rethinking those ideas, which has never been questioned before
4. Individual Consideration: Coaching and development	<ul style="list-style-type: none"> • Spent time teaching and coaching • Treat others as individual rather just as a member of group • Consider individual as having different needs, abilities, and aspiration from others • Help others to develop their strengths • Listen attentively to others' concerns • Promote self development

Transformational leadership was the most encompassing approach to leadership concerned with exhibition of the core transformational leadership behavior to accomplish a great thing in life. This approach paved way toward totality of the leadership path, where more emphasis was concentrated on leaders to understand and adapt to the needs and motives of the followers. Hence, transformational leaders were recognized as agents of change, good role models, who could create and articulated a

clear vision for an organization. Transformational leadership demonstrated behaviors that could be trusted by followers, gave meaning to organizational life and empowered followers to meet higher standards.

2.3.5 Measurement of Transformational Leadership:

In order to access the perception on transformational leader based on Bass's and Avolio leadership concept, the researcher employed Xuto (2006), and Rachna (2011) self-administered questionnaires in the present study. It consisted of 28 positive and out of which researchers converted 4 negative statements, it covers four elements of transformational behaviors, which includes; idealized influence (7 items), inspirational motivation (7 items), intellectual stimulation (7 items), and Individual consideration (7 items). Each item was tested for its reliability through Cronbach's Coefficient. According to (Polit et al., 2001) if the Cronbach's Alpha Coefficient of each component equals or higher than 0.7, the reliability of the instrument was considered to be appropriate. Then each item had five degree of perceptions ranking from Highest, High, Moderate, Low and Lowest, with specified score from, 5, 3, 4, 2, and 1 respectively based on 5-point Likert's scale. All the scores from each item of the respondents was calculated using computer program to find the mean and standard deviation. The result was interpreted into 5 classification results according to Best's classification formula that shows 5 levels of transformational leader behavior from highest, high, moderate, low and lowest with the score from 4.21-5.00, 3.41-4.20, 2.61-3.40, 1.81-2.60 and 1.00-1.80, respectively.

2.4 Related Researches

2.4.1 Transformational leadership and Job satisfaction

Rachna (2011) conducted a case study to find out the relationship between transformational leadership and job satisfaction of the Royal University of Phnom Penh, Cambodia, where the academic staff's perception and judgment were used as the basis for the study findings. The sample group was composed of 192 academic staff

members out of 294. The department heads' transformational leadership behaviors were analyzed based on the concepts of Bass and Avolio, and the level of academic staff's satisfaction was determined through Herzberg's Two Factor Theory.

The finding indicated that the department heads behaved moderately in terms of transformational leadership as perceived by the academic staff, and the academic staff was found to be highly satisfied with their job. The findings also indicated that there was a significant positive correlation between the department heads behaviors in terms of transformational leadership and the level of academic staff's job satisfaction.

Zeaud&Batayneh(2011) conducted a study to identify the relationship between transformational leadership and job satisfaction of registered nurses at Jordanian private hospitals, the population of the study consisted of registered nurses at private hospitals located in Amman (capital of Jordan). One hundred and sixty eight usable surveys had been carried out with a response rate of 83%. The finding revealed that there was a statistically significant positive relationship between the four dimensions of transformational leadership and the two dimensions of job satisfaction. The strongest relationship between internal job satisfaction and transformational leadership has been visible among the intellectual stimulation dimension.

Himidifar (2010) conducted a study at the 16 branches of Islamic Azad University, Tehran province, Iran; to explore how leadership styles influence employee's job satisfaction with 336 completed questionnaires out of random sampling questionnaires from non- teaching staff. It was found that the dominant leadership styles were transformational and transactional and employees were moderately satisfied with the job. The result showed that different leadership styles factors have different impact on employees' job satisfaction components. Individualized consideration positively influences (or positive relation) all the job satisfaction factors.

Raiz and Haider (2010) conducted a study to determine the impact of transformational and transactional leadership style on job satisfaction and career satisfaction on 240 respondents from various private organizations working in the capital city of Pakistan. The transactional leadership was found to be significantly related to job satisfaction while transformational leadership and job satisfaction were

highly related with career satisfaction. The result of regression analysis showed that job satisfaction was more dependent on transformational and transactional leadership as compared to career satisfaction. Transformational leadership had a positive correlation ($r=0.54$, $p<0.01$) with career satisfaction indicating supervisor's articulated vision established a group norms and provided a model for success.

Ejimofo (2007) investigated the relationship between teachers' perception of principals' transformational leadership skill and teachers' job satisfaction with 518 secondary school teachers and 48 principals from two large Local Government Areas in Southeastern Nigeria. It was found that principals' transformational leadership skills significantly impacted teachers' job satisfaction. Ejimoforsuggested that establishment and implementation programs such as seminars, workshops, and updates non-school administration might foster transformational leadership skills among school principals. The secondary school principals were expected to demonstrate fundamental respect for teachers' ingenuity, ideas, decision, knowledge and growth, and develop skills for building and maintaining friendship and collegiality.

Chen and Baron (2006) examined nursing faculty members' perception levels to understand how perceptions of leadership styles (transformational or transactional) related to job satisfaction (intrinsic and extrinsic) in the 9 schools with nursing programs awarding diplomas to student in Taiwan. They found that Taiwan's nursing director tends to display transformational leadership more frequently in the workplace (mean = 1.92) and that Taiwan's nursing faculty member were moderately satisfied in their job (mean = 68.16). In addition, nursing faculty in Taiwan were more satisfied with directors who practices leadership style of attributed idealized influence ($\beta = 0.368$, $p<0.01$). Moreover, those directors took care of the group benefits, had morality and ethics, and clear vision, and had confidence to overcome obstacles.

Nguni et al. (2006) conducted a study on the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in the context of Tanzania. They found that the group of transformational leadership behavior had strong to moderate and positive effects on teachers' job satisfaction. Charismatic leadership showed greatest influence and accounts for a large proportional of variation in teachers' job satisfaction to have a weak ($\beta = 0.38$, $p < 0.05$). It has been argued that the increasing rate of change in the

external world of schools and the many new challenges facing school leaders that success as a leader requires a high level of skills and some new competencies that enhances leadership effectiveness and organizational performance.

Xuto (2006) conducted a study to examine the relationship between the transformational leadership and effectiveness of team leaders as perceived by 639 work performers from 4 Institutes of Psychiatry in Bangkok. It was found that transformational leadership had positive relationship to integrated the effectiveness performance of team leaders ($r = 0.74$, $p < 0.01$) which explained the changes of the effectiveness performance of team leader in the 4 Institutes of Psychiatry in Bangkok. Xuto (2006) suggested that transformational leadership of team leader should be improved by setting up the transformational leadership evaluation on each team leaders so that the leaders could conveyed to the work performers to be able comprehend the institutes vision, to engage knowledge and to get more understanding in their job.

Griffith (2004) conducted a study on the direct effect of principal transformational leadership to school staff turnover and school performance. Survey data were obtained from elementary school staff and students, and school-aggregated student achievement test scores were obtained from school archives. Results showed that staff reports of principal behaviors could be described in terms of the three components of transformational leadership: inspiration or charisma, individualized consideration, and intellectual stimulation. The principal transformational leadership showed an indirect effect, through staff job satisfaction, on school staff turnover (negative) and on school-aggregated student achievement progress (positive). This result was more evident among schools having higher levels of principal transformational leadership.

Wang (2004) investigated the relationship between the level of job satisfaction based on Herzberg's Two Factors Theory and perception on head nurses' leadership based on Bass's Transformational Leadership concept among staff nurse in Sakaeo Provincial Hospital, Thailand. It was found that there was a positive and moderate correlation between staff nurses' job satisfaction and their perception on head nurses' leadership ($r = +0.59$, $p = 0.01$), which explained level of staff nurses' job satisfaction to transformational leadership role of head nurses. Wang (2004)

commented that manager should implement a clear policy to stimulate job satisfaction of the subordinates through the preparing of head nurses leadership training.

Ramey (2002) examined the relationship between leadership styles of nurse managers and job satisfaction of 7, 190 registered staff nurse in hospital setting in an Appalachian State. 200 subjects were selected using random sampling. The result showed a positive moderate correlation between job satisfaction of registered staff nurses and transformational leadership of nurse managers ($r = .38$, $p = .01$). The researcher concluded that staff nurses want to work in an environment they are valued and appreciated. The finding suggested nurse managers who want to increase job satisfaction should practice Individual Consideration because this is the preferred Transformational leadership characteristic of registered staff nurse working in hospital setting.

2.4.2 Relationship between Job satisfaction and Personal factor

The factors most common and the relevant to the context of the study are presented here under. The personal factors included:

Age

Many studies have shown age as crucial role in determining one's job satisfaction. Two large sample surveys, one in England (Clark, Oswald & Warr, 1996) and the other in nine countries including USA (Birdi, Warr & Oswald, 1995) found a curvilinear relation between age and job satisfaction. The job satisfaction declined with age, reaching the lowest at around age 26 to 31, and then increasing through the rest of the working career.

In the Burks (2011) survey conducted as part of the Gallup-Health ways Well-Being Index found that 87.5 percent of nearly 62,000 respondents were satisfied with their jobs. Senior citizens have the highest level of job satisfaction among U.S. workers with nearly 95 percent of seniors reporting that they're satisfied with their work. Job satisfaction generally increased with age, according to the survey.

Glenn, Taylor & Weaver (1977), Gazil (2001) cited by Dorji (2006) found that age is positively related to job satisfaction. As worker grows older they are more satisfied with their job because of the intrinsic and extrinsic rewards of work, including income, authority and autonomy on the job. On the other hand seniority in

the same job is negatively related to job satisfaction (Hulin & Smith 1965, cited in Dorji, 2006).

Gender

In the recent years females entering the job market have been increasingly competing with the male gender. It has become important to understand the difference of job attitudes of male and female. Most study has found that there are few differences in their global satisfaction.

In a study of Israeli secondary school teachers, Kremer- Hayon and Goldstein (1990) reported that women teachers experienced more job satisfaction than men. In a similar study of stress and job satisfaction among 844 primary school teachers by Malta et al. (1989) it was observed that more than twice as many male teachers as women teachers indicated dissatisfaction with their work as teachers. Correspondingly, women teachers showed teachers satisfaction with teaching than men. While both male and female teachers expressed a considerable degree of job satisfaction, the general trend was that there were more male teachers expressing job satisfaction than was generally the case with female. The finding of this study supported studies carried out in Japan and Germany which showed that more men than women enjoyed teaching as a profession (Ninomiya & Okata, 1990; Lissmann & Gigerich, 1990; cited by Dorji, 2006). Conversely, the study does not confirm the findings indication that women experience more job satisfaction than men (Park, 1990; Borg and Falzon, 1989; Kremer-Hayon and Goldstein, 1990 cited in Tasnin, 2006).

Kathrina's (2002) conducted studies on teacher job satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan. The result showed average men to be less satisfied with their teaching job than their women counterpart. Similar result for the other world regions were reported by Mwamwenda (1997, Ma (1999) Hayon & Goldstein (1990) and Thompson, Namra & Hoyle (1997), cited in Kathrine, (2002).

Marital Status

According to Robbins et al., (2003) research on the effect of marital status on job satisfaction worldwide has yielded unconvincing results. In the study by Kuo and Chen (2004) investigating the level of job satisfaction amongst IT personnel working

in Taiwan, it was found that marital status was highly related to general, intrinsic and overall satisfaction. They reported that the results of the study indicated that married employees experienced higher levels of job satisfaction in comparison to that of single employees.

Research conducted by 44 Cimete, Gencalp and Keskin (2003) which involved 501 nurses employed at two university hospitals in Istanbul, established that the job satisfaction mean score of divorcees and widows was higher than that of single and married groups. The difference between the mean scores was significant. Research conducted by Jamal and Baba (1992) also found a significant relationship between job satisfaction and marital status. It was generally found that married workers were more satisfied with their jobs than single people (Rachman & Kemp, 1964; Jariyavidyanont (1978) cited by Dorji 2006).

The study by Kathrina (2002) on teachers job satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan result showed that teachers stay alone with family are more mobile than other and other and also show generally low level of job satisfaction.

Educational level

Studies conducted on the relationship between the level of education and job satisfaction showed no consistent pattern (KhMetle, 2003).

An investigation by Crossman and Abou-Zaki (2003) in the Lebanese banking sector found statistically non-significant relationship between job satisfaction and education ($p = 0.094$). In this regard respondents in possession of a school certificate reported the lowest level of overall job satisfaction, while employees with a college certificate reported the highest level of overall job satisfaction. The researchers highlighted possible factors such as a lack of skills and less favorable treatment by management as contributing to lower satisfaction levels among staff in possession of a school certificate.

However, a similar study conducted by (KhMetle, 2003) amongst Kuwaiti women employed in a public government sector environment, showed that a strong relationship existed between the level of education and overall job satisfaction. About 90% employees surveyed were in possession of a postgraduate qualification. Employees in possession of an intermediate level qualification reported higher levels

of satisfaction in relation to those employees who have higher levels of education. The job satisfaction decreased in relation to increase in the level of education as employers do often not meet the expectations of employees. The results obtained from a study conducted by Johnson and Johnson (2000) on 288 employees in the American postal services perceived over-qualification to have a negative relationship with the dimensions of job satisfaction.

Teaching experience

Several studies have indicated that the most satisfied faculty members with their job were found in older, tenured, full time professors. There was convincing evidence that overall job satisfaction of faculty in higher education institution over the time (Hagedorn), 2000). However, according to Boice (2000) overall level of job satisfaction in the faculties of many institutions was low and continues to decline.

A study conducted by Fraser, Draper & Taylor (1998) on the quality of teachers' professional lives by using data from the teachers with 5, 10, and 15 years of experiences compared to data from different cohorts of teachers at different stages in their career concluded that the teachers with longer service were less satisfied with teaching, and on some specific aspects of satisfaction, differences were statistically significant. This study concur with the study made by (Castillo and Cano, 1999) who found that longer the teachers remained in the profession lesser his or her overall job satisfaction level being affected.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained the methods or the methodology used in finding out level of principals' transformational leadership behavior and the teachers' job satisfaction, their relationship and the predictor factors as perceived by teachers in line to the conceptual framework. The researcher focused on the secondary school teachers teaching under Chukha district of Bhutan. The methods of conducting this research were discussed as follows:

- 3.1. Research Design
- 3.2. Population and Sample
- 3.3. Sampling Method
- 3.4. Research Instrument
- 3.5. Quality of Research Instrument
- 3.6. Data Collection
- 3.7. Data Analysis

3.1 Research Design

The quantitative method was used for the purpose of this study for which data was collected through simple survey questionnaires to examine the Principals' Transformational leadership behavior and the teachers' job satisfaction of Secondary school under Chukha district, Bhutan.

3.2 Population and Sample

3.2.1 Population

As per the 2012 general statistic, there were 527 teachers teaching in the secondary schools of Chukha. Therefore the population of this study consisted of 527 teachers of 16 secondary schools in the district. The secondary schools were chosen for this study because a good number of teachers were employed at the secondary level than in the elementary.

3.2.2 Sample Size

The Taro Yamane formula (1968) was used to determine the sample from the population to minimize the sample of this study. Researcher calculated the sample size by using formula provided by Yamane (1968) with 95% confidence level and $P = .05$ as follow:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{527}{1 + 527(0.05)^2}$$

$$n = 227.40 = 227$$

Where,

e = Error of random sampling

N = Population size

n = Sample size

Therefore, proposed sample was 227 teachers teaching in secondary school in Chukha district of Bhutan.

3.3 Sampling Method

Multi-Stage random sampling was performed in the following manner:

Step 1

Stratified random sampling was used to select school samples according to the level of school classified into Lower Secondary School, a Middle Secondary School and Higher Secondary School which constituted 527 teachers.

Step 2

Convenient sampling was used to select sample schools. The sampling school was randomly selected from the 16 schools based on the location and its accessibility from the road point.

Step 3

The sample size was known by the method of proportional to size sampling from secondary school teachers in Chukha district.

Step 4

Convenient sampling was used to reach the questionnaires to principal of the each teacher.

Table 3.1 The sample size of secondary teachers in Chukha District.

Level of schools	Population	Sample
	Number of Teachers	Number of teachers
Lower Secondary		
School	188	81
Middle Secondary		
School	181	78
Higher Secondary		
School	158	68
Total	527	227

3.4 Research Instrument

The research instrument that was used in this study consisted of two sections. First section contains general information of the respondents and second section was on survey questionnaire.

Part A General information of the secondary school teachers: The secondary school teachers were asked to tick in the box provided in regard to their age, gender, marital status, qualification, and teaching experience.

Part B Survey questionnaires:

Survey questionnaires consist of two sections as follows:

1) Transformational leadership behaviors: The researcher modified Xuto's (2006) and Rachna's (2011) questionnaires applied from Bass's Multifactor Leadership Questionnaires (MLQ), (1985). It consisted of 28 items covering four components (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration), to access the secondary school teacher's perception on their principals' transformational leadership behavior which researcher found suitable for secondary schools under Chukha district, Bhutan. As reported by Bass and Avolio (2000), the reliability of transformational leadership questionnaires was ranged from 0.74 to 0.91.

Table 3.2: Division of Four facets of Transformational Leadership into 28 items

Components	Items
1. Idealized Influence	7 questions(1,2, 3, 4, 5, 6, 7)
2. Inspirational Motivation	7 questions (8,9,10,11,12,13,14)
3. Intellectual Stimulation	7 questions (15,16,17,18,19,20, 21)
4. Individual Consideration	7 questions (22,23,24,25,26,27,28)

All above questions were positive ones except question number 6, 14, 18 and 28 were negative where score was reversed during the data computation. So, in order to measure the 28 items above, the secondary school teachers were asked to mark in the answer box based on 5-point Likart's scale as follows;

Table 3.3: Perception level of transformational leadership

Perception level	Meaning	Score
Mostly Frequently	the stated behavior that occurred most frequently	5
Frequently	the stated behavior occurred frequently	4
Sometime	the stated behavior occurred sometimes	3
Rarely	the stated behavior occurred rarely	2
Never	the stated behavior never occurred	1

The secondary school teachers perception on school principals' transformational leadership behavior were considered from the mean score of the answers and were classified into 5 levels: highest, high, moderate, low, and lowest according to Best's evaluation criteria (1977) as follows:

Width of class interval = $\frac{\text{Upper score} - \text{Lower score}}{\text{No. of levels}}$
--

Table 3.4 Score based on four level of practice

Range of score	Meaning	Leadership level
4.21-5.00	Perception of the secondary school teacher on principals' transformation leadership exhibited at highest level	Highest
3.41-4.20	Perception of the secondary school teacher on principals' transformation leadership exhibited at high level	High
2.61-3.40	Perception of the secondary school teacher on principals' transformation leadership exhibited at moderate level	Moderate
1.81-2.60	Perception of the secondary school teacher on principals' transformation leadership exhibited at low level	Low
1.00-1.80	Perception of the secondary school teacher on principals' transformation leadership exhibited at lowest level	Lowest

Table 3.5. Positive and Negative Items

Description	Positive	Negative
Idealized Influence	1, 2, 3, 4, 5, 7	6
Inspirational Motivation	8,9,10,11,12,13	14
Intellectual Stimulation	15,16, 17, 19, 20, 21	18
Individual Consideration	22,23, 24, 25, 26, 27	28

Table 3.6. Measurement level with positive and negative scores

Description	Positive	Negative
Highest level	5	1
High level	4	2
Moderate level	3	3
Low level	2	4
Lowest level	1	5

2) Job satisfaction: The researchers had modified the job satisfaction questionnaires of Dukpa (2010); Dorji (2006) and Rachna (2011) consisting of 56 items based on Herzberg's Two- Factor Theory, which the researcher found it was suitable for Bhutanese context as follows:

Table 3.7: Division of Ten facets of satisfaction into 56 items

Description	Items
Motivation factors	
1.Job Recognition	5 questions (1, 2, 3, 4,5)
2.Work Itself	6 questions (6,7,8,9,10,11)
3.Job Responsibility	5 questions (12,13,14,15,16)
4.Job Advancement	6 questions (17,18,19,20,21,22)
5.Job Achievement	5 questions (23,24,25,26,27)
Hygiene Factors	
1.Supervision	5 questions (28,29,30,31,32)
2.Interpersonal Relationship	7 questions (33,34, 35,36,37,38,39)

Table 3.7: Division of Ten facets of satisfaction into 56 items(cont.)

Description	Items
3.Work Condition	6 questions (40,41,42,43,44,45)
5.Salary	6 questions (46,47,48,49,50,51)
6.Policy and Administration	5 question (52,53,54,55,56)

All 56 questions given above were positive statement except question number 4, 9, 14, 18, 27, 30, 36, 44, 47 and 56 were negative for which scores were reversed as shown in the table below. So, in order to measure the 56 items, secondary school teachers were asked to mark in the answer box based on 5-Likert's scales as follows;

Table 3.8. Perception level of job satisfaction

Perception of job satisfaction	Meaning	Score
The most satisfaction	Statement absolutely relevant to the respondent's opinion	5
More satisfaction	Statement so relevant to the respondent's opinion	4
Moderate satisfaction	Statement moderately relevant to the respondent's opinion	3
Less satisfaction	Statement quite not relevant to the respondent's opinion	2
The least satisfaction	Statement not absolutely relevant to the respondent's opinion.	1

The secondary school teacher's job satisfaction was considered from the mean score of the respondents and was classified into 5 levels: highest, high, moderate, low and lowest according to the evaluation Best's criteria (1977) as follows;

Table 3.9 Range of score in job satisfaction

Range of score	Meaning	Job satisfaction level
4.21-5.00	Secondary school teacher's job satisfaction is at highest level	Highest
3.41-4.20	Secondary school teacher's job satisfaction is at high level	High
2.61-3.40	Secondary school teacher's job satisfaction is at moderate level	Moderate
1.81-2.60	Secondary school teacher's job satisfaction is at low level	Low
1.00-1.80	Secondary school teacher's job satisfaction is at lowest level	Lowest

Table 3.10: Satisfaction level with positive and negative scores

Satisfaction level	Positive score	Negative score
Highest satisfaction	5	1
High satisfaction	4	2
Moderate satisfaction	3	3
Low satisfaction	2	4
Lowest satisfaction	1	5

Table 3.11 Positive and Negative items of job satisfaction

Description	Positive item no.	Negative item no.
Motivation factors		
Job Recognition	1, 2, 3, 5	4
Work itself	6, 7, 8, 10	9
Job Responsibilities	11, 12, 13,15,16	14
Job Advancement	17, 19, 20,21,22	18
Job Achievement	23,24, 26, 27	25

Table 3.11 Positive and Negative items of job satisfaction(cont.)

Description	Positive item no.	Negative item no.
Hygiene factors		
Supervision	28,29, 31, 32	30
Interpersonal Relationship	33, 34,35, 37,38,39	36
Working Condition	40, 41, 42, 43,45	44
Salary	46, 48, 49, 50,51	47
Policy and Administration	52, 53, 54, 55	56

3.5 Quality of Research Instrument

The quality of such constructed questionnaires was evaluated as per the following methods:

3.5.1 Validity

Researcher checked the completeness of the study instrument, the clarity of language, and the relevance of the issues with the thesis advisor and 3 experts as shown in the appendix. Later, the questions were edited according to the advisors and the experts' suggestion and recommendation. As per the IOC statistic, 25 statements under transformational leadership were marked as 1.00 and the lowest was 0.67 for three questions while 45 statements under job satisfaction was labeled as 1.00 and nine question in 0.67. Therefore all questions were shown as valid and included in the study.

3.5.2 Reliability

Before the actual collection of the data, the questionnaires was pretested with 30 teachers from other district who are not included in the sample group, but who works in the same school level. Each item related to transformational leadership and job satisfaction were calculated its value by means of Cronbach's Alpha Coefficient. If the reliability of each item were equal or higher than 0.7 then the instruments were considered to be an appropriate (Pilot et al., 2001).

The table 3.12 below displayed the reliability analysis of scale on the dimensional constructs of the variables on transformational leadership with its attributes and job satisfaction with its facets by using Cronbach's Alpha.

Table 3.12 Cronbach's Alpha coefficient of the variables

Variables	Reliability Statistics	Number of Items	Pretest Cases
Transformational Leadership	0.97	28	30
Job satisfaction	0.97	56	30

3.6 Data collection

In order to access the sample school under Chukha district, an approval letter was obtained from the District Education Officer. Upon receiving the approval, the researcher personally visited the schools and met with the principals and explained the purpose of the visit and handed over the questionnaires to the principals depending on the number of teachers in the school. A time period of two weeks was given for filling up the questionnaire. The researcher requested the principal concerned to distribute and collect back the filled questionnaires from the teachers. The researcher informed the principal to maintain anonymity by asking them not to mention their names of the individual. The researcher personally went and collected the questionnaires after two weeks.

3.7 Data Analysis

After checking the completed questionnaires, the data was interpreted and proceeded through statistical analysis by using computer program (SPSS) as follows:

- 1) General information of teachers under Chukha district was described by frequency and percentage.
- 2) The level of principal's transformational leadership of and teacher's job satisfaction as perceived by teachers was described by mean and standard deviation.
- 3) Pearson's Product Moment Correlation Coefficient was used to examine

the relationship between transformational leadership behavior of the principal as perceived by the teachers and job satisfaction of teachers.

4) Stepwise Multiple regressions were used to investigate the predictive factors for job satisfaction of teacher in Chukha district, Bhutan, while the personal factors were treated as dummy variables.

CHAPTER IV

RESULTS

In this chapter, the researcher presents the result of the research conducted on the Principals' transformational leadership behavior and the teachers' job satisfaction of secondary school teachers in Chukha district. In the process of conducting the research, the researcher collected the data by means of questionnaires. The respondent rate was 100 percent, with 227 respondents, which was the total sample strength of the study. After the collection of data, the data was analyzed with the package program and the research findings are presented in the following sequence: The mean and standard deviation were denoted by symbols as mean = μ and standard deviation = σ .

4.1 General information of secondary school teachers under Chukha, district, Bhutan

4.2 The level of job satisfaction as perceived by the secondary school teachers of Chukha, district, Bhutan

4.3 Principals' transformational leadership behavior as perceived by these secondary teachers of Chukha, district, Bhutan

4.4 Correlation between transformational leadership and job satisfaction as perceived by secondary school teachers, Chukha, district, Bhutan

4.5 The Predictive factors for job satisfaction of secondary school teachers, of Chukha, district, Bhutan

4.6. Summary of hypothesis/ research result

4.1 General Personal information of secondary teachers of Chukha district;

The general personal information of secondary teachers was summarized based on five components such as age, gender, marital status, education level, and teaching experience.

Table 4.1. Frequency and percentage of teachers' personal information
(n = 227)

Personal information of teachers	Frequency	Percentage
Gender		
Male	101	44.50
Female	126	55.50
Age		
20-30	67	29.50
31-40	93	41.00
41-50	51	22.50
51-60	16	7.00
Mean: 36 years, SD: 7.99, Max: 58 years, Min: 24 years		
Educational level		
Post secondary	15	6.60
Under graduate (Bachelor degree)	152	67.00
Post graduate (Master's degree)	39	17.10
Others (certificate, diploma)	21	9.30
Marital status		
Single	38	16.70
Married	112	49.30
Divorced	73	32.20
Widowed	4	1.80

Table 4.1. Frequency and percentage of teachers' personal information (conts.)

(n = 227)

Personal information of teachers	Frequency	Percentage
Teaching experience		
1-5 years	56	24.70
6-10years	57	25.10
11-15years	45	19.80
16-20years	32	14.10
21 and Above	37	16.30
Mean=12 years, SD= 8.32, Max:38 years, Min: 24years		
Total	227	100%

From the table 4.1, 227 informants, 44.50% were male and, while other 55.50% were female.

Many of the informants (41.00%) fell under age range of (31-40) years old, while 29.50% of the respondent fell in the range of more than 21 years old, (22.50%) of the respondent were under age of 41-51 and only (7.00%) was shown under the age of 51-60. The maximum age range of the respondents was 58 years old and minimum age was 24 with the mean of 36 years.

Most informants held bachelor degree with (67%), while (17.10%) held master degree, (9.30%) possessed certificate and diploma. And only 6.60 % of informant with post secondary.

Pertaining to marital status, the majority of the informants (49.30 %) were married and 16.70% were single, whereas 32.20 % of the informant were divorced and (1.80%) of informant fell under widowed.

In regard to the teaching experience, most of the informant (25.10%) had more than 6 -10 years, 24.70% of the respondent had 1 - 5 years, 19.80% had the teaching experience of more than 11-15 years, while 14.10% had the teaching experience of 16-20 years, with only 16.30% of the respondent had the experience above 21 years. The longest and shortest duration of teaching experience was seen as 38 years and 24 years respectively with mean of 12 years old.

4.2 The level of secondary school teachers' job satisfaction was measured for the overall perception based on Herzberg Two Factor Theory.

The table 4.2 indicated the overall level of teachers' job satisfaction through statistic analysis based on mean and standard deviation as below:

Table 4.2 The overall level of secondary teachers' job satisfaction

(n=227)

The teachers' job satisfaction	μ	σ	Perception level
Motivation factor			
Job recognition	3.71	.74	High
Work itself	4.18	.56	High
Job Responsibilities	3.73	.55	High
Job Advancement	3.26	.67	Moderate
Job Achievement	4.07	.60	High
Total	3.79	.47	High
Hygiene factor			
Supervision	4.08	.92	High
Interpersonal relationship	4.10	.54	High
Working condition	3.57	.65	High
Salary	3.20	.63	Moderate
Policy and administration	3.94	.71	High
Total	3.78	.53	High
Over all job satisfaction	3.78	.47	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

From the result of statistical analysis, in table 4.2, it was shown that the overall level of secondary school teachers' job satisfaction was found at high level

with the average mean score of 3.78. The level of secondary school teachers' job satisfaction when compared with the two factors, motivational factor was found little bit higher than hygiene factors with the total mean score of 3.79 and 3.78 respectively. When considered all the components of motivator factors, work itself was found at the highest mean score of 4.18, while the secondary teacher were satisfied the least in the terms of job advancement with the mean of 3.26. Besides when considered all components of hygiene factors, interpersonal relationship was found at the highest with the mean score of 4.10 while the teachers were satisfied the least in terms of salary with the moderate mean score of 3.20.

4.2.1 Motivation Factors

4.2.1.1 Job Recognition

The secondary teachers' perception toward job achievement was measured with five items as follows:

Table 4.3 The teachers' perception toward job recognition

(n=227)

Job recognition	μ	σ	Perception level
My principal duly acknowledges my work.	3.90	1.10	High
My colleague gives me credit when I do a good job	3.83	.93	High
I am satisfied with reward for doing good work from my principal.	3.80	1.06	High
*I am unsatisfied with the inappropriate recognition that I get when I have done something extraordinary.	3.41	1.27	High
I am satisfied with the common expressions of thanks and appreciation in my school	3.64	1.08	High
Total	3.71	.73	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: * Item 4 is a negative statement

From the result of statistical analysis in table 4.3, it was revealed that the overall secondary school teachers' perception toward job recognition was found at the high level with the total mean score of 3.71. When considered each items under job recognition, it could be reported that the secondary school teachers perceived that "My principal duly acknowledges my work" at the highest with mean score of 3.90, while the secondary school teachers perceived on the item, "I am satisfied with the inappropriate recognition that I get when I have done something extraordinary" with lowest meanscore of 3.41.

4.2.1.2 Work itself

The perception toward work itself was measured with six items as given below:

Table 4.4. The secondary school teacher's perception toward work itself

(n=227)			
Work itself	μ	σ	Perception level
I enjoy the type of work I do	4.21	.89	Highest
My job is interesting	4.10	.93	High
My job gives me a sense of accomplishment	4.11	.90	High
*My present job do not give me opportunity to utilize my knowledge and skills	3.37	1.30	Moderate
My job serves the society.	4.50	.74	Highest
My job provides knowledge to younger generation	4.78	.47	Highest
Total	4.18	.56	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 4 is a negative statement

From the result of statistical analysis in table 4.4, it was shown that the overall secondary school teachers' perception toward work itself was found at the highlevel with the total mean score of 4.18. When considered each items under work

itself, it indicated that the secondary school teacher perceived that “my job provides knowledge to younger generation” at the highest mean of 4.78, while secondary school teacher perceived that “my present job do not give me opportunity to utilize my knowledge and skills” at the moderate level with the lowest mean score of 3.37.

4.2.1.3 Job Responsibilities:

The teacher perception toward job responsibilities was measured with five items as below:

Table 4.5 The Teachers’ perception toward job responsibilities

(n=227)

Job Responsibilities	μ	σ	Perception level
I have control over how I do my work	4.44	.68	Highest
I am happy that my opinion counts at work	3.85	.94	High
*I cannot share opinion in decision that effect my work	3.22	1.09	Moderate
My physical learning environment is conducive to the productivity	3.76	.89	High
I am satisfied that I have necessary resources to do my work	3.39	1.12	Moderate
Total	3.73	.55	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 3 is a negative statement

From the result of statistical analysis in table 4.5, it was shown that overall secondary school teachers’ perception toward job responsibilities was found at high level with the total mean score of 3.73. When we studied each item under responsibilities, it was reported that the secondary school teachers perceived that “I have control over how I do my work” at the highest mean of 4.44, while the secondary school teachers perceived that “I cannot share opinion in decision that effect my work” with the moderate mean score of 3.22.

4.2.1.4 Job Advancement:

The teacher perception toward job advancement was measured with six items as below:

Table 4.6 The teachers' perception toward job advancement

(n=227)

Job Advancement	μ	σ	Perception level
I am satisfied that there are enough opportunities for you to upgrade through trainings	2.97	1.27	Moderate
*I have not received necessary training to do my work	3.44	1.24	High
Teachers are given equal opportunities for training abroad	2.23	1.28	Low
I am satisfied that there is someone at work who encourages in professional development in the school	3.41	1.06	High
I am satisfied that my job is progressing better than the past year	3.89	.91	High
I got a fair promotion	3.63	1.26	High
Total	3.26	.67	Moderate

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: * Item 2 is a negative statement

From the result of statistical analysis in table 4.6, it was shown that the overall secondary school teachers' perception toward job advancement was found at moderate level with the total mean score of 3.26. When considered each items under job advancement, it was reported that the secondary school teachers perceived that "I satisfied that my job is progressing better than the past year" at the highest mean of 3.89, while secondary school teachers perceived "teachers are given equal opportunities for training abroad" at the lowest mean score of 2.23.

4.2.1.5 Job Achievement

The teachers' perception toward job advancement was measured with five items as follows:

Table 4.7 The teachers' perception toward job achievement

(n=227)

Job Achievement	μ	σ	Perception level
I am happy that I am able to complete the task on time	4.26	.80	Highest
I am satisfied that I have the ability to solve problems	4.28	.69	Highest
I am proud to work in the school because my principal recognizes my achievement.	3.85	1.08	High
I feel satisfied with my job because it gives me the feeling of accomplishment.	4.11	.83	High
*I feel I have not contributed towards the school in a positive manner.	3.84	1.34	High
Total	4.07	.60	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 5 is a negative statement

From the result of statistical analysis in table 4.7, it was found that the overall secondary school teacher's perception toward job achievement was seen at the high level with the total mean score of 4.07. When considered each items under job achievement, it was found that the secondary school teachers perceived "I am satisfied that I have the ability to solve problem" at the highest level with the mean score of 4.28, while the statement "I am proud to work in the school because my principal recognizes my achievement" was found at the lowest mean of 3.85.

4.2.2 Hygiene Factors

4.2.2.1 Supervision

The secondary school teachers' perception toward supervision was measured with five items as follows:

Table 4.8 The secondary school teachers' perception toward supervision

(n=227)

Supervision	μ	σ	Perception level
My principal is adequately qualified for his/her job.	4.33	.98	Highest
My principal creates an environment that fosters trust.	4.03	1.11	High
*My Principal is not approachable.	4.07	1.33	High
My Principal manages staff effectively	3.96	1.08	High
My Principal is fair in dealing with the teachers.	4.01	1.11	High
Total	4.08	.92	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 3 is a negative statement

From the result of statistical analysis in table 4.8, it was shown that the overall secondary school teachers' perception toward supervision was seen at the high level with the total mean score of 4.08. When considered each items under supervision, it was reported that the secondary school teachers perceived "My principal is adequately qualified for his/her job" at the highest mean of 4.33, while the secondary school teachers perceived my "Principal manages staff effectively" at the lowest mean score of 3.96.

4.2.2.2 Interpersonal Relationship

The secondary school teachers' perception toward relationship was measured with seven items as given below in the table:

Table 4.9 The secondary school teachers' perception toward interpersonal relationship
(n=227)

Interpersonal Relationship	μ	σ	Perception level
My Principal consistently treats me with respect.	4.07	1.03	High
People in my school can help each other in work.	4.02	.82	High
The teachers in my school care and treat each other with respect.	3.96	.90	High
*I never trust my teachers.	4.20	1.21	High
My teacher and I work as part of a team.	4.19	.81	High
My principal keeps good relationship with the teachers and the community.	4.18	1.06	High
I am happy that my fellow teachers are supportive in any matter	4.09	.81	High
Total	4.10	.62	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 4 is a negative statement

From the result of statistical analysis in table 4.9, it was shown that the overall secondary school teachers' perception toward interpersonal relationship was seen at the high level with the total mean score of 4.10. When considered each items under interpersonal relationship, it was testified that the secondary school teachers perceived "I never trust my teachers " with the highest mean of 4.20, while the secondary school teachers perceived that "The teachers in my school care and treat each other with respect" was found at the lowest mean score of 3.96.

4.2.2.3 Working condition

The secondary school teachers' perception toward working condition was measured with six items as given below:

Table 4.10 The secondary school teachers' perception toward working condition

(n=227)

Working Condition	μ	σ	Perception level
I am happy with the current location	4.02	1.09	High
I am happy with the environment at my work place.	3.91	1.01	High
There is enough staff to do the work efficiently.	3.81	1.04	High
There is sufficient teaching equipment provided for my work.	3.18	1.17	Moderate
*There are not enough materials for my work.	3.37	1.20	Moderate
I am satisfied with the students' discipline.	3.18	1.03	Moderate
Total	3.57	.65	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 5 is a negative statement

From the result of statistical analysis in table 4.10, it was shown that the overall secondary school teachers' perception toward working condition was uncovered at the high level with the total mean score of 3.57. When studied each items under working condition, it was shown that the secondary school teachers perceived that "I am happy with the current location" fetched at the highest mean score of 4.02, while the secondary school teachers perceived that "There is sufficient teaching equipment provided for my work" and "I am satisfied with the students' discipline" were found at the moderate level with the lowest mean score of 3.18 equally.

4.2.2.4 Policy and Administration

The secondary school teachers' perception toward policy and administration was measured with five items as follows:

Table 4.11 The secondary school teachers' perception toward policy and administration
(n=227)

Policy and Administration	μ	σ	Perception level
I completely understand the policy of my school.	4.30	.79	Highest
Attitude of the administration is very accommodative in the school	3.89	.99	High
I am happy with the communication channel in my school	3.80	.97	High
I am proud to work in the school because the policy is favorable.	3.81	.88	High
*I am worried that my principal cannot take effective decision.	3.90	1.27	High
Total	3.94	.71	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 5 is a negative statement

From the result of the statistical analysis in table 4.11, it was shown that the overall secondary school teacher's perception toward policy and administration was found at the high level with the total mean score of 3.94. When considered each item under policy and administration, it could be reported that "I completely understand the policy of my school" was rated at the highest level with the mean score of 4.30, while the secondary school teachers perceived "I am happy with the communication channel in my school" at the lowest mean score of 3.80.

4.2.2.5 Salary

Six items as shown below measured the secondary school teachers' perception toward salary:

Table 4.12 The secondary school teachers' perception toward salary

(n=227)

Salary	μ	σ	Perception level
My monthly salary is sufficient to lead a decent life.	2.84	1.20	Moderate
*My salary is not appropriate to my qualification	3.11	1.23	Moderate
I am very much underpaid in relation to the amount of workload that I do.	2.85	1.32	Moderate
Salary raise is appropriate.	3.59	1.36	High
My salary rate is a significant factor to stay in the school	3.30	1.20	Moderate
Allowances motivate me to do extra work.	3.52	1.35	High
Total	3.20	.64	Moderate

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 2 is a negative statement

From the result of the statistical analysis in table 4.12, it was shown the overall secondary school teacher's perception toward salary was unearthed at moderate level with the total mean score of 3.20. When considered each items under salary, it revealed that the secondary school teachers perceived "Salary raise is appropriate" at the high level with highest mean score of 3.59, while the secondary school teachers perceived "My monthly salary is sufficient to lead a decent life" with lowest mean score of 2.84.

4.3. Principals' transformational leadership behavior as perceived by secondary teachers

Transformational leadership behavior of the school principals was measured for overall perception from the secondary teachers based on four

components of transformational leadership such as idealized influence, inspirational motivation, intellectual stimulation and individual consideration with 28 items. The table 4.13 shows the level of principals' transformational leadership behavior through statistical analysis based on mean and standard deviation as below:

Table 4.13 The overall level of transformational leadership behavior

(n=227)

Principals 'transformational Leadership behavior	μ	σ	Perception level
Idealized Influence	3.95	.74	High
Inspirational Motivation	4.08	.77	High
Intellectual Stimulation	3.92	.76	High
Individual Consideration	3.96	.87	High
Total	3.98	.74	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

From the result of the statistical analysis shown in table 4.13, it indicated that the overall level of principals' transformational leadership behavior as perceived by the teachers of secondary school under Chukha district was shown at the high level with the total mean score of 3.98. As a result, all four components of transformational leadership were perceived at the high level. When we closely looked at each domain under transformational leadership, inspirational motivation was found at the highest mean score of 4.08 while intellectual stimulation was found to be the lowest mean score of 3.92.

4.3.1 Idealized Influence

The secondary teachers' perception toward idealized influence on principal was measured with seven items as shown below:

Table 4.14 Teachers' perception on idealized influence of secondary school principals' transformational leadership behaviors

(n=227)

Level of Idealized Influence Perception	μ	σ	Perception level
Your principal is friendly, kind and open	4.00	1.08	High
Uses simple words to indicate performer what they should do.	4.14	.97	High
Shares his or her knowledge and experiences with others in the school.	4.22	.87	Highest
Considers the moral and ethical consequences of his/her decision.	4.02	.94	High
Trust the teachers.	3.89	1.10	High
*Has little confidence in the capabilities of his/her subordinates	3.19	1.37	Moderate
Is honest in his or her dealing with others.	4.19	1.05	High
Total	3.95	.74	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 6 is a negative statement.

As per the result indicated by the statistical analysis in the table 4.14, it was found that overall secondary teachers' perception toward idealized influence of their principal was perceived at the high level with the total mean score of 3.95. When considered each item under the idealized influence, it was observed that the secondary teachers perceived their school principal in "shares his or her knowledge and with others in the school" at the highest level with mean score 4.22. However, they perceived their principal "has little confidence in the capabilities of his/her subordinates" was perceived at the moderate level with the lowest mean score of 3.19.

4.3.2 Inspirational Motivation

The secondary teacher's perception toward inspirational motivation of principals' transformational leadership behavior was measured with seven items as follows:

Table 4.15 The secondary teacher's perception on inspirational motivation of their principal's transformational leadership behavior

(n=227)

Inspirational Motivation Perception	μ	σ	Perception level
Encourages teachers to perform better.	4.28	.99	Highest
Encourages Team Work.	4.34	.95	Highest
Behaves enthusiastically about what needs to be accomplished.	4.18	.96	High
Stresses on performance based recognition.	4.17	.99	High
Sacrifices his/her interests for the welfare of the subordinates.	3.87	1.00	High
Works diligently and persistently to complete any work.	4.19	1.00	High
*Rarely acknowledges the work of the subordinates.	3.52	1.39	High
Total	4.08	.86	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 7 is a negative statement.

From the result of the statistical analysis shown in table 4.15, it was found that overall secondary teachers' perception toward inspirational motivation of their school principals' transformational leadership behavior was perceived at the high level with the total mean score of 4.08. When considered each item under inspirational motivation, it could be confirmed that the secondary teachers perceived their school

principal “encourages on team work” at the highest mean score of 4.34 while secondary teachers perceived their school principal behavior on “rarely acknowledges the work of subordinates” at the lowest mean score of 3.52.

4.3.3 Intellectual Stimulation

Teachers’ perception toward intellectual stimulation of their principals’ transformational leadership behavior was measured with seven items as detailed below

Table 4.16 The teachers’ perception toward intellectual stimulation of their principals’ transformational leadership behaviors

(n=227)

Intellectual Stimulation Perception	μ	σ	Perception level
Seeks different perspectives when solving a problem.	3.83	1.01	High
Encourages innovative ideas to deal with problems.	4.00	.98	High
Encourages others to look at problems from different angles.	3.98	1.00	High
*Is unaware of new ways of looking at how to complete assignment.	3.47	1.25	High
Disseminates new information on a regular basis.	3.93	.93	High
Encourages creative environment at school.	4.13	1.00	High
Advise teachers to learn from mistakes and work towards success.	4.14	1.00	High
Total	3.92	.76	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: *Item 4 is a negative statement.

As per the statistical analysis shown in table 4.16, it indicated that the overall secondary teachers’ perception toward intellectual stimulation of their school principal transformational behaviors was perceived at the high level with the total mean score of 3.92. When studied each items under intellectual stimulation, it was

testified that the item “advises teacher to learn from mistake and work toward success” with the highest mean score of 4.14, while the teachers perceived their principal toward “Is unaware of new ways of looking at how to complete assignment” at the lowest mean score of 3.47

4.3.4 Individualized Consideration

The secondary teachers’ perception towards individualized consideration of their principals’ transformational leadership was measured with seven items as shown below:

Table 4.17 The teachers’ perception toward individualized consideration of principals’ transformational leadership

(n=227)

Individualized consideration Perception	μ	σ	Perception level
Communicates effectively with the teachers	4.21	1.05	Highest
Treats teacher as individuals rather than just as members of the group.	3.90	1.11	High
Listens attentively to teachers’ concerns	3.93	1.16	High
Treats all teachers fairly.	4.03	1.12	High
Helps others to develop their strengths.	4.04	1.04	High
Considers individual as having different abilities to complete the assignment.	3.93	.99	High
*Rarely responses to the individual needs in the workplace	3.67	1.32	High
Total	3.96	.87	High

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest

Remark: * Item 7 is a negative statement.

From the result of statistical analysis in table 4.17, it was shown that the overall secondary school teachers’ perception toward individualized consideration of

their principals' transformational leadership behavior was perceived at the high level with the total mean score of 3.96. When considered each items under the individualized consideration, it could be reported that secondary teachers perceived their principal "communicates effectively with the teacher" at the highest mean score of 4.21, while the secondary teacher perceived their principal "rarely responses to the individual needs in the workplace" at the lowest mean score of 3.67.

4.4 The relationship between Transformational Leadership and job satisfaction.

Pearson correlation was conducted to determine whether relationship existed between transformational leadership variables and job satisfaction variables. The significance level was set at $p=.05$. The table 4.18 showed the results of Pearson correlation between principals' transformational leadership behavior and their teachers' job satisfaction as perceived by the secondary school teachers under Chukha district.

Table 4.18 Relationship between Transformational Leadership and job satisfaction
(n=227)

Variables	Job satisfaction	Transformational leadership
Transformational leadership		1.00
Job satisfaction	1.00	.66**

** Statistically significant at 0.01 level

From the table above, it was found that four domain of transformational leadership and two aspects of job satisfaction had a positive correlation as perceived by the secondary school teachers with statistically significant at 0.01 level ($r = .66$), which suggested that whenever the level of principals' transformational leadership increased, the level of teachers' job satisfaction also increased.

4.5 The predictive factor for job satisfaction of secondary school teacher

This part demonstrated predictive factors from transformational leadership and personal factors that predict teachers' job satisfaction as perceived by secondary school teachers under Chukha district, Bhutan. A stepwise model on multiple regression was conducted to test overall result and how data aggregate for transformational leadership and personal factors, and teachers' job satisfaction. The significant level was set at .05. The table 4.19 showed the results of multiple regressions as below:

Table 4.19 Predictive factors of job satisfaction

(n-227)

Factors	β	t	R	R^2	R^2_{change}	F	F_{change}
Transformational leadership	.65	13.19***	.66	.44	.44	178.57***	178.57*
Master degree	.11	2.23*	.65	.45	.45	93.36***	4.99*
a = 2.10 $R^2_{adjusted} = .45$							
Job satisfaction = 2.10 + .41 (Transformational Leadership) + .13 (Master degree)							

From the statistical analysis in the table 4.19, it was reported that the transformational leadership is the first factor that had selected into the model and had highest influence toward teachers' job satisfaction at ($\beta = .65$). The transformational leadership could predict 44% of teachers' job satisfaction with the statistically significant at the .001 level.

The second factor that influenced teachers' job satisfaction was master degree one of the sub component of personal factors. Through the result it demonstrated that master degree influence teachers' job satisfaction at ($\beta = .11$) with statistically significant at .05 level. Transformational leadership combines with master degree could predict 45 % of teachers' job satisfaction. It showed that master degree

could increase only 1% of prediction. In the above finding, it was evident that the transformational leadership is the powerful predictive factor of teachers' job satisfaction while personal factors such as: age, gender, marital status, and teaching experiences have been shown negligible effect on teachers' job satisfaction except master degree which has significant affect on the teachers' job satisfaction. This finding supported the hypothesis that transformational leadership was the lone predictive factor of the teachers' job satisfaction of secondary school under Chukha district. Therefore, the second hypothesis can be accepted.

4.6 Summary of Hypotheses Finding

From the result of the study, the researcher had sum up the finding on the study hypotheses as follows:

The two research hypotheses were tested using Pearson's correlation and stepwise regressions simultaneously with the two research questions no 3 and 4. The significance levels were set a $p < .05$. The results indicated that there were statistically significant correlation between transformation and job satisfaction at $r = .66^{**}$, ($p < .01$) and transformational leadership behavior predicting job satisfaction at .01 ($\beta = .65$) ($R^2 = .44$). However, personal factors such as age, gender, marital status, and teaching experience had insignificant effect on the teachers' job satisfaction except master degree one of the component of educational level was found as significantly influenced teachers' job satisfaction. As such, it was established that transformational leadership is the lone predictive factor of job satisfaction. Therefore, the following hypothesis may be accepted or rejected as in the table 4.20.

Table 4.20 Research finding based on research hypotheses

Research hypotheses	Results
1. There is positive relationship between Transformational Leadership and job satisfaction of secondary school in Chukha district, Bhutan.	Accepted
2. Personal factors and Transformational leadership were at least the predictive factor of secondary teachers' job satisfaction Chukha district, Bhutan.	Accepted

CHAPTER V

DISCUSSION

This chapter contains the discussions of the study findings that were carried out with the four main study objectives. First, study teachers' job satisfaction of secondary school. Second, study teachers' perception on transformational leadership behavior of the principal. Third, examine the relationship between transformational leadership behavior and job satisfaction of the secondary school teachers and finally to investigate the predictive factor of job satisfaction of secondary teachers under Chukha district, Bhutan. The discussions pertaining to the study objectives were delineated below:

5.1 The level of job satisfaction as perceived by Secondary school teachers in Chukha district, Bhutan.

5.2 Level of principals' transformational leadership as perceived by Secondary school teachers, Chukha district, Bhutan.

5.3 The relationship between principals' transformational leadership behavior and teachers' job satisfaction as perceived by secondary school teachers, Chukha district, Bhutan.

5.4 Predictive factors of job satisfaction as perceived by the secondary school teachers, Chukha district, Bhutan

5.1 The level of job satisfaction as perceived by Secondary school teachers in Chukha district, Bhutan

The first objective of this study was to determine the level of secondary school teachers' job satisfaction under Chukha district, Bhutan. The study revealed that the overall job satisfaction as perceived by teachers were at high level with the mean score of 3.78. This indicates that the teachers in general were highly satisfied

with the current job. In addition, both motivation and hygiene factors of job satisfaction were also perceived at the high level with the average mean scores of 3.79 and 3.78 respectively that indicates the secondary school teachers were slightly more satisfied with the motivational factors than the hygiene factors. This finding contradicts with findings of Dorji (2007) and Dukpa (2010) who reported that the hygiene factors were slightly higher than the motivational factors in terms of their influence on teachers' job satisfaction. This could be due to work dynamic and varying context, availability of resources, personal and leadership attributes.

5.1.1 Motivation Factors

The study finding denoted that the secondary school teachers' perception toward the overall motivation factors was perceived at the high level of satisfaction with the mean score of 3.79 which indicates that the secondary school teachers were more satisfied with work itself. It could be assumed that the majority of the respondents in the study were older than 31 years who stayed in the profession long enough to maintain their satisfaction toward their job. Glen, Taylor & Weaver (1977), and Gazil (2001), also shared the same notion that as a workers grew older they were more satisfied with their job because of the intrinsic and extrinsic rewards of work, including income, authority and autonomy of the job. Further, Ramlall (2004) argued that for the improvement of job satisfaction and the performance level of workers; the supervisor must emphasis more on motivators by providing career advancement opportunities and self-development, as follower value motivator more than hygiene factors. When studied all five components under motivation factors, it was found that all components were perceived at the high level of satisfaction varying from the highest to the lowest mean score of, 4.18 for work itself, 4.07 for job achievement, 3.73 for job responsibilities, 3.71 for job recognition, and 3.26 for job advancement respectively. The discussion of each sub components were carried out starting from the highest mean score to the lowest mean score of the finding as follows:

5.1.1.1 Work-itself; This study revealed that the secondary school teachers were highly satisfied with their work with the highest mean score of 4.18 among other four components. This finding was consistent with those of Bowen and Radhakrishna (1991), who stated that the academics were mostly satisfied by the

work itself. This result was also consistent with research findings of Smerek & Peterson (2007), who found out that of all the motivation factors, work itself has more influence on the employees' job satisfaction. People choosing to be a teacher because they have sense of serving the society and provide knowledge to the younger generation (Phillips & Hatch, 1999). A true teacher is not driven by the handsome salary and other benefits but out of love and service to the mankind. Sustainability in the teaching career was driven by their strong professional urge of intrinsic motivation. However, it is evident that the nature of teaching job differs from white-collar job that demanded lot of self-sacrifice.

In addition, when studied all six items under the work itself, it was found that the secondary school teachers perceived the lowest mean score of satisfaction on the item that present "job do not give them opportunity to utilize my knowledge and skills" among the other five items. In the Bhutanese school systems teachers were assigned the work not on the basis of skill but on the needs of the school. In the current situation, due to the acute shortage of teachers, some secondary teachers were sent to elementary school to teach which gave them limited avenues in utilizing their of knowledge of expertise in their field. In recent developments, recruitment board sends teachers to the workplace with right knowledge and skills so that they can utilize the right knowledge and skills at the optimum and contribute more to the school. Locke (1976) and Baron, 1991) found that job which satisfied the need of employee provided the use of one's value skills and ability, responsibilities, autonomy and complexity.

On the other hand, "I enjoy the type of work I do", received highest mean score of 4.21. This could be a strong strength of the school principals that one could nurture and practice as to keep teachers satisfied in their daily school works. This support (Locke, 1976; and Baron, 1991), where they said that work, which satisfied the need of employee, is work providing to use one's value skills and ability, responsibilities, autonomy and complexity.

5.1.1.2 Job Achievement: This study finding revealed that the secondary school teachers were highly satisfied with the job achievement with the highest mean score of 4.07. This finding supports the research carried out by Termsirikulchai, (2001) who studied the level of job satisfaction of staff nurses and

the resultant staff nurses under the Department of Nursing at faculty of Medicine, Ramathibodi Hospital, Bangkok, found out that achievement and responsibility of their staff at the high level of satisfaction. According to Herzberg (1959), job achievement was the most importance factor of motivation. Subordinate could be motivated with job achievement by giving them non-routine, challenging task with the attainable objectives, giving them instant feedbacks on their performance, and continually gave them increased responsibility for doing new things (Lussier & Achua, 2007). When considered all five items under the job achievement, it was found that the secondary school teachers perceived the lowest mean score of satisfaction on the item “I am proud to work in the school because my principal recognizes my achievement” among the four items. As school leaders, one must give recognition or compliment. It is just about saying good words whenever your fellow mate does something good for the school, which boosts the morale of the teacher, thus become more motivated. Sun et al. (2010) argued that the leaders should establish a close relationship and self-esteem with subordinates by offering recognition or compliment when the subordinates did the job well that it would result in increasing job satisfaction. “I am happy that I am able to complete the task on time” had the highest mean as compared to the rest of the items, which means that the school leaders facilitates teachers with the whatever resources available in the school in supporting teachers in completing their task on time. It indicated that school principals and teachers are resourceful, hardworking and dedicated toward their service, which the researcher feels the existence of good leadership practices in the present schools.

5.2.1.3 Job Responsibilities: This study revealed that the secondary school teachers were also highly satisfied with the job responsibilities with the mean score of 3.73 among the other four components. Herzberg et al. (2005) stated that job satisfaction increased when workers are responsible for their own or the work of others as well when they are given new responsibilities. Lack of adequate responsibility can cause low productivity, low morale, and low job satisfaction. The finding in this study supported Herzberg’s position on the attribute of responsibility. When secondary school teachers were satisfied with their work, it means that they take full responsibilities of the any given task; they are able to utilize the necessary tools or equipment to achieve their task. When considered all five items under responsibility, it

was found that the secondary school teacher's perceived lowest mean score of satisfaction on the item "I cannot share opinion in decision that effect my work". It would mean that principals in the public schools are more of bureaucratic control mechanism that gets more influences from the higher administration. Principal as a head of the school must try and encourage teachers to take part in every school decision making matter; should be farsighted and be more democratic rather than being autocratic in management of the school administration. Seek teacher's views and their valid suggestions and make them the part of the problem and solution. On the contrary, "I have control over how I do my work" was seen with highest mean score, which shows that school principal motivated teachers to do their work well, with freedom and ownership. When there was greater freedom and authority a better performance was achieved than without freedom and authority. This also indicated that the principal gave adequate freedom and power for task so that teachers felt satisfaction from their own achievement. In contrast, it was found that offering responsibility without authority encouraged anger and frustration, which ultimately lowered the job performance.

5.2.1.4 Job recognition: This study revealed that the secondary school teachers were highly satisfied with their job recognition with the mean score of 3.71. This finding supports the study made by Herzberg on what people wanted from their job, which found that people wanted job that offer recognition, achievement and responsibilities for growth. This finding concurs with the study made by Rujirawatchara, (1997) and Daungjai (2001) cited in Dorji (2007) found that recognition and administrative policy were positively related to job satisfaction of instructors. According to Kouzes and Posne (1999), they summed up best by saying, "denying each other the gift of positive feedback is to deny increased opportunities for success". When considered all five items under job recognition, it was found that the secondary school teachers perceived the lowest mean score of satisfaction on the item "I am unsatisfied with the inappropriate recognition that I get when I have done something extraordinary" among the other four items. The probably reason could be due to the heavy workload of the principal thereby giving limited time for the individual attention; principals in few instances might have ignored in providing motivational services for the teachers. According to the study by Maniram (2007)

educator job dissatisfaction was attributed to absence of recognition for work done, salary and benefits that they received.

However, workers job satisfaction did not relied on a significant achievement at work, rather recognition for any level of success was incremental for job satisfaction. It is also imperative those employees are valued as member of the organization. On the contrary, “my principal duly acknowledges my work” obtained highest mean score, which indicated that in general school principal uses sincere and honest praise in appreciating the efforts of the teachers but may be in few occurrences he or she might have gone unnoticed. For effectiveness of the recognition, finding suggested that principal could make employee know that they are appreciated from their efforts privately or publicly. Recognition and rewards are most effective for reinforcing or improving work performance when employee has confident in the basis of that praise.

5.2.1.5 Job Advancement: This study also revealed that the secondary school teachers were highly satisfied with the job advancement with the mean score of 3.26. According to Foster and Purvis (2011) “maintaining people in work would be difficult without providing job advancement opportunities to people coming off benefits. Job advancement plays a role in sustainability because it has pertinent role in offering quality of jobs, on training and support, and career advancement”. Career advancement increased the benefits of working and the probability that customers would remain in the work and off benefits. “It is important to have motivated, supported, and train staff delivering advancement” (Foster and Purvis, 2011). When studied all five items under the job advancement, teachers received “teachers are given equal opportunity for training abroad” at the lowest satisfaction. In fact, this item got the least mean score of the entire 56 items in the questionnaire, which articulated that teachers were unhappy with present job advancement system in the country. Reason could be because; ministry of education is unable to provide equal training opportunity for the teachers to other countries, as the scholarship quota is limited.

Although, many national in-service programs were initiated for the teachers during the summer and winter break, they felt that, training abroad has more privileges in terms of exposure, better facilities and deliveries. It could be

understood that teachers prefer to receive training abroad for their career development rather than within the country. However “I am satisfied that my job is progressing better than the past year” was seen with the highest mean score. This indicated that few teachers were satisfied with the sort of training received within the country, which made them to progress on their teaching, but in general teachers were dissatisfied with their career path. It was reasoned as lack of expertise and the resources that leads to inefficiency delivery in content knowledge, and skills in conducting any sort of training program in the country. Moreover, there is a huge budget implication, which stalled teachers for easier opportunities. This indicated that the present system of career development path is ineffective and ministry needed to redesign program for training opportunities both within country and overseas for the teachers to keep themselves abreast with latest career and technology development. This finding concurred the study made by Feldman & Turnley (2001), which identified eight facets of adjunct faculty jobs. Their finding indicated that restricted job advancement opportunities were primary cause of dissatisfaction. It was further supported by the article of the Challenge of Teacher Training in Pakistan (2002) cited in Racna, (2011), that teacher training was important for advancement in their career and therefore an important impetus to job satisfaction. Thus school leaders should be aware of how importance of the human resources management to the effectiveness and efficiency of the school in providing best quality education for the children.

5.1.2 Hygiene Factors

The study finding also showed that the secondary school teachers' perception toward the overall hygiene factor was perceived at the high level of satisfaction with the mean score of 3.78 which connotes that the secondary school teachers felt highly satisfied with the work related environment. According to Herzberg (1959), “the high satisfaction with hygiene factor would not lead to the high job satisfaction. It would rather lead to no dissatisfaction.” However, Herzberg argued that before we could motivate employees to be highly satisfied, we should eliminate the dissatisfaction that employees are expecting first. Further, when considered each five components of hygiene factors, it was found that the entire component was perceived at the high level of satisfaction ranging from the highest to lowest mean

score of 4.08 for supervision, 4.10 for interpersonal relationship, 3.57 for working condition, policy and administration 3.94, and 3.20 for salary. The discussion of each sub-components were done starting from the highest mean score to the lowest mean score of the finding as below:

5.2.2.1 Interpersonal Relationship: This study revealed that the secondary school teachers were highly satisfied with the interpersonal relationship with mean score of 4.10. According to Herzberg (1959), “peer relationship is always a concerned as the important factor in maintaining the healthy workplace, which could prevent the job dissatisfaction”. This finding supported the study conducted by Pamato (2005), which showed that the teachers perceived high level of job satisfaction on co-worker relation and relationship with the administrators. Further Baron (1991), supported that congenial relationship with co-worker subordinates and supervisor contributed to high level of job satisfaction. The finding also revealed that secondary school teachers were satisfied with their school principal in terms of interpersonal relationship. When considered all seven items under interpersonal relationship, the study revealed “I never trust my teachers” with highest mean, indicating that there are some concerns on the relationship between school staff and the teachers that need to be addressed by encouraging and providing healthy and supportive friendly relationship within the colleagues. Among others, the school leaders so as to gain trust and respect amongst teachers should initiate involving in teamwork, promoting collaborative work in the school.

5.2.2.2 Supervision: This study finding revealed that the secondary school teachers were highly satisfied with school principal’s supervision with highest mean score of 4.08 among the four components. Robbins et al., (2003) related supervision to job satisfaction when considering the ability of the supervisor to provide emotional and technical support with work-related task. “The attitudinal and behavioral aspect of a supervisor be contributed to job related complaints” (Sherman and Bohlander, 1992). This study indicated that Bhutanese school leader displays democratic management styles rather than autocratic as expected in most of the public schools. Packard and Kauppi (1999) found that employees of supervisors performing democratic management styles achieved higher level of job satisfaction compared to those who exhibited autocratic or laissez-faire leadership styles. When considered all

five items under supervision, it was found that all items were perceived at high level of satisfaction and secondary school teachers perceived their school principal that “my principal manages staff effectively” at the lowest mean score of satisfaction among other four items. This reflects from the ability of school principal’s leadership that could be raised for the training of transformational leadership workshop with project to support the leadership workshop, training, study visits, and related research to look for effective practice for all the coming school leaders. On the other side, the item no 3, “my principal is not approachable” was seen as the highest mean score. Bad manager can negatively effect staff communications, engagement, productivity, absenteeism, and turnover. Manager who is sincere, and respectful to their staff is better at motivating their workers. Staff members are more likely to respond positively to the manager who perceived as caring and thoughtful, therefore leading to better staff performance (Alfred et al., 2002; Westerlund et al., 2010). This would mean that some principals were seen rigid, lawful and restricted to the policies of the school and the ministry of education. When principal acted according to the norms of the school administration, few teachers who are unfamiliar, would faced some difficulties as it take time for them to know the organizational structure of the school, the culture and the policies. This trend would slowly vaporized as they become more and more attach to toward their work in the school. The other reason could be the position of the job; one has to keep a reasonable gap as to avoid being bias in giving fair deal with the teachers in the school or fear of undue advantage by their colleagues. However, many researchers have shown that “negative relationship with supervisor can cause severe health and stress issues for employees” (Alfred et al., 2002; Westerlund et al., 2010).

5.2.2.3 Policy and Administration: This study finding revealed that the secondary school teachers were highly satisfied with the policy and administration with the mean score of 3.94. Herzberg (1959) argued “the institution should make policies fair and equal to all members”. This study finding supports the case study conducted by Rachna, (2011) on transformational leadership and job satisfaction of academic staff of Royal University of Phnom Penh, Cambodia; he found that the academic staffs were highly satisfied with policy and administration. The training of principal enabled the best managerial skills in the school and has led to high level of satisfaction. When considered all five items under policy and

administration, it was found that all items were perceived at the high level and the secondary school teachers perceived their school principal “I am proud to work in the school because the policy is favorable” at the lowest mean score of satisfaction among other four items. Although comparing to the other four items, it fetched low means score but its range remains within the high level of satisfaction pertaining to policy and administration. It could be due to the individual differences, school policy may not be favorable to few teachers but in general it has comprehensive school policy as evident from the item no 1 “I completely understand the policy of my school”, which scored highest mean. It further portrayed the principal in Bhutan are more democratic and transformational in discharging their duties in schools. This is a good trend that school could nurture and practice at all times, which directly or indirectly have an impact on the teachers’ job satisfaction.

5.2.2.4 Working Condition: This study finding revealed that secondary school teachers were highly satisfied with the working condition with mean score of 3.57. This finding could be because all public schools in Bhutan were furnished with basic facilities including infrastructure and playfields. Other reason could be most of the teachers resides in the government apartment within the school campus and other in the private apartment were also in the close vicinity of the workplace. Baron and Greenberg, (2003) stated that the worker most employees valued work-related amenities and adequate tools that have positive and significant effect on job satisfaction. When considered all six items under working condition, it was found that all items were perceived at the high level and secondary school teachers perceived “there is sufficient teaching equipment provided for my work” and “I am satisfied with the students’ discipline” were at the lowest mean score among the other four items. This finding may recall from the limited amount of budget supporting the school where most under develop countries are encountering at the moment. The other reason could be, as education requires huge amount investment where there is never adequate budget. Thus, international fund or support and privatization of some public school are the solutions that are being implemented in Bhutan.

5.2.2.5 Salary: This study finding revealed that the secondary school teachers were satisfied with the salary at the moderate level with the mean score of 3.20, where as when considered each items under salary, it was found that the

item that inquired secondary school teachers, whether “their monthly salary was sufficient to lead a decent life or not” at the lowest mean score, which means that secondary school teachers were moderately satisfied with the present salary. In fact, this item got the second lowest mean score of the entire 56 items in the questionnaires. Study by Pamato (2005) found that salary played a significant role in defining job satisfaction of the employees, as it is instrumental in fulfilling the human basic needs.

Since schools in Bhutan are all public school and the pay structure of all civil servants were designed by Royal government, teacher has very little to contribute on the salary issue. It was fixed based on the revenue generated within the country. However, Herzberg (2005) categorized this attributes as an extrinsic or hygiene factor that does not contribute to job satisfaction, but helped to prevent job dissatisfaction.

In summary, it could be concluded from the study finding for the first objective that to some extent, secondary school teachers felt more satisfied with the present job situation as there was a need for further improvement in some area like workplace that affect the development of growth, stability, salary and overall open policy to the world of the country and especially the development of higher education policy from the ministry and the international partner who would put more interest in promoting higher education in Bhutan.

5.2 Level of principals’ transformational leadership as perceived by Secondary school teachers, Chukha district, Bhutan

The second purposes of this study was to see the level of principals’ transformational leadership behavior as perceived by the teachers of secondary schools of Chukha district. The secondary school teachers’ perceptions and the judgment were made on the basis of this study finding that the secondary teachers perceived the level of their principal displayed in terms of transformational leadership at the high level. Since the researcher’s focus was to study the level of transformational leadership perceived by their teachers, it was found through descriptive analysis, that secondary teachers perceived at high level, which is in alignment with the study made by

Ejimofo (2007) in Nigerian context that principal's transformational leadership behavior significantly impacted teachers' job satisfaction. The finding revealed that even though secondary school principal exhibited in terms of transformational leadership at the high level; however, those behavior might be occasional which was consistence with most findings that found corresponding with between "sometimes" and "fairly often" (Menakar and Bahn, 2008).

When studied each four components under transformational leadership, this study revealed that the secondary school teachers perceived the inspirational motivation of the principals' transformational leadership at the highest level with mean score of 4.08 among the other three components. This finding harmonized with the previous studies that they found inspirational motivation was mostly behaved by the leader, (Manakar & Bahn, 2008; Garg & Krishnan, 2003; Kanalla & Krishnan, 2004; Jandaghi et al., 2009). This could be explained that the principal were found to be more inspiring in action that they do their best to motivate, generate enthusiasm, and provide challenging job to people. Moreover, when deeply concerned on the each items under inspirational motivation, it was found that the secondary school teachers perceived their school principal behaved optimistically on the "encourages team work within the school" at the highest mean score and the school principal perceived their principal "rarely acknowledges the work of the subordinates" at the lowest mean score. It means that school principals were able to encourage teachers on the team building and when any task was assigned, teacher do it in a team, thereby taking the ownership of the task done or accomplished in the school. This would be one of the biggest strength of the transformational leadership behavior that school principal can uphold in their daily practices in their day-to-day school administration. At the same time, the finding also revealed that school principal should encourage appropriate rewards, praises and recognition when any task is completed by the teachers. Thus, all school principals should have appropriate goals, objective, policies and procedure and internal control for all the activities.

Following from the inspirational motivation was the individualized consideration that had the mean score of 3.96 which means that secondary school teachers perceived their school principals displayed relevant individualized consideration leadership behavior in their school. According to Avolio & Bass (1995),

a large portion of individualized consideration was a developmental process. Supervisors of this category identified followers' needs for growth and provided mentoring or coaching for expanding them to higher level of potential. Therefore, training of principals on how to support teachers' efforts, to encourage their autonomy, and to empower them to take on more responsibilities in line with their growing expertise and interest was an important area to be considered (Kelloway & Barling, 2000). When considered all the items under individualized consideration, this study also revealed that the secondary school teachers perceived their principal of "communicates effectively with the teachers" at their highest mean score amongst the other. This finding indicates that school principals in Bhutanese context is highly sensitive to the individual consideration treating their colleagues as individual rather than just a member of a group, helping others to develop their strengths, listens attentively to other's concerns and promote self development. And "rarely response to the individual needs in the workplace" scored the lowest mean, which signal principals; they need to provide individual attention to the teachers as far as possible. Although, it would be an enormous task on the part of a school principal especially when there is more number of teachers in the school, attending individual needs has been considered as one of the leadership skill that every leader has to behave. Hamidifar (2010) suggested that leaders spent time paying attention to employees' desires, abilities and needs and provide supportive environment that would help higher performance standard within the organization.

Closely following individualized consideration was the idealized influence that was found at high level with mean score of 3.95, which means that secondary school teachers perceived their school principals as often concerned to their working driving teachers to recognize, believe, trust and rely on their capabilities. They looked at their principal as role model; see them as sacrificing, who always consider the moral and ethical consequences of decision. Northouse (2001) explained that leader who possessed idealized influence "usually have very high standards of moral and ethical conduct and can be counted on to do the right thing."

When considered each items under idealized influence, it was found on "sharing his or her knowledge and experiences with others in the school" at the high level indicating their school principal is more concerned on shared vision, and school

teachers are continually provided with a sense of direction, purpose, and trust. Avolio(1994) continued to expand idealized influence by including that leader create “sense of joint mission”. Kuhnert and Lewis (1987) suggested that leaders should discuss more about their values and beliefs to their followers since a good relationship and trust-building were made of the leader’s personal beliefs and values and through those beliefs and values, leader could discuss about goals and believe within an assented scope for higher level of performance. On the other hand, secondary school teachers perceived their school principal that “has little confidence in the capabilities of his/her subordinates” at the lowest mean score, indicating that their school principal have less faith and confidence on his/her subordinates. Principals need to put extra effort that can make their teachers convinced on their leadership skills as they looked upon them as a role model. When teachers admired their leaders, they generate pride, loyalty, confidence, and trust.

The lowest mean score among the four components of transformational leadership was intellectual stimulation, which was perceived by secondary school teachers on their school principal at the high level with mean score of 3.92. According to Bass (1985), transformational leaders inspired additional efforts from their subordinates through intellectual stimulation. This leadership factor encompassed behavior that heightened interest and awareness of problems of the employees. Hence, this leadership style increased followers’ abilities to conceptualize, comprehend, and analyze problems (Bass & Avolio, 1990).

Principals should fostered innovation and creativity in the schools and principals should be trained to show their teachers some other alternatives to solve the same old problem, to teach them to see difficulties as problem to be solved, and to emphasize rational solution. When considered all items under intellectual stimulation, the finding revealed that the secondary school teachers perceived their school principal “advises teachers to learn from mistakes and work towards success” at the highest mean score. However, the secondary school teachers perceived their school principal still considered using traditional ways to deal with traditional problems. Hamidifar (2010) suggested, “Leaders should encourage employees to perform special tasks that would develop their talent and creativity”. This allowed the employees to study problems within the organization from different angles and perform the tasks at hand effectively.

In summary, the second objective of this study was found that the school principal occasionally behaved in terms of transformational leadership as perceived by the secondary school teachers. In general, the school principal are more bureaucratic in nature that are often influenced by the higher authorities; however, in the case of secondary schools under Chukha district, Bhutan, school principal took chances and balanced to motivate and inspire their followers in order to increase their follower's awareness of task importance and values, and encourage good team work. This leader's behavior is seen as importance factors that help to increase the commitment to the service quality of academic staff (Hashim and Mahmood, 2010). Hamidifar (2010) suggested that leaders adopt a transformational leadership style rather than transactional or laissez – faire leadership to enhance employees' satisfaction which would generate higher quality performance on the employees' part.

5.3 The relationship between principals' transformational leadership behavior and teachers' job satisfaction as perceived by secondary school teachers, Chukha district, Bhutan

The third objective of this study was to find if there was any relationship between their schools principal that behave in term of transformational leadership and secondary school teacher's job satisfaction in Chukha district, Bhutan. The finding revealed there was a positive correlation between principals' transformational leadership behavior and the teachers' job satisfaction as perceived by the secondary school teachers with the statistically significant at 0.01 level ($r = .66$). This indicates that the more transformational leadership the principal displays, the more satisfied the teachers would be with their job. This study finding concurs with the findings of Griffith (2003) and Boggler (2001) that reported the positive correlation between principals' transformational leadership and teachers' job satisfaction. Ejimofor (2007) and Xuto (2006) concurred with findings of Griffith (2003) and Boggler (2001) that revealed the positive correlation between principals' transformational leadership and teachers' job satisfaction. In the same line, Rachna (2011) found the significant positive correlation between the department heads' behavior in terms of

transformational leadership and the level of academic staff's job satisfaction. Similarly, Wang (2004) conducted a study to investigate the relationship between the level of job satisfaction based on Herzberg's Two-Factor Theory and perception on head nurse's leadership based on Bass's Transformational Leadership among staff nurse in Sakaeo Provincial Hospital, Bangkok. It was found that there was a positive and moderate correlation between staffs' job satisfaction and their perception on head nurses' leadership at ($r = + 0.59$, $p < 0.01$).

In the light of the above assertions put forward by different researchers and the findings from the present study, it can be concluded that there existed a strong positive correlation between transformational leadership behavior shown by the school principals and the teachers' job satisfaction. The finding also corroborates study hypothesis; there would be a positive relationship between the principals' transformational leadership behavior as perceived by the teacher and teachers' job satisfaction of secondary schools under Chukha district, Bhutan.

5.4 Predictive factors of job satisfaction as perceived by the secondary school teachers, Chukha district, Bhutan

The fourth objective of this study was to find if personal factor and transformational leadership predicted the secondary school teachers' job satisfaction in Chukha district, Bhutan. According to the data analysis of transformational leadership and personal factors geared toward examining which independent variable could predict teachers' job satisfaction, a stepwise regression analysis was conducted. Through the result, it was found that transformational leadership is the first factor that had selected into the model and had highest influence toward teachers' job satisfaction at ($\beta = .65$). Transformational leadership could predict 44% of teachers' job satisfaction with the statistically significant at the .001 level. Transformational leadership combine with master degree could predict 45 % of teachers' job satisfaction. It demonstrated that master degree could increase only 1% of prediction. In the above finding, it was evident that the transformational leadership is the powerful predictive factor of teachers' job satisfaction while personal factors such as: age,

gender, marital status, teaching experience have negligible effect on teachers' job satisfaction except, master degree which has significant effect on the teachers' job satisfaction.

For the transformational leadership that predicts teachers' job satisfaction, there were finding from previous study of Ejimofor, (2006) and Xuto, (2006) supported that transformational leadership skills and their teachers' job satisfaction and other transformational leadership and integrated performance effectiveness of team leaders. Both applied multiple regressions and found out that transformational leadership was statistically significant in predicting employees' job satisfaction. From the result, it can be deduced that school principal could practice transformational leadership considering the gravity of influence it has on the employees' job satisfaction. Raiz & Haider, (2010) conducted a study to find out the impact of transformational and transactional leadership styles on job satisfaction. Regression analysis showed that job satisfaction dependent more on transformational leadership than on transactional.

In the personal factors, master degree was shown as significant predicting factor towards teachers' job satisfaction, while personal factors such as gender, age, and marital status, teaching experience was found to be non-significant on teachers' job satisfaction.

For the master degree that could predict job satisfaction, these findings cohered with the finding of Kh Metle, (2003) who conducted a study on the relationship between level of education and job satisfaction who found out that there was no consistent pattern. In another study carried out by Crossman and Abou –Zaki (2003) it reported that although there was no significance between job satisfaction and educational level, however researcher found there existed a strong relationship between educational level and job satisfaction, with school certificate holder reported the lowest level of overall job satisfaction while college certificate showing the highest level of overall job satisfaction.

Researcher assumed master level teachers were more satisfied with their job as they have the better option of competing at the job market at any level. Although, finding indicated that master degree was good predictor of job satisfaction in Bhutan, the regression analysis indicated a negligible predictability with 1% of job

satisfaction. The negligible predictability of masters level qualification may be attributed to limited numbers of teachers with Masters qualification in the schools in Bhutan. Further, it is assumed that there are fewer numbers of options and opportunities for teachers to pursue Masters qualification considering the population of teachers at 7,932, which is 32.67 % of the civil population. The lack of institutions to pursue masters' studies in Bhutan may be a significant contributing factor for limited masters teachers in higher secondary schools.

In Bhutanese context on personal factors, the ministry of Education has framed policies based on equity. There is no disparity as far as policies are concerned. The teachers were equally treated whether they were male or female, single or divorced, senior or junior. These personal factors proved insignificant according to the finding from the research.

On the contrary, there were some teachers who believed that the remuneration was not balanced with the huge amount of workload that teachers have to undertake. Most of the teachers in Bhutan believed that teaching is no more a lucrative profession because of the lack of financial benefits. The incentives such as pay and allowances were quite low as compared to the neighboring countries of South Asia. Most of the qualified people were quite reluctant to join this profession owing to huge amount of workload and the less remuneration benefits.

Therefore, the findings from this research clearly indicated that the financial instability and income were the important indicators of poor job satisfaction in the teaching profession of Bhutan.

From the discussion above, it could be concluded that transformational leadership predicted teachers' job satisfaction the most as compared to the personal factor, master degree. Thus, it can be established that school principals under Chukha district, could continue practicing four behavior of transformational leadership as it had more influence on the teachers' job satisfaction. The finding also supported the hypothesis that transformational leadership was the lone predictor of the teachers' job satisfaction of secondary school under Chukha district, Bhutan.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This study was conducted to examine the level of secondary school principals' transformational leadership behavior as perceived by the secondary school teachers, the level of teacher's job satisfaction, the relationship between principal's transformational leadership behavior and job satisfaction and its predictive factor that determined the teachers' job satisfaction in Chukha district, Bhutan. Many researchers' finding indicated that the quality of improvement of higher education were partly depended on the performance of the school leaders and teachers were the main factors in compromising for such achievement. This chapter disclosed the conclusion from the study finding and recommendation with some specific points as beneath:

6.1 Conclusion

6.1.1 Secondary school teachers' job satisfaction

6.1.2 Perceived transformational leadership behavior

6.1.3 The relationship between the perceived transformational leadership behavior and teachers' job satisfaction

6.1.4 Predictive factor of secondary schools' teachers' job satisfaction

6.2 Recommendations

6.2.1 Recommendation for the policy level

6.2.2 Recommendation for the school

6.2.3 Recommendation for teachers

6.2.4 Recommendation for the further studies

6.1 Conclusion

This study was carried out by employing quantitative approach that included survey questionnaires where the secondary school teachers' perceptions and judgment was used to get the level of principals' transformational leadership behavior and the level of their teachers' job satisfaction through mean and standard deviation. In addition, the perceived transformational leadership behavior and the secondary school teachers' job satisfaction were analyzed for the relationship through Pearson's Product Moment Correlation Coefficient and a Stepwise Multiple Regression Analysis was used to find the predictive factor for secondary school teachers' job satisfaction. The instrument used was based on the concept of Bass and Avolio's transformational leadership and Herzberg's two-factor theory of job satisfaction. The survey questionnaires were distributed to the overall population of 227 secondary school teachers. Researcher used Taro Yamane (1968) formula to calculate the sample size of this study; within 527 populations, it was projected not less than 227 sample size. There were 227 valid questionnaire returned.

6.1.1 Secondary school teachers' job satisfaction

Job satisfaction was characterized from Herzberg's Two Factor Theory which consisted of five motivator factors (job achievement, job recognition, work itself, job responsibilities, and job advancement) and five hygiene factors (supervision, interpersonal relationship, working condition, salary and policy and administration). Job satisfaction of the secondary school teachers was retrieved for overall perception. According to the study finding, it could be concluded that the secondary school teachers were highly satisfied with their teaching profession since all components of job satisfaction were also perceived at high levels of satisfaction with the average mean score of 3.78. When compared two aspects of job motivation and hygiene factors, it was found that motivational factors were slightly higher than hygiene factors with mean scores of 3.79 and 3.78 respectively. The finding confirmed that the secondary school teachers had a high level of job satisfaction with the job-related environment and the content of the job. The result also demonstrated that the teachers in Chukha have job satisfaction in work itself the most with a mean score of 4.18, followed by supervision 4.08, job achievement 3.73, policy and administration 3.94, job responsibilities 3.73, job recognition 3.71, working condition 3.57, interpersonal relationship 4.10, job advancement 3.26 and the least satisfaction is the salary with the minimum mean score of 3.20.

6.1.2 Perceived Transformational Leadership Behaviors

Transformational leadership was analyzed based on the concepts of Bass and Avolio's Transformational Leadership, which contained four components such as, idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Transformational leadership behaviors of the secondary school principal were assessed for the overall perception from the teachers teaching in secondary school. According to the study finding, it could be concluded that the secondary school teachers perceived their school principals behaved in terms of transformational leadership behavior at high level with average mean score of 3.98. Therefore all components of transformational leadership were also perceived at high level with inspirational motivation scoring highest mean score of 4.08, followed by individual consideration with 3.96, idealized influence at 3.95 and intellectual stimulation with the lowest mean score of 3.92. The finding confirmed that secondary school teachers perceived their school principals as transformative in their school management matter. It also indicated that school principal used directly or indirectly exhibited transformational leadership skills as perceived by their teachers. The school principal tried to articulate a vision of the future of the school, provide a role model that was consistent with vision, foster the acceptance of the group goals, and provide individual support that all of these behavior revealed a good sign of leadership practices in the schools. These behaviors may not be completely behaved; however, when there is a policy to support for the practices of transformational leadership within school level and the national level, there will be training or workshop to help and support school leaders in proper leading.

6.1.3 The relationship between the Perceived Transformational Leadership Behavior and the secondary school Teacher's Job satisfaction

The relation between principals' transformational leadership was measured through Pearson's Product Moment Correlation Coefficient. The finding indicated that there was a positive correlation between principals' transformational leadership behavior and teachers' job satisfaction as perceived by the secondary school teachers with the statistically significant at 0.01 level ($r = .66$). It could be concluded that whenever their principal behaved more in terms of transformational leadership then it

made secondary school teachers more satisfied too. In other words, more the principal showed the transformational behavior to their colleagues in the school, more satisfaction his or her colleagues derived from it.

6.1.4 Predictive factor of secondary schools' teachers' job satisfaction

Whether Transformational leadership and the teachers' personal factors predict their job satisfaction, Stepwise Multiple Regression Analysis was conducted. Finding of this study indicated that transformational leadership alone could influence teacher's job satisfaction statistically significant level at ($\beta = .65$), ($R^2 = .44$), which means that 44% of the teachers' job satisfaction could be influenced by the transformational leadership alone with the statistically significant at the .001 level, while personal factors such as gender, age, and marital status teaching experience have shown negligible effect on teachers' job satisfaction except master degree when combined with transformational leadership could effect 45 % of teachers' job satisfaction indicating only 1 % influence by master degree on the teachers' job satisfaction. Therefore it could be concluded that transformational leadership predicted teachers' job satisfaction the most as compared to the personal factor, which indicated as very negligible effect on teachers' job satisfaction except master degree a component of educational level.

6.2 Recommendations

6.2.1 Recommendation based on findings

6.2.1. Recommendation for the policy level

6.2.1.1 From the finding of this study, transformational leadership behavior of the school principal is significantly influenced on the teachers' job satisfaction of the secondary school teachers, it could be suggested that ministry of education should provide support and motivation to all key supervisors in making from bureaucratic management to transformational leadership.

6.2.1.2 These study also found that the secondary school teacher's working morale that view teaching as professional rather than a job basically

based on the satisfying factors; thus, Ministry of education should have a policy to promote a healthy and friendly working environment where individual could have a comfortable workplace effective leading and sustaining all the satisfaction factors such as job achievement, recognition, work itself, responsibilities, job advancement, supervision, working condition, personal relationship and policy and administration.

6.2.1.3 The research also revealed that secondary school teachers salary was at moderate level, therefore, Ministry of Education, could survey in other district and propose pay revision to the pay commission along with incentive package for the teachers.

6.2.1.4 The research revealed that the teacher's job advancement was at moderate level. It is recommended, Ministry of Education to revisit the existing policies on career program and streamline the training opportunities of the teachers both ex-country and in country.

6.2.1.5 From finding it was found that the transformational leadership predicted teachers' job satisfaction, it is recommended, Ministry of Education should encourage principals at all level to practice four behaviors of transformational leadership by initiating training programs for all principals in Bhutan.

6.2.1.6 From the finding, it was also found that teachers with master degree holders remains satisfied, it is recommended Ministry of Education to provide master program for the teachers by proposing budget for the long term study both in and ex-countries and increasing scholarship quota for the teachers.

6.2.2 Recommendation for the school

6.2.2.1 From the study it revealed that job advancement was perceived to be low for the teachers. Therefore, principal must look for the opportunity and recommend teachers for further studies, training, seminars and workshop.

6.2.2.2 The study also saw that intellectual stimulation was shown at moderate level. Principal needs to practice and balance with the other components of the transformational leadership to become complete transformative leaders in schools.

6.2.3 Recommendation for the teachers

6.2.3.1 From the finding work – itself and interpersonal relationship were perceived as high. It is recommended that teacher must continue the same spirit of practice in these two domains of job satisfaction.

6.2.3.2 Since Job Advancement was rated low, the teachers must explore possibilities for the self-development by reading the relevant literature, upgrading qualification and attending workshops rather than waiting for the Agency and relevant stakeholders.

6.2.4 Recommendation for the further studies

Even though this study was structurally designed; however there are still some points that need to be considered for the continuity of the studies:

6.2.4.1 Since this study was mainly relied on the perceptions and judgments of the secondary school teachers over their school principal's transformational leadership behavior; therefore further studies should include both perception of the school principals and the teachers, so that the result can be compared for the more accuracy.

6.2.4.2 Further study could add two other leadership behaviors such as transactional and laissez-faire, so that it will provide wider perspective of school principal's leadership behavior.

6.2.4.3 Since this study is fairly new in the field of the transformational leadership and teachers' job satisfaction in Bhutanese context, qualitative or in depth studies could be conducted for the further research.

6.2.4.4 The present research finding is totally based on Chukha district, an urban setting, similar kind of research can be conducted in the rural setting and make a comparative analysis.

6.2.4.5 A comparative study of principals' transformational leadership and teachers' job satisfaction in private schools and public school would provide interesting result.

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APPENDICES

APPENDIX A

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No.0517.02 (SLV) **0336**

May **9**, 2013

Dear Lect.Dr. Wanchalee Nontana:

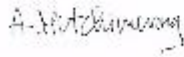
MR. TSHEWANG, student ID no. 5237844 (SHEM/M, a M.Ed. student in Educational Management (International Program), Faculty of Social Science and Humanities, to study on the thesis entitled "PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHERS' JOB SATISFACTION" Lect. Dr. Panchanan Nirasatukulchai is his Major Advisor.

Recognizing your expertise in this field, we would like to request your kind assistance in assessing and adjusting the research instruments of MR. TSHEWANG in order to ensure their accuracy and relevance to the research objectives. Your kind assistance will enable him to accomplish his academic plan, thus contributing to his educational success.

The purpose of the assessment of the research instruments is to validate the items for IOC.

Your kind assistance would be much appreciated.

Yours sincerely,


(Asst. Prof. Dr. Anuchaphon Vachirintwong)
Acting Dean
Faculty of Graduate Studies, Mahidol University.



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May 9, 2013

Dear Lect. Dr. Tassanee Ounvidit:

MR. TSHEWANG, student ID no. 5537844 SHEMM, a M.Ed. student in Educational Management (International Program), Faculty of Social Science and Humanities, to study on the thesis entitled "PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHERS' JOB SATISFACTION". Lect. Dr. Pochaman Nitrametchanond is his Major Advisor.

Recognizing your expertise in this field, we would like to request your kind assistance in assessing and adjusting the research instruments of MR. TSHEWANG in order to ensure their accuracy and relevance to the research objectives. Your kind assistance will enable him to accomplish his academic plan, thus contributing to his educational success.

The purpose of the assessment of the research instruments is to validate the items for IOC.

Your kind assistance would be much appreciated.

Yours sincerely,

(Asst. Prof. Dr. Auemphorn Mutchinwong)

Acting Dean,

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May 9, 2013

Dear Lect. Umpree Kerdnaimonkol :

MR. TSEEWANG, student ID no. 5557846 SHEMM, a M.Ed. student in Educational Management (International Program), Faculty of Social Science and Humanities, to study on the thesis entitled "PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHERS' JOB SATISFACTION" Lect. Dr. Pascharat Niramitchaimont is his Major Advisor.

Recognizing your expertise in this field, we would like to request your kind assistance in assessing and adjusting the research instruments of MR. TSEEWANG in order to ensure their accuracy and relevance to the research objectives. Your kind assistance will enable him to accomplish his academic plan, thus contributing to his educational success.

The purpose of the assessment of the research instruments is to validate the items for IOC.

Your kind assistance would be much appreciated.

Yours sincerely,

(Asst. Prof. Dr. Ananphorn Mutchinwong)

Acting Dean,

Faculty of Graduate Studies, Mahidol University.



དཔལ་ལྷན་འབྲུག་གཞུང་།
 རྒྱལ་ཁབ་དཔལ་ལྷན་འབྲུག་ རྒྱལ་
 ROYAL GOVERNMENT OF BHUTAN
 DZONGKHAG ADMINISTRATION
 Ngoedrup-Tse Dzong: Chhukha
 Education Sector



Ref: CDA/EDN-21/2013/ 3746

Date: 15/05/2013

The Principals
 Secondary Schools
 Chhukha Dzongkhag

Sub: Dada Collection

Dear Sir/Madam,

This is to kindly inform you that Mr. Tshewang, Vice Principal of Phuentshaling MSS who is undergoing a Masters Course in Mahidol University, Thailand, has approached our office for approval to conduct research in the schools under Chhukha Dzongkhag.

Therefore, we approve him to conduct his research in your schools as his research works will help our schools in future. Please render him full support with his research work and data collection.

I wish him all the Best and hoping that his research would help our principals and teachers in future.

With regards

Yours faithfully,

(Dign Singh Tamang)

Offtg. DEO

Cc:

1. Office copy

APPENDIX B

RESEARCH QUESTIONNAIRES

PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP BEHAVIOR AND TEACHERS' JOB SATISFACTION OF SECONDARY SCHOOLS UNDER CHHUKHA DISTRICT, BHUTAN

This questionnaire was designed to find out the teacher's perception on Principals' transformational leadership skills and their job satisfaction of secondary school under Chukha district, Bhutan with the sole aim of exploring the beneficial behaviors of the school principals through transformational leadership, which plays an important role in determining the teacher's job satisfaction. This would further give impetus in creating good learning environment for the children of Bhutan. The questionnaire consist of 2 parts:

Part A: Personal Information

Instructions: Please tick (✓) in the box provided below that represents your personal information.

1. Age:(Years/Months)

2. Gender a) Male ☐
b) Female ☐

3. Marital Status: ☐ 1) Single ☐ 2) Married ☐ 3) Divorced ☐ 4) Widowed

4. Educational Level:

- ☐ a) Post Secondary
- ☐ a) Undergraduate (Bachelor's Degree)
- ☐ b) Postgraduate (Master's Degree)
- ☐ c) Other _____ (Please kindly specify)

5. Teaching experience (Years/Months)**PART B: 1. Transformational Leadership Behaviors**

Instructions: Please read each statement below carefully; decide the effectiveness performance of your Principal that is relevant to your opinion; and mark tick (✓) in the box below to show the level of your Principal's transformational leadership behavior. (Please help us by sharing your support in completing the entire questions below. Thank you so much for all your support!)

Lowest level	Low level	Moderate level	High level	Highest level
1	2	3	4	5

No.	ATTRIBUTES	Level of Transformational Leadership Behaviors				
		1	2	3	4	5
	Idealized Influence					
	Your Principal					
1	Is friendly, kind and open.					
2.	Uses simple words to indicate performer what they should do.					

No.	ATTRIBUTES	Level of Transformational Leadership Behaviors				
		1	2	3	4	5
3.	Shares his or her knowledge and experiences with others in the school.					
4.	Considers the moral and ethical consequences of his/her decision.					
5.	Trusts the teachers.					
6.	Has little confidence in the capabilities of his/her subordinates					
7.	Is honest in his or her dealing with others.					
Inspirational Motivation						
	Your Principal.....					
8.	Encourages teachers to perform better.					
9.	Encourages Team Work.					
10.	Behaves enthusiastically about what needs to be accomplished.					
11.	Stresses on performance based recognition.					
12.	Sacrifices his/her interests for the welfare of the subordinates.					
13.	Works diligently and persistently to complete any work.					
14.	Rarely acknowledges the work of the subordinates.					

No.	ATTRIBUTES	Level of Transformational Leadership Behaviors				
		1	2	3	4	5
Intellectual Stimulation						
	Your Principal.....					
15.	Seeks different perspectives when solving a problem.					
16.	Encourages innovative ideas to deal with problems.					
17.	Encourages others to look at problems from different angles.					
18.	Is unaware of new ways of looking at how to complete assignment.					
19.	Disseminates new information on a regular basis.					
20.	Encourages creative environment at school.					
21.	Advise teachers to learn from mistakes and work towards success.					
Individual Consideration						
	Your Principal.....					
22.	Communicates effectively with the teachers					
23.	Treats teacher as individuals rather than just as members of the group.					
24.	Listens attentively to teachers’ concerns					
25.	Treats all teachers fairly.					
26.	Helps others to develop their strengths.					
27.	Considers individual as having different abilities to complete the assignment.					
28.	Rarely responses to the individual needs in the workplace					

...Thank you for your time and your kind cooperation...

2: Job Satisfaction

Instructions: The following statement indicates your feeling towards different aspects of your job. Please read it carefully and mark tick (✓) in the box that is most relevant to your opinion below to show the level of your job satisfaction. (Please help us by giving your support in completing the entire questions below. Thank you so much for your support!).

Lowest Satisfaction	Low Satisfaction	Moderate Satisfaction	High Satisfaction	Highest Satisfaction		
1	2	3	4	5		
No.	ATTRIBUTES	Level of Job Satisfaction				
		1	2	3	4	5
Motivation Factors						
Job Recognition						
1.	My principal duly acknowledges my work.					
2.	My colleague gives me credit when I do a good job					
3.	I am satisfied with reward for doing good work from my principal.					
4.	I am unsatisfied with the inappropriate recognition that I get when I have done something extraordinary.					
5.	I am satisfied with the common expressions of thanks and appreciation in my school					
Work Itself						
6.	I enjoy the type of work I do.					
7.	My job is interesting.					

No.	ATTRIBUTES	Level of Job Satisfaction				
		1	2	3	4	5
8.	My job gives me a sense of accomplishment.					
9.	My present job responsibilities do not give me opportunity to utilize my knowledge and skills.					
10.	My job serves the society.					
11.	My job provides knowledge to younger generation.					
Job Responsibilities						
12.	I have control over how I do my work.					
13.	I am happy that my opinion counts at work.					
14.	I cannot share opinion in decisions that effect my work					
15.	My physical environment is conducive to the productivity.					
16.	I am satisfied that I have the necessary resources to do my work					
Job Advancement						
17.	I am satisfied that there are enough opportunities for me to upgrade myself through training.					
18.	I have not received necessary training to do my work.					

No.	ATTRIBUTES	Level of Job Satisfaction				
		1	2	3	4	5
19.	Teachers are given equal opportunities for training abroad.					
20.	I am satisfied that there is someone at work who encourages me in the professional development in the school.					
21.	I am satisfied that my job is progressing better than the past year.					
22.	I got a fair promotion					
	Job Achievement					
23.	I am happy that I am able to complete the task on time					
24.	I am satisfied that I have the ability to solve problems					
25.	I am proud to work in the school because my principal recognizes my achievement.					
26.	I feel satisfied with my job because it gives me the feeling of accomplishment.					
27.	I feel I have not contributed towards the school in a positive manner.					
	Hygiene Factors					
	Supervision					
28.	My principal is adequately qualified for his/her job.					
29.	My principal creates an environment that fosters trust.					
30.	My Principal is not approachable.					
31.	My Principal manages staff effectively					
32.	My Principal is fair in dealing with the teachers.					
	Interpersonal Relationship					
33.	My Principal consistently treats me with respect.					
34.	People in my school can help each other in work.					

No.	ATTRIBUTES	Level of Job Satisfaction				
		1	2	3	4	5
35.	The teachers in my school care and treat each other with respect.					
36.	I never trust my teachers.					
37.	My teacher and I work as part of a team.					
38.	My principal keeps good relationship with the teachers and the community.					
39.	I am happy that my fellow teachers are supportive in any matter					
Working Condition						
40.	I am happy with the current location					
41.	I am happy with the environment at my work place.					
42.	There is enough staff to do the work efficiently.					
43.	There is sufficient teaching equipment provided for my work.					
44.	There are not enough materials for my work.					
45.	I am satisfied with the students' discipline.					
Salary						
46.	My monthly salary is sufficient to lead a decent life.					
47.	My salary is not appropriate to my qualification					
48.	I am very much underpaid in relation to the amount of workload that I do.					
49.	Salary raise is appropriate.					
50.	My salary rate is a significant factor to stay in the school					
51.	Allowances motivate me to do extra work.					

No.	ATTRIBUTES	Level of Job Satisfaction				
		1	2	3	4	5
	Policy and Administration					
52.	I completely understand the policy of my school.					
53.	Attitude of the administration is very accommodative in my school.					
54.	I am happy with the communication channel in my school.					
55.	I am proud to work in the school because the policy is favorable.					
56.	I am worried that my principal cannot take effective decision.					

Thank you for your kind support and co-operation...

BIOGRAPHY

NAME	Tshewang
DATE OF BIRTH	16 th April, 1968
PLACE OF BIRTH	Mertsam, Kanglung
INSTITUTION ATTENDED	National Institute of Education, Samtse, Bhutan, 1988-1990 Primary Teacher Certificate (PTC) Samtse College of Education, 2003-2005 Diploma in Primary Teaching Samtse College of Education, 2006-2009 Bachelor of Education (B.ed) Mahidol University, 2012-2013 Master of Education in Educational Management, Social Science and Humanities
SCHOLARSHIP RECEIVED	Royal Government of Bhutan and Thailand International Development Corporation Agency (TICA),
EMPLOYMENT ADDRESS	Department of Education, Ministry of Education, Bhutan
HOME ADDRESS	Mertsam, Kanglung, Trashigang, Eastern Bhutan Email: tshewangyd@yahoo.com/ tshewangyd@gmail.com