

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Every school has its own vision and mission for directing the teaching-learning activities. As a leader, being able to conduct the vision is a must. Effective school leadership demands vision which rooted from an individual's knowledge base and intrinsic intuition. Thus, a school leader should be able to blend the science of leadership with the art of leadership (Clark, 2009).

As stated by Waters and Marzano (2006), the essentialism of school leadership cannot be undervalued. The presence of visionary leadership will ascertain the effectiveness of schools to perform high. There are few things that should be reviewed in making schools to perform high. They are teachers' proficiency, students' achievement, school culture and school climate (Clark, 2009). Each of the elements contributes significant effect for the school itself. Teachers' proficiency affects students' understanding of a lesson or in other words students' achievement. The students' achievement then affects the reputation of a school. However, the teachers' proficiency and students' achievement are affected by the principal's leadership style that indirectly affects school culture and climate.

Based on the survey done by Ministry of Education and Culture of Indonesia in academic year of 2011/2012 (MOEC, 2012), the amount of Senior High teachers were 440,168. The amount was increased in 2014/2015 in which there were 462,516 and in 2015/2016 there were 593,596 Senior High teachers listed in all provinces of Indonesia (Kemendikbud, 2016). This raising number is pleasing news for the Ministry of Education and

Culture of Indonesia and all the citizens as a means for improving the education quality in Indonesia.

However, there should be any reasons behind this phenomenon. Teachers' perceptions regarding their occupation give significant value for the increasing number of teachers (Bogler, 2001). This variable involves some elements connected to the idea of teaching as a profession: professional prestige; professional identification and status; sense of self-fulfillment; scope for self-expression and personal development; job autonomy; and centrality of the vocation. These elements, later on, lead to the teachers' job satisfaction (Dinham & Scott, 1998 as cited in Bogler, 2001). Besides these elements, there are several factors that lead into teachers' job satisfaction, such as leadership styles (Heller et al., 1993 as cited in Wetherell, 2002).

Leadership styles according to Clark (1998 as cited in Wetherell, 2002) gave significant effect toward the teachers' performance. He mentioned three common leadership styles which are authoritarian, participative, and delegative. He furthermore explained that leaders who applied all three styles –depending on the situation and the teachers involved– associated directly to the effective teaching. Teachers felt at ease and they put their best effort to teach effectively. The teachers' performance indirectly related to their job satisfaction.

Teachers' involvement in decision-making strategy affects the level of job-satisfaction (Bogler, 2001). Based on the research conducted by Bogler (2001), in an open climate where principals were perceived as democratic managers who maintained open channels of communication with the staff, teachers would be more satisfied with their job as compared to schools where principals exhibited a harsh and authoritative attitude.

However, there is an interesting phenomenon that the writer found in one of the English course in Surabaya. Contradict to the phenomenon of increasing

number of teachers; there is a high turnover of teachers in Joy English. Teachers who worked there can only stay for 3 to 4 semesters only. There were only few teachers who decided to stay for more than 4 semesters.

Dalton et al. (1981 as cited in Wong and Li, 1995) stated that there are two types of turnover; avoidable and unavoidable. The avoidable turnover means that the turnover can be avoided if the company offered good pay, working conditions and empowering leader. On the other hand, the unavoidable turnover cannot be avoided as it relays on external factors such as migration, pregnancy, marriage, etc. As stated previously, the avoidable turnover can be avoided by a good quality of leadership in the company. If we put it into school context, teachers' turnover can be avoided by an empowering principal.

Looking at the phenomenon of the high turnover in Joy English, the writer is curious on how the principal's leadership styles affect teachers' job satisfaction and indirectly teachers' intention to leave. The curiosity is increased especially after talking with some teachers. When they are asked about the reasons of leaving, they did not state anything but principal's decision. They stated that they could not agree with the way principal lead. Therefore, the writer is curious on what kind of leadership possesses by the principal of Joy English and how this kind of leadership can also affect the teachers' job satisfaction and intention to leave.

The study of job satisfaction has been widely published. One of the most comprehensive and widely discussed is presented by Wood, Chonko, and Hunt (1986 as cited in Purani & Sahadev, 2007). They stated that job satisfaction is characterized as a multidimensional and it has six major facets: satisfaction with supervisor; satisfaction with variety; satisfaction with closure; satisfaction with compensation; satisfaction with co-workers and satisfaction with management and human resource policies. Related to

this study, the writer is going to seek how leadership style affect the job satisfaction itself as stated in the first facet; satisfaction with supervisor. In this facet, the level of job satisfaction is determined on the basis of employees' perception on how much they are satisfied with the information or guidelines provided by their supervisors in carrying out their job. The writer is going to figure out to the extent of how leadership style of Joy English's principal affected the level of teachers' perception on job satisfaction.

On the other hand, the intention to leave is resulted from the low level of teachers' job satisfaction that later on leading teachers' decision to quit the job. The teachers' decision to quit increases the turnover rate faced by Joy English within these four years. Zurn et al. (2005) stated that shortages (the lack number of teachers) can be a symptom of low job satisfaction, poor management and lack of organizational support. Again, related to this study, the writer's concern is on how leadership style affects the teachers' intention to leave.

Through some informal discussion with teachers in Joy English, they stated that the principal encourages creativity to teachers. The principal also engages teachers into discussion although the final decision is made by her. The principal also opens two-way-communication for teachers and parents. However, there is another report about the principal leadership styles. Some teachers say that the principal motivates teachers to perform well by giving rewards. When the principal gives tasks to teachers, they are considered to be fully responsible for it. Later when things go wrong, the subordinates are considered to be personally at fault and are punished for their failure. Because of these bias opinions, the writer's curiosity is increased and therefore conducts this study.

In conducting the research, the writer would like to figure out the leadership style possessed by Joy English principal and how it affects teachers' job satisfaction and intention to leave. Thus, the writer will interview all the teachers who had worked and have been working there for 3 semesters and more to find the significant result of the questions raised. They are asked to fill in the questionnaire and interviewed using in-depth structured phenomenological interview methodology (Marshall & Rosman, 2006 as cited in Dollarhide et al., 2008). The interview results are transcribed and analyzed using coding (Strauss & Corbin, 1998 as cited in Dollarhide et al., 2008). The results then were grouped according to broad commonalities. Then these were examined relative to important differences that may explain why some teachers decided to leave related to the leadership styles they perceived.

## **1.2 Research Questions**

In accordance with the title of this study, the aim of the study is to analyze how principal's leadership styles affect teachers' job satisfaction and intention to leave. For this purpose, there are three research questions formulated as follows:

1. What is the leadership style practiced by the principal of Joy English?
2. How does the principal's leadership style affect teachers' job satisfaction?
3. How does the principal's leadership style affect teachers' intention to leave?

### **1.3 Purposes of the Study**

In accordance with the research questions, the objectives of this study are:

1. Figure out the leadership style of Joy English
2. Discover the effect of principal's leadership style toward teachers' job satisfaction
3. Discover the effect of principal's leadership style toward teachers' intention to leave

### **1.4 Significance of the Study**

Correspondingly with the research questions, the study is to analyze how principal's leadership styles affect teachers' job satisfaction and intention to leave regarding on the job satisfaction perceived. This will help principal to figure out the roots of the high turnover. Besides, teachers' intention to leave can be minimized and teachers' commitment to stay can be enlarged.

### **1.5 Scope and Limitations**

This study is concerned with the principal's leadership style and its effect toward teachers' job satisfaction and intention to leave. Since the study is concerned with teachers' job satisfaction and intention to leave, both intrinsic and extrinsic factors will be counted. The five dimensions of job satisfaction are distinguished: work, supervision, pay, promotions, and coworkers. Therefore, this study will disregard any factors which are not related to teachers' job satisfaction and intention to leave.

Since this study will use intact group, no random selection is applied; it will be limited to teachers at Joy English in East Surabaya. The informants will involve only five teachers who had worked or have been working for

more than 3 semesters. Therefore, the results may not be generalized to other English course' teachers employed in other settings. The questionnaires are distributed to respondents and follow-up interviews are conducted few weeks after reviewing the questionnaire's results. The conclusions based on the results of this study were dependent on the views expressed by those who choose to respond the questionnaire. Furthermore, the questions in the questionnaire have not been validated.

## **1.6 Thesis Organization**

Chapter one includes the background of the study, research questions and purpose of the study, scope and limitations and thesis organization. Chapter two includes a review of related research on leadership theories, teachers' job satisfaction and intention to leave. Chapter three contains the methodology, research design, participants, sources of data, instruments and data collection and analysis procedures. Chapter four presents the finding and discussion in terms of research questions. Chapter five contains the conclusions and suggestions for further research.